

Key Issue:

Using Performance-Based Assessment to Identify and Support High-Quality Teachers

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

June 2008

Jane Coggshall, Ph.D.
Jeffrey Max
Learning Point Associates

Katherine Bassett
ETS



1100 17th Street NW, Suite 500
Washington, DC 20036-4632
877-322-8700 • 202-223-6690
www.tqsource.org

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This work was originally produced in whole or in part by the National Comprehensive Center for Teacher Quality with funds from the U.S. Department of Education under cooperative agreement number S283B050051. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

The National Comprehensive Center for Teacher Quality is a collaborative effort of Education Commission of the States, ETS, Learning Point Associates, and Vanderbilt University.

2627_06/08



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Definition of Performance-Based Assessment of Teachers

Performance-based assessment of teachers includes a class of measurement methods designed to assess the quality of teacher performance on one or more important aspects of teaching. It may include portfolios, structured observations, video records of practice, and teacher work samples.

Performance-based assessment can be contrasted with assessments that assess knowledge of particular concepts without examining the application of that knowledge to particular teaching tasks. Scoring of performance-based assessment requires the application of professional judgment to evaluate the quality of the performance, because there is no single correct answer as with traditional multiple-choice tests. Performance-based assessment methods are scored by trained and calibrated assessors who use rubrics—written scales that define levels of quality performance based on standards of practice—to make judgments of performance quality.

Performance-based assessment methods can measure many constructs at a time by relying on multiple sources of evidence, preferably collected over time, and can provide both formative and summative judgments. Performance-based assessment for teaching can be based on teaching evidence obtained from assessment tasks such as the following:

- Structured classroom observation protocols
- Teacher-developed portfolios (which may include an analysis of student work samples)
- Detailed preparation of instructional plans
- Teacher-developed student assessments
- Mock individualized education programs for different student learners
- Teachers' written responses to real-world teaching scenarios that deal with behavior and classroom management
- Video records of real-time instructional practice

Scenario

The commissioner asked Edna Valencia, assistant director of certification and accreditation at the State Department of Education, to investigate the feasibility of overhauling the state's teacher certification system by using some measure of teacher performance on the job. The idea was that provisionally certified teachers would need to demonstrate that they were performing well in their classroom in order to receive their full professional certificate. Currently, teachers more or less just have to "pay their dues" in order to earn that certificate—they need to earn a master's degree as well as put in four years of "successful teaching." Edna doubted that principals used high-quality evaluations to determine "successful teaching." In fact, a report by the regional education laboratory had shown that principals determined "successful teaching" in an inconsistent manner, which did not constitute the meaningful standard that she was looking for—one on which to issue a permanent credential.

Edna was excited about the task. She had been lobbying the commissioner and his deputies to get this issue on the state's agenda, and even the state legislature seemed to be on board. She knew that high-quality assessments of teacher performance had the potential to be more meaningful measures of the quality of the state's teacher workforce than the current practices of transcript review and local administrator evaluations. She also believed that performance-based assessment might have some advantages over using outcome measures of teacher quality—such as value-added scores or growth models—for several reasons. Performance-based assessment methods can provide insight into whether desired teaching practices are being implemented, can provide direction for teacher development, and can take into account the differences in teachers' professional contexts. (For instance, performance-based assessment methods would include the curriculum that teachers are required to use, resource constraints in some schools, and the different needs that different student populations have, and they would be applied to teachers whose course subjects are not tested through state-standardized student testing programs.)

Value-added measures of teacher effectiveness provide relatively little insight into the "black box" of teaching and therefore do not seem as useful as other methods from a human capital development perspective. Although Edna's office would use performance-based assessment to issue certification, schools could use it to inform the teachers' own practice. Done right, it also could help a whole school understand what high-quality, standards-based teaching looks like and could provide a tier of teacher leaders who could work with less experienced or high-performing teachers.

