



A (Very) Brief Overview of Trends in Teacher Evaluation

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National Comprehensive Center for Teacher Quality (the TQ Center)

A federally-funded partnership whose mission is to help states carry out the teacher quality mandates of ESEA

➤ Vanderbilt University

- Students with special needs, at-risk students

➤ AIR

- Technical assistance, research, fiscal agent

➤ Educational Testing Service

- Technical assistance, research, dissemination

Trends in teacher evaluation

- **Policy is way ahead of the research in teacher evaluation measures and models**
 - Though we don't yet know which model and combination of measures will identify effective teachers, many states and districts are compelled to move forward at a rapid pace
- **Inclusion of student achievement growth data represents a huge "culture shift" in evaluation**
 - Communication and teacher/administrator participation and buy-in are crucial to ensure change
- **Focus on models and measures that may help districts/schools/teachers improve performance**
 - *The ultimate goal of evaluation should be to improve teaching and learning*

Multiple measures of teacher effectiveness

➤ Evidence of *growth in student learning and competency*

- Standardized tests, pre/post tests in untested subjects
- Student performance (art, music, culinary arts, welding, etc.)
- Curriculum-based tests given in a standardized manner
- Classroom-based tests such as DIBELS, DRA

➤ Evidence of *instructional quality*

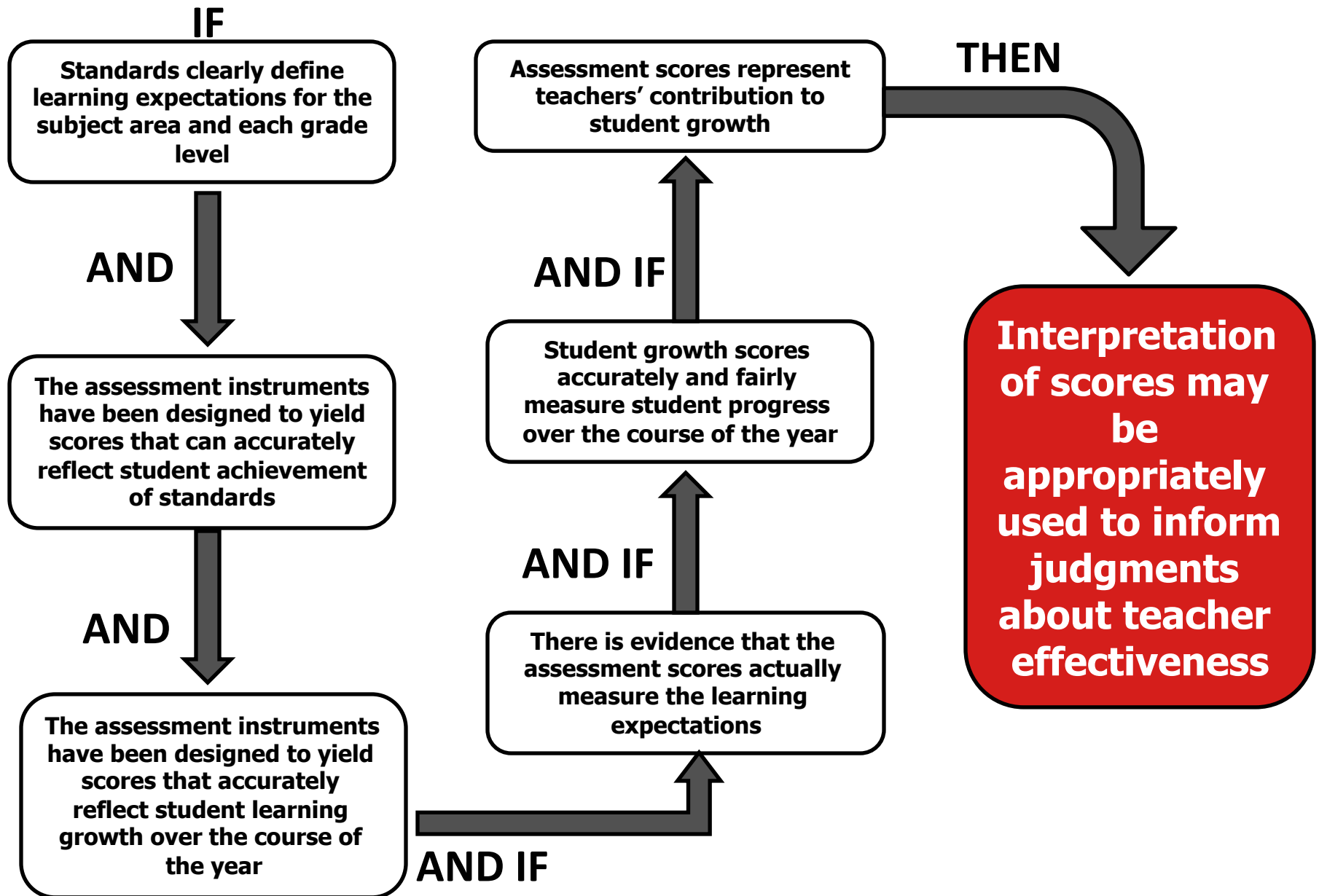
- Classroom observations
- Lesson plans, assignments, student work, student surveys

