



Measuring Teacher Effectiveness in Untested Subjects and Grades

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About the National Association of Secondary School Principals

In existence since 1916, the National Association of Secondary School Principals (NASSP) is the preeminent organization of and national voice for middle level and high school principals, assistant principals, and aspiring school leaders from across the United States and more than 45 countries around the world. The mission of NASSP is to promote excellence in school leadership.

Check us out www.nassp.org

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- Research Scientist in the Performance Research Group at Educational Testing Service in Princeton, NJ, and is Principal Investigator for Research and Dissemination for The National Comprehensive Center for Teacher Quality
- Has observed hundreds of teachers around the country for various projects
- Learn more about Laura's work at www.lauragoe.com

The goal of teacher evaluation

*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

Evaluation System Models

Austin (Student learning objectives with pay-for-performance, group and individual SLOs assess with comprehensive rubric)

<http://www.austinisd.org/inside/initiatives/compensation/slos.phtm>

Delaware Model (Teacher participation in identifying grade/subject measures which then must be approved by state)

http://www.doe.k12.de.us/csa/dpasii/student_growth/default.shtml

Georgia's CLASS Keys (Comprehensive rubric, includes student achievement—see last few pages)

System: http://www.gadoe.org/tss_teacher.aspx

Rubric:

<http://www.gadoe.org/DMGetDocument.aspx/CK%20Standards%2010-18-2010.pdf?>

[p=6CC6799F8C1371F6B59CF81E4ECD54E63F615CF1D9441A92E28BFA2A0AB27E3E&Type=D](http://www.gadoe.org/DMGetDocument.aspx/CK%20Standards%2010-18-2010.pdf?p=6CC6799F8C1371F6B59CF81E4ECD54E63F615CF1D9441A92E28BFA2A0AB27E3E&Type=D)

Evaluation System Models (cont'd)

Hillsborough, Florida (Creating assessments/tests for all subjects)

http://communication.sdhc.k12.fl.us/empoweringteachers/?page_id=317

Rhode Island Model (Student learning objectives combined with teacher observations and professionalism)

[http://www.ride.ri.gov/educatorquality/EducatorEvaluation/Docs/Working%20Group%](http://www.ride.ri.gov/educatorquality/EducatorEvaluation/Docs/Working%20Group%20)

Teacher Advancement Program (Value-added for tested grades only, no info on other subjects/grades, multiple observations for all teachers)

<http://www.tapsystem.org/>

Washington DC IMPACT Guidebooks (Variation in how groups of teachers are measured—50% standardized tests for some groups, 10% other assessments for non-tested subjects and grades)

[http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+\(Performance+Assessment\)/IMPACT+Guidebooks](http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks)

Questions to ask about measures and the models that incorporate them

- 1. Rigorous.** Are measures “rigorous,” focused on measuring students’ progress towards college and career readiness?
- 2. Comparable.** Are measures “comparable across classrooms,” ensuring that students are being measured with the same yardstick?
- 3. Growth over time.** Do the measures enable student learning growth to be assessed “between two points in time”?
- 4. Standards-based.** Are the measures focused on assessing growth on important high-quality grade level and subject standards?
- 5. Inclusive (all teachers, subjects, grades).** Do evaluation models allow teachers from all subjects and grades (not just 4-8 math & reading) to be evaluated with evidence of student learning growth?
- 6. Improve teaching.** Does evidence from using the measures contribute to teachers’ understanding of their students’ needs/progress so that instruction can be planned/adapted to ensure success?

Validity (measures and models)

- Validity is ensured when the instrument/test accurately measures what it is intended to
- Validity cannot be fully established until you collect and analyze evidence; evidence on these models/measures is incomplete/non-existent
- Focus on models and measures that meet the 6 priorities (Rigorous, Comparable, Growth over time, Standards-based, Inclusive, Improve teaching)
- When data is collected, determine whether the measures are differentiating among stronger and weaker teachers (correlate results from multiple measures)
- Evaluate how the model and measures are working often

Maximize Your edWeb experience

For anyone:

School Leadership Network: www.edweb.net/principals

For NASSP members:

<http://www.edweb.net/teacherevaluation>

<http://www.edweb.net/principalevaluation>

<http://www.edweb.net/technologyforinstruction>

Care About Education and School Leaders? Get Involved!

Join NASSP's Federal Grassroots Network (you don't need to be an NASSP member)

- 1) Email Mary Kingston, NASSP Government Relations Manager at kingstonm@nassp.org
- 2) Join our edWeb group at edweb.net/federalgrassroots