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.
The student learning rating is determined by a combination of different sources of evidence of student learning. These sources fall into three categories:

**Category 1:**
Student growth on state standardized tests (e.g., NECAP, PARCC)

**Category 2:**
Student growth on standardized district-wide tests (e.g., NWEA, AP exams, Stanford-10, ACCESS, etc.)

**Category 3:**
Other local school-, administrator-, or teacher-selected measures of student performance

\( + \)

Student learning rating

\( + \)
Professional practice rating

\( + \)
Professional responsibilities rating

Final evaluation rating
“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

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