➤ Evidence of *professional responsibility*

- Participation in team/school/district improvement efforts
- Parent surveys
- An “evidence binder” created by the teacher

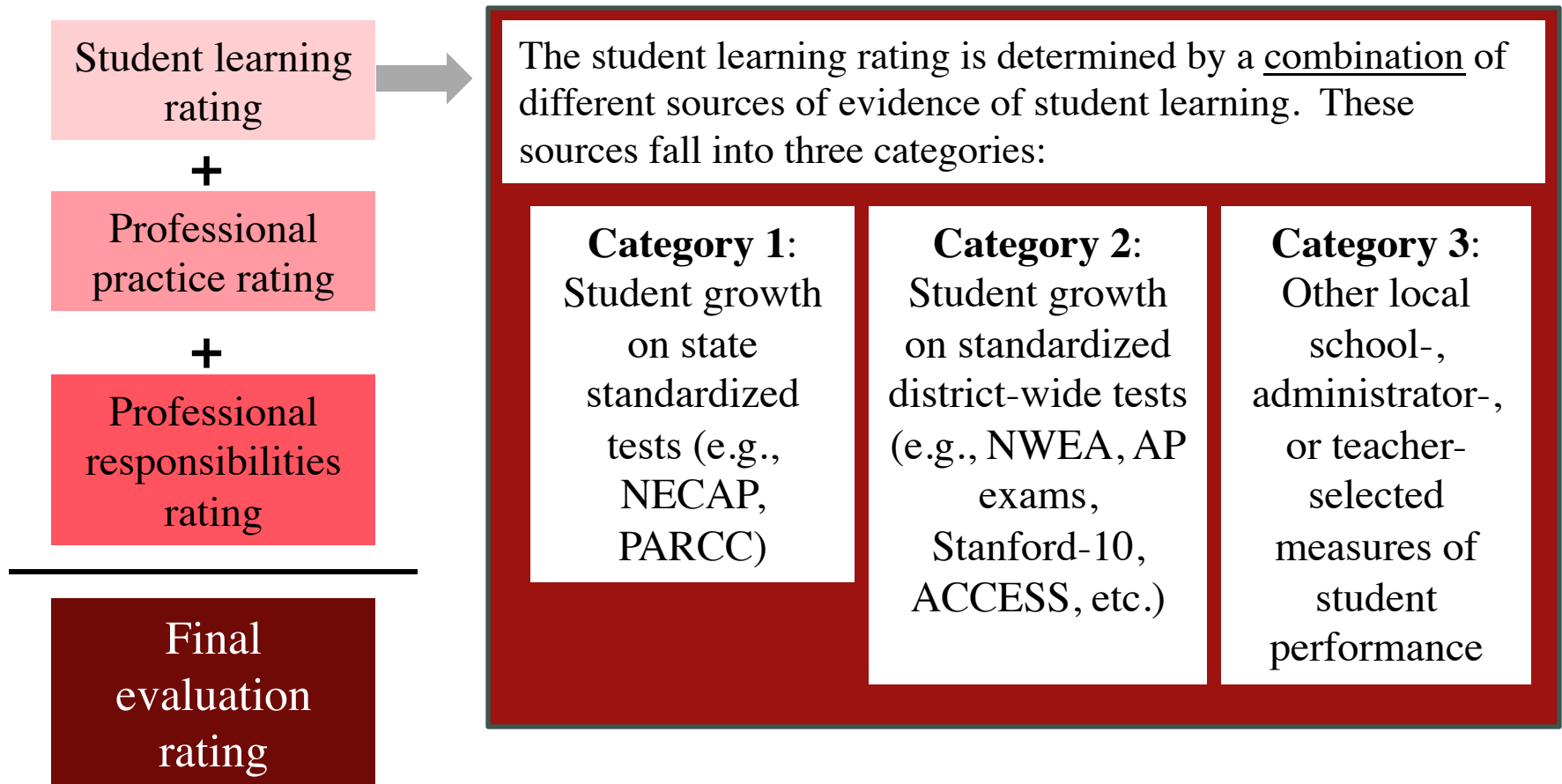
Questions to ask about models/ measures

- Are measures “rigorous and comparable across classrooms”?
- Do measures show student learning growth “between two points in time”?
- Are measures based on appropriate grade level and subject standards?
- Can using the measures *improve teaching and learning*?
- Do models allow teachers from all subjects and grades (not just 4-8 math & ELA) to be evaluated fairly with evidence of student learning growth?



Propositions that justify the use of these measures for evaluating teacher effectiveness. (Adaptation based on Bailey & Heritage, 2010 and Perie & Forte (in press)) (Herman, Heritage & Goldschmidt, 2011). Slide used courtesy of Margaret Heritage.

Rhode Island DOE Model: Framework for Applying Multiple Measures of Student Learning



New Haven “matrix”

		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

“The ratings for the three evaluation components will be synthesized into a final summative rating at the end of each year. Student growth outcomes will play a preponderant role in the synthesis.”

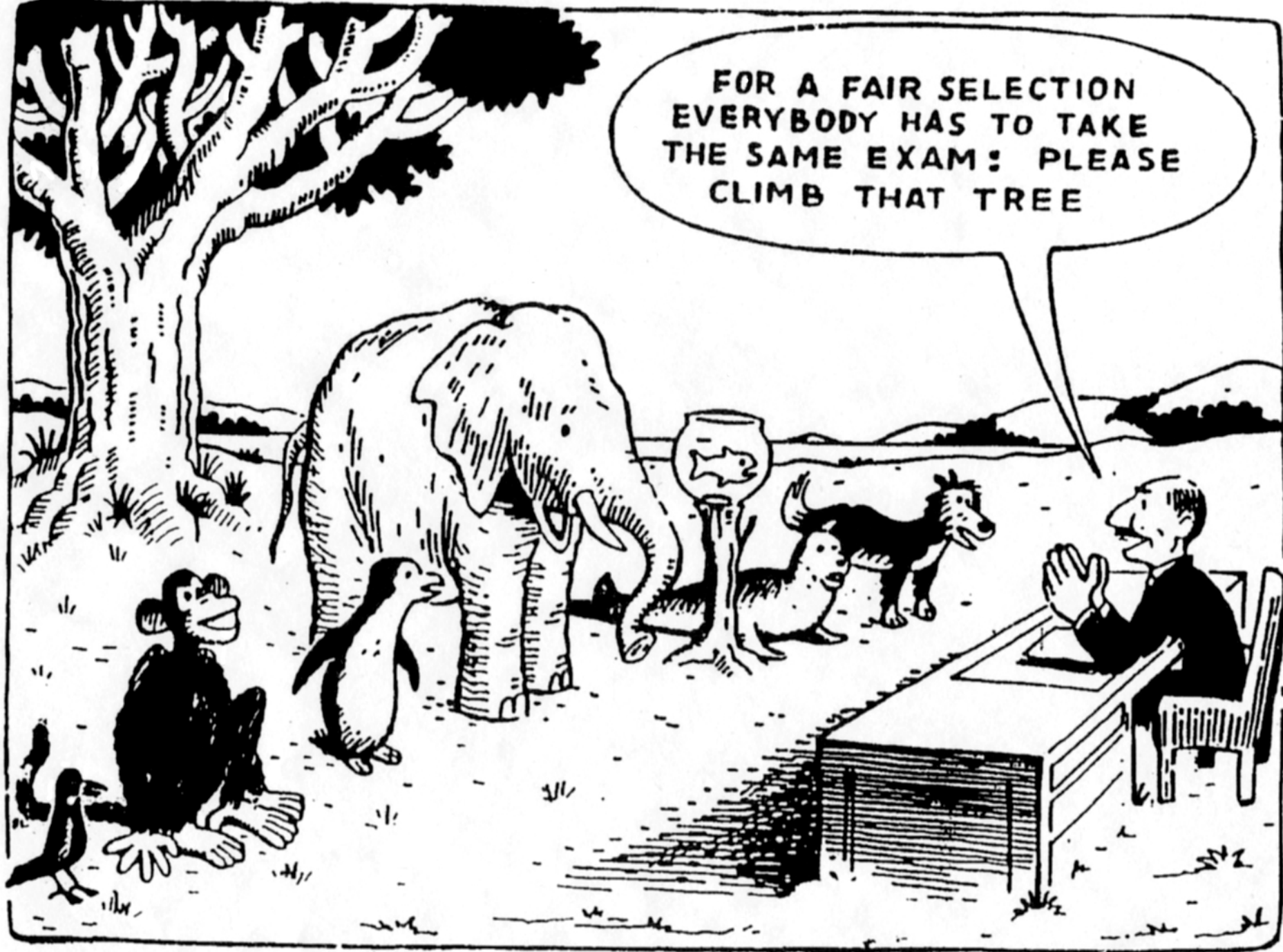
Washington DC's IMPACT: Score comparison for Groups 1 & 2

	Group 1 (tested subjects)	Group 2 (non-tested subjects)
Teacher value-added (based on test scores)	50%	0%
Teacher-assessed student achievement (based on non-VAM assessments)	0%	10%
Teacher and Learning Framework (observations)	35%	75%
Commitment to School Community	10%	10%
School Wide Value-Added	5%	5%

Hillsborough, FL

- Stated goal is to evaluate every teacher's effectiveness with student achievement growth, even teachers in non-tested subjects and grades
- Undertaking to create pre- and post-assessments for all subjects and grades
- Expanding state standardized tests and using value-added to evaluate more teachers
- Part of a multiple measures system

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE





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