Several district superintendents around the state had been working to reform their teacher evaluation systems as part of plans to restructure their teacher compensation systems. They also wished simply to reward high-performing teachers (through master teacher designations and the like) and to better target professional development to teachers who could use extra support. Edna planned to include these superintendents on the state design team.

Edna also was a bit daunted. There were many options—several states already have performance-based assessment models in place. Some have performance-based assessment as a requirement in their preservice programs. Some incorporate it into their statewide induction programs. In others, teachers are assessed at the end of their first year of teaching; in still others,

at the end of their second or third year. In some states, performance-based assessment is mandatory and in others, it is optional.

The assessment models used also vary greatly. Some states use portfolio collections of evidence, and others rely on teams of trained observers who conduct in-person observations. In some instances, observation is conducted by viewing videotapes. In still others, teachers perform action research. And some states were considering using written tests incorporating the use of teaching simulations or scenarios to assess teacher quality.

Also, many states were reacting to anticipated mandates requiring pay-for-performance systems, and the commissioner wanted to be able to perhaps use the same system for licensure as for making pay decisions. Edna was not sure whether that would be possible, much less desirable.

Edna was left wondering: What were the best ways to use performance-based assessment to identify and support high-quality teachers for various purposes?

Benefits

The following list describes why using teacher performance-based assessment is important in identifying and supporting high-quality teachers:

- **Teacher performance-based assessment goes beyond traditional teacher evaluation methods to capture the complexity of teaching in context.** Done well, performance-based assessment is embedded in teacher candidates' or teachers' actual classroom practice, so it measures their actual work with real students. It differs from other ways to measure teachers' knowledge and skill (such as "paper-and-pencil" certification exams, traditional classroom observation behavioral checklists, and the like). Unlike these other methods, performance-based assessment can measure teachers' knowledge and skills *as they are used in practice* and therefore has the potential to be a more meaningful and valid measure of what teachers know and can do in their classrooms to be effective (Darling-Hammond & Snyder, 2000; Toch & Rothman, 2008).
- **High-quality teacher performance-based assessment is based on meaningful professional standards of teaching performance.** In high-quality performance assessment, the criteria used to determine the quality of a teacher's performance are based on rigorous professional standards (e.g., Dwyer, 1998; Linn et al., 1989). Such standards are developed via a consensus of experts from both within and outside the profession and therefore represent a credible and meaningful yardstick on which to judge teaching quality (Interstate New Teacher Assessment and Support Consortium, 1992).
- **Teacher performance-based assessment supports teacher learning.** Many teachers report that completing the tasks required in a performance-based assessment has helped them understand their teaching and their students better (National Commission on Teaching and America's Future, 1996; Sato, 2000). Moreover, those who are asked to conduct and score the assessments find the experience to be enormously valuable in helping them to refine their own practice (Jackson & Suckow, 2004). Also, because performance-based assessment often entails individual, supported reflection and the analysis of one's own teaching, it provides for a deepened learning experience (Pechone, Pigg, Chung, & Souviney, 2005). Teacher performance-based assessment helps both teachers and assessors understand the underpinnings of standards-based practice. In this sense, teacher performance-based assessment allows for both summative and formative evaluation of teachers.
- **Teacher performance-based assessment provides a firsthand evaluation experience that teachers can then modify and apply to their assessment of students.** For many adults, this type of performance-based assessment—one that starts with standards, ties specific tasks and measures to those standards, and requires a body of evidence, collected across time and judged against rubrics (descriptions of practice)—is new. After going through the experience, teachers can then better understand how to use this type of assessment with students, thereby expanding the range of tools they have to gauge what their students know and are able to do. (See Danielson, 2007, for discussion of how the assessment of student learning can inform teacher learning.)
- **Teacher performance-based assessment is composed of multiple measures and can be used for multiple purposes.** High-quality performance-based assessment entails

multiple measures and sources of evidence, as well as multiple opportunities to test. As such, it captures the complexity of teachers' work by consisting of rich sets of data on which grounded decisions can be made. In addition, performance-based assessment can incorporate teachers' contributions to student achievement as measured using test scores (see Goe, 2008) as well as teachers' scores on "paper-and-pencil" tests of teacher knowledge validated for this specific purpose. If designed thoughtfully, with particular purposes in mind, such a performance-based assessment can be used not only to make summative decisions for individual teachers (such as certification, tenure, or differentiated pay decisions) and programs (such as accreditation of teacher preparation programs or adoption of professional development programs) but also for individual and program improvement purposes. To use these tests for specific purposes, the test instrument needs to be validated for each use.

- **Teacher performance-based assessment can be used to assess the quality of any teacher, not simply teachers of core academic subjects.** Once standards are developed for the different categories of teachers, teacher performance-based assessment can be used to measure teacher performance in different subjects and grade levels and across the career continuum. For example, Gelfer, Xu, and Perkins (2004) outline how portfolio assessment is being used to evaluate early childhood teachers. Teacher performance-based assessment also can be used at various points in a teacher's career.
- **Teacher performance-based assessment can be a powerful part of an aligned performance management system.** Teacher performance-based assessment (and the standards that underlie it) can be used to align important aspects of the human resources (or human capital) management system—for example, selection, induction, mentoring, professional development, evaluation, leadership, and compensation (see, e.g., Heneman & Milanowski, 2004).

Tips and Cautions

Before implementing performance-based assessment, the following questions should be addressed:

- **When should assessment be done?** There are many points along a teacher's career continuum during which assessment can take place: preservice, initial licensure, hiring, induction, second-tier licensure, accomplished teaching, and teacher leader. A critical decision that a state must make is when it plans to assess performance. The teacher pool assessed will possess specific knowledge and abilities depending on the point in time along the continuum at which teachers are assessed. For example, a preservice teacher candidate's knowledge and abilities will look very different from those of a second-year teacher.
- **What are the goals of assessment?** What vision of quality teaching performance does the education agency want to uphold? What decisions will be made based on whether or not a teacher can achieve this vision? What claims does the agency hope to make about a teacher who "passes" the assessment, versus one who does not?

In answering these questions and designing or adopting appropriate performance-based assessments, the following notes of caution should be heeded:

- Teacher performance-based assessment is expensive. Each step of teacher performance-based assessment costs money: developing standards, developing the assessment, providing *ongoing* training of assessors and assessment leaders, conducting assessments, holding scoring sessions, and designing and implementing information management systems. The primary source of these costs is labor.
- Teacher performance-based assessment requires a great deal of learning for both assessors and those taking the assessment, given the complexity and richness of the evidence. Intensive and ongoing training of assessors and teachers taking the assessment is critical (though this investment in learning may be worth the cost).
- There must be a clearly defined link between the standards that are the assessment foundation, the tasks used to collect evidence, the rubric, and training materials (Dwyer, 1998).
- Teaching standards must be revisited and revised as the field evolves and as a more fine-grained understanding of effective teaching practices is developed.
- Threats to the validity and reliability of teacher performance-based assessment can be many—from rater bias to a difficulty in achieving acceptable interreliability to inequitable access to support for completing the assessment. Such threats must be attended to and thoughtfully addressed.
- The training of assessors is a critical component in developing a performance-based assessment program. Assessors must be trained in numerous areas, including awareness of bias, knowledge measured, and understanding and applying the rubric. In addition, they must be monitored during scoring by highly trained staff who are experts in the

prompt and the rubric and who know how to look for scoring drift, how to apply seed cases, and when to apply a third-read rule.

- There is an uncertain link between teacher performance as assessed using performance-based assessment and teacher effectiveness as measured by student achievement test scores (Goe, 2007). Nevertheless, some research shows that teachers' performance as measured by certain performance assessment systems is significantly related to student achievement outcomes as measured by particular test scores (e.g., Harris & Sass, 2007; Milanowski, Kimball, & Odden, 2005; Milanowski, Kimball, & White, 2004).
- To achieve the formative purposes of teacher performance-based assessment, a culture of support for evaluation must be present. To learn from performance-based assessment, teachers will need to recognize that they continually learn and grow in their practice and be open to learning how to strengthen their own teaching skills. This effort requires a high degree of trust between the teacher being assessed and those doing the evaluation. As McLaughlin (1989) writes:

Teacher evaluation will be no more effective than the extent to which teachers support it. An effective teacher evaluation system assumes candor on the part of teachers,... [it] demands teachers' willingness and ability to act on the outcomes of the evaluation, ... [and it] insists on trust between teachers and 'evaluators' (p. 404).

This effort takes high levels of commitment from both school and district leaders.

Strategies

1. Get to Know Your State Teaching Standards, or Turn to National Models for Guidance
2. Use Teacher Performance-Based Assessment to Measure Beginning Teachers' Achievement of the State Teaching Standards
 - 2.1. Use Teacher Portfolios to Assess Teachers' Achievement of the State Teaching Standards
 - 2.2. Use Structured Observations of Classroom Practice to Assess Teachers' Achievement of the State Teaching Standards
 - 2.3. Use Videos to Assess Teachers' Achievement of the State Teaching Standards
 - 2.4. Use Performance-Based Assessment to Grant Tier 1 (Initial) Licensure
 - 2.5. Use Various Forms of Performance-Based Assessment to Grant Tier 2 Licensure
 - 2.6. Use Various Forms of Performance-Based Assessment to Grant Tier 3 Licensure
3. Use (Summative) Teacher Performance-Based Assessment to Make Local Staffing Decisions
 - 3.1. Use Performance-Based Assessment as Part of a Peer Review Process for Local Staffing Decisions
4. Use (Formative) Teacher Performance-Based Assessment to Support Teachers and Improve Programs
5. Use Teacher Performance-Based Assessment for Diversified Compensation
6. Use Teacher Portfolios to Determine Accomplished Teaching
7. Use Video Evaluation for Research and Program Improvement Purposes
8. Use Teacher Logs or Surveys of Enacted Curriculum to Measure Instructional Practices for Research or Program Evaluation Purposes

Resources

The following resources provide helpful information about implementing the strategies listed on this page. Some resources highlight the rationale for a strategy or the research base that supports it; others provide examples of how the strategy has been implemented elsewhere or practical toolkits that can assist school leaders in adopting these strategies.

Strategy 1: Get to Know Your State Teaching Standards, or Turn to National Models for Guidance

State teaching standards provide the basic framework for evaluating the performance of teachers. The standards define the knowledge, skills, and practices of effective teachers and create a common understanding of what teachers are expected to know and be able to do. The adoption of teaching standards offers a state consistency in how it prepares, evaluates, and develops teachers. The development of model standards at the national level provides a useful starting point for states to design new (or reassess their existing) teaching standards. For example, several states have adopted teaching standards modeled after a national model for teaching standards known as the Interstate New Teacher Assessment and Support Consortium, or INTASC.

If state teaching standards do not exist or are insufficient for your assessment purposes, national models may be helpful.

Resource 1: Interstate New Teacher Assessment and Support Consortium Model Standards

Interstate New Teacher Assessment and Support Consortium. (1992). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers. Retrieved April 18, 2008, from <http://www.ccsso.org/content/pdfs/corestrd.pdf>

Council of Chief State School Officers. INTASC standards development. (n.d.). Retrieved April 18, 2008, from <http://www.ccsso.org/projects/Interstate%5FNew%5FTeacher%5FAssessment%5Fand%5FSupport%5FConsortium/Projects/Standards%5FDevelopment/>

The Council of Chief State School Officers organized a consortium of state education agencies, higher education institutions, and national education organizations to develop model standards for beginning teachers that could be adapted and used by states. The consortium, known as the Interstate New Teacher Assessment and Support Consortium (INTASC), first created the standards in 1992. The INTASC standards are designed to be compatible with the National Board for Professional Teaching Standards standards. The standards are organized into three main areas: knowledge, dispositions, and performance. INTASC also developed content-specific standards for mathematics, arts education, foreign languages, science, and special education.

Resource 2: California Standards for the Teaching Profession (CSTP) and the California Teaching Performance Expectations (TPE)

California Commission on Teacher Credentialing and California Department of Education. (1997). *California standards for the teaching profession*. Retrieved April 18, 2008, from <http://www.ctc.ca.gov/reports/cstpreport.pdf>

In 1997, California developed state teaching standards to “a common language and a new vision of the scope and complexity of teaching that would enable teachers to define and develop their

practice.” The state intended teachers to use the standards to reflect on their teaching practice, develop professional goals to improve their teaching, and measure progress toward these goals. Although the California teaching standards apply to both beginning and experienced teachers, the California Teaching Performance Expectations (TPE) define the knowledge, skills, and abilities expected of beginning teachers in California. The TPE are based on the state teaching standards and are used as the basis for the state’s performance assessment.

Resource 3: Connecticut’s Common Core of Teaching

State of Connecticut State Board of Teaching. (1999). *Connecticut’s Common Core of Teaching*. Retrieved April 18, 2008, from http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/ccteach_all.pdf

Connecticut’s state teaching standards, known as the Common Core of Teaching, define the skills and competencies of an accomplished teacher. The state designed the standards to guide the preparation, induction, and ongoing development of teachers. The standards are used for teacher preparation, formative and evaluative assessment using the BEST portfolio system, teacher evaluation, and the selection of professional development.

Resource 4: New Jersey Professional Standards for Teachers and School Leaders

State of New Jersey Department of Education. (n.d.). National professional standards for teachers and school leaders. Retrieved April 18, 2008, from <http://www.state.nj.us/education/profdev/profstand/>

The New Jersey Professional Teaching Standards Board worked with INTASC to develop and adopt new teaching standards in 2003. The standards define the knowledge, dispositions, and performance expected of teachers and are used as the basis for accrediting teacher preparation programs, certifying new teachers, and planning professional development. In addition, teacher induction activities are aligned with the standards. The state expects teachers to improve their mastery of the professional standards over time.

Resource 5: Performance-Based Standards for Colorado Teachers

Colorado Department of Education. (2000). Performance-based standards for Colorado teachers. Retrieved April 18, 2008, from http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf

The Colorado teaching standards provide the basis for teacher licensing and define the knowledge and skills required of beginning teachers.

Resource 6: Core Standards for Teachers in North Carolina

North Carolina Professional Teaching Standards Commission. (2007). *North Carolina professional teaching standards*. Raleigh, NC: Author. Retrieved April 18, 2008, from <http://www.ncptsc.org/Final%20Standards%20Document.pdf>

North Carolina revised its teaching standards in 2006 to align them with its new goal of ensuring that graduates are competitive for work and postsecondary education and prepared for life in the 21st century. The standards are used as the basis for teacher preparation, teacher evaluation, and professional development in the state. As a result, the change in standards will lead to further changes in teacher preparation programs, the state's teacher evaluation instrument, and professional development offerings.

Resource 7: Framework for Teaching

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved June 23, 2008, from <http://www.ascd.org/portal/site/ascd/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/template.book?bookMgmtId=55139e6f70380110VgnVCM1000003d01a8c0RCRD> (links to several sections of the book)

This book lays out the design and use of Danielson's Framework for Teaching. Many school districts have used the framework as the basis for their teacher evaluation systems. The framework consists of 22 components organized into the following four domains: planning and preparation, classroom environment, instruction, and professional responsibilities.

Resource 8: Searching for Consensus While Acknowledging Alternative Perspectives on Teaching Standards

Moss, P. A., & Schutz, A. (2001). Educational standards, assessment, and the search for consensus. *American Educational Research Journal*, 38(1), 37–70.

The authors of this article critically examine the process used to develop teaching standards, pointing out that the "consensus" reached may "underrepresent, misrepresent, or exclude groups of voices within the community" (p. 68). They argue that assessment decisions based on such standards may limit the diversity of those selected into the profession, as well as those who are allowed to remain. They do not argue against standards-based assessment, but remind future standards developers to work hard to nurture a civic culture that is inclusive of dissenting voices in order to construct standards that are ultimately legitimate and fair.

Resource 9: Standards for Personnel Evaluation: 2007 Update

The Joint Committee on Standards for Educational Evaluation. (2007, August). *The personnel evaluation standards: How to assess personnel evaluations and personnel evaluation systems* (2nd ed.) Thousand Oaks, CA: Corwin Press. Retrieved April 18, 2008, from

<http://jc.wmich.edu/PersStds2005/index.html> (links to pdf and sections of draft document); <http://jc.wmich.edu/PersStds2005/ThePersonnelEvalStds2Ed.pdf> (full text)

Developed by the Joint Committee on Standards for Educational Evaluation, the 27 standards presented in this book guide users to what research and expert consensus indicates is most important to sound personnel evaluations and personnel evaluation systems (which may or may not include performance-based assessments). The standards require that personnel evaluations be ethical, fair, useful, feasible, and accurate. The authors define a *standard* as a “principle mutually agreed to by people engaged in the professional practice, that if met, will enhance the quality and fairness of that professional practice.”

Strategy 2: Use Teacher Performance-Based Assessments to Measure Beginning Teachers' Achievement of the State Teaching Standards

Several states have incorporated performance-based assessment into their teacher licensing systems. The performance-based assessment serves as an additional requirement for initial licensure or the primary requirement for moving from an initial to a full teaching license. The latter approach creates a tiered system in which teachers typically must pass a state licensing exam to receive initial licensure and pass a performance-based assessment to obtain professional licensure. The performance-based assessment often is linked to a state's induction or mentoring program for new teachers. The following examples of performance-based assessment require teachers to complete a set of performance tasks in the context of designing, teaching, and assessing an instructional unit. Teachers submit evidence of their teaching through a variety of means. A highly trained team of educators evaluates the evidence against structured rubrics.

Resource 10: California Teaching Performance Assessment (CalTPA)

California Teaching Performance Assessment (CalTPA) (n.d.). Retrieved April 18, 2008, from <http://www.ctc.ca.gov/educator-prep/TPA-files/CalTPA-general-info.pdf>

Teacher preparation programs in California are required to include a standardized performance-based assessment as part of the credentialing process for new teachers. The California Commission on Teacher Credentialing worked with the Educational Testing Service to develop a state-approved performance assessment known as the CalTPA. The assessment is incorporated into the teacher education coursework and is designed to measure candidates' achievement of the California teaching standards. The CalTPA consists of four performance tasks in which candidates: (1) use subject-specific pedagogy to develop, adapt, and analyze lesson plans based on four case studies of particular classes and learners; (2) plan and adapt instruction for an actual classroom and two focus students; (3) develop and adapt student assessments for an actual class and for two focus students; and (4) integrate the activities from the previous tasks in a culminating teaching experience.

Resource 11: Performance Assessment for California Teachers (PACT)

Performance Assessment for California Teachers. (n.d.). What is PACT? Retrieved April 18, 2008, from <http://www.pacttpa.org/>

To provide an alternative to the CalTPA, a consortium of universities and colleges in California created another state-approved performance assessment called the PACT. The PACT is organized around four aspects of teaching—planning, instruction, assessment, and reflection—and consists of two primary components: (1) embedded signature assessments and (2) the teaching event. The signature assessments are assignments administered during the normal teacher preparation courses that beginning teachers take. The assessments include case studies, lesson plans, analyses of student work, and observations of student teaching. The teaching event occurs during the student teaching experience and is designed to measure learning from

throughout the teacher preparation program. A candidate plans and teaches three to five hours of instruction, analyzes their instruction, collects and analyzes student work, and reflects on their practices. The final product is a portfolio that includes lesson plans, student assessments, and videotaped segments of teaching.

Resource 12: The Kentucky Teacher Internship Program (KTIP) Performance Assessment Handbook

The Kentucky Teacher Internship Program (KTIP) performance assessment handbook. (n.d.).

Retrieved June 18, 2008, from

http://kyepsb.net/documents/KTIP_KPIP/ktip/KTIP%20TPA%20Handbook%20060506.pdf

The Kentucky Teacher Internship Program provides support and guidance for new teachers and culminates in a performance-based assessment required for state licensure. The assessment is based on the state teaching standards and requires the teacher to complete 10 teaching tasks that are assessed by a committee that includes the principal, a resource teacher, and a teacher educator. New teachers develop a lesson plan, analyze their own teaching, and address special learning needs. The main portion of the assessment requires that teachers design and implement an instructional unit and analyze their own teaching. Teachers submit a variety of materials including their plans for the instructional unit, student assessments, examples of student work, analysis of student learning, a videotaped lesson, and a reflection on their teaching. The teacher's committee uses these materials to evaluate the teacher's performance.

Resource 13: South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System

South Carolina Department of Education. (n.d.). ADEPT. Retrieved April 18, 2008, from

<http://www.scteachers.org/adept/index.cfm>.

Teachers in South Carolina must pass a performance-based assessment to move from an initial to a professional teaching certificate. The assessment is part of the state's ADEPT system that provides support and assistance to new teachers and encourages professional development. Districts can design their own performance-based assessment, although the system must be aligned with state teaching standards and include (1) a long-range plan; (2) a unit work sample that documents the development, implementation, and analysis of an instructional unit; (3) four unannounced classroom observations; (4) a written reflection of student learning for a lesson; (5) a principal review; and (6) a self-assessment. A team of at least three evaluators, including a school or district supervisor and someone knowledgeable in the content area, uses a scoring rubric to evaluate a teacher's performance.

Resource 14: Louisiana Teacher Assistance and Assessment Program (LaTAAP) Performance Assessment and Mentoring Program

Louisiana Department of Education. (n.d.). Louisiana Teacher Assistance and Assessment Program (LaTAAP). Retrieved June 23, 2008, from <http://www.doe.state.la.us/Lde/uploads/8048.pdf>

LaTAAP is a comprehensive induction and professional development program for new teachers in Louisiana that includes a performance-based assessment in the third semester of teaching. The performance-based assessment is based on the state teaching standards and is required for a new teacher to receive full certification. A new teacher is assigned an assessment team consisting of the principal or principal designee and an assessor from outside the building (external assessor or an experienced teacher from another school). The assessment of teacher performance is based on a portfolio that includes information on planning, instruction, professional development, and school improvement, as well as a classroom observation conducted by a trained assessor on the assessment team.

Resource 15: Renaissance Partnership for Improving Teacher Quality: Teacher Work Samples

Renaissance Partnership for Improving Teacher Quality. (n.d.). Renaissance teacher work samples (RTWS). Retrieved April 18, 2008, from <http://www.uni.edu/itq/RTWS/index.htm>

The Renaissance Partnership for Improving Teacher Quality is a five-year collaboration by 11 teacher preparation programs across 10 states to improve the quality of their graduates. As part of this initiative, the universities designed a performance-based assessment referred to as a teacher work sample. This model includes a rubric for scoring teachers' performance and a set of teaching tasks or prompts that measure seven performance standards for teachers. A teaching candidate submits a 20-page narrative in addition to exhibits that provide evidence of their ability to design and implement instruction, assess student learning, and reflect on the learning process.

Resource 16: Kansas Performance Assessment

Kansas State Department of Education. (n.d.). Kansas Performance Assessment. Retrieved April 18, 2008, from <http://www.ksde.org/Default.aspx?tabid=311>

New teachers in Kansas must complete a performance-based assessment in order to transition from a conditional teaching license to a five-year professional license. Teachers demonstrate their ability to meet the state teaching standards through their performance on a multiweek teaching unit. Teachers submit details about their classroom setting, learning goals, teaching objectives, instructional plan, and assessments and write reflections about their own teaching. The final product is a written account of the teaching unit that is about 25 pages in length.

Resource 17: State Induction Programs and Mentoring for New and Beginning Teachers

Kaufmann, J. (2007, December). State induction programs and mentoring for new and beginning teachers. *ECS State Notes: Teaching quality/induction programs and mentoring—Defining the terms and identifying state policies*. Retrieved April 18, 2008, from <http://www.ecs.org/clearinghouse/76/63/7663.pdf>

This *State Note* developed by the Education Commission of the States describes the various ways states have legislated new teacher support programs, many of which have an assessment component. It provides links for more information for each state program.

Substrategy 2.1: Use Teacher Portfolios to Assess Teachers' Achievement of the States' Teaching Standards

In contrast to the performance-based assessments described previously, a few states use a portfolio assessment that is scored remotely (in testing centers, at the state department of education, or at a credentialing agency). The design of the portfolios is similar to other performance-based assessments in that teachers typically submit a collection of evidence gathered during the design and implementation of a teaching unit. Teachers submit a videotaped lesson with their portfolio instead of receiving an in-person classroom observation. One or more trained assessors score the portfolios, with states establishing procedures for resolving discrepancies between assessors.

Portfolios often contain the following elements: (1) a teacher's written description of a lesson or unit plan with the teachers' rationale for his or her choices concerning the goals and content of the lesson, the instructional materials, student grouping strategies, assessment activities, and so on; (2) the teacher's written description of the classroom or school context; (3) a videotape of the teacher's implementation of the lesson; (4) examples of student work; and (5) the teacher's written analysis of how the lesson went.

Resource 18: A Guide to the Beginning Educator Support and Training (BEST) Program in Connecticut

Connecticut State Department of Education. (2007). *A guide to the BEST program for beginning teachers, 2007–2008*. Hartford, CT: Author. Retrieved April 18, 2008, from http://www.sde.ct.gov/sde/lib/sde/PDF/BEST/beginningteachingguide/bt_guide.pdf.

Until 2008, all beginning teachers in Connecticut were required to pass a portfolio assessment to receive a provisional teaching certificate at the end of the state's two-year induction program. The portfolios assess the state teaching standards and require that teachers submit daily lesson plans for a five-to eight-hour unit of instruction, two to four videotaped segments of teaching, examples of student work, and reflective commentaries on teaching and learning during the unit. The state trains experienced educators to score the portfolios and ensures that assessors review portfolios for beginning teachers in their disciplinary area. Assessors provide feedback on each teacher's portfolio and offers suggestions for improvement.

Resource 19: Indiana Mentoring and Assessment Program (IMAP): A Guide for Beginning Educators

Indiana Department of Education. *Indiana Mentoring and Assessment Program (IMAP): A guide for beginning educators. 2007–2008 school year*. Retrieved April 18, 2008, from http://www.doe.state.in.us/dps/beginningteachers/guides/beginning_educator_guide.pdf

Indiana's Mentoring and Assessment Program combines a two-year mentoring period for new teachers with a portfolio assessment that assesses basic skills and competencies and the state teaching standards. The teacher designs and implements an instructional unit and collects the following items for the portfolio: daily lesson logs, examples of student work, a videotaped

lesson, and teacher commentaries on planning, instruction, and assessment of student learning. The portfolio is evaluated by a trained assessor who is an experienced educator in the same content area as the beginning teacher. Teachers who do not meet the teaching standard receive detailed information on their deficiencies and are eligible for individualized feedback.

Resource 20: Performance-Based Teacher Licensure in North Carolina

White, B. (2002, May). Performance-based teacher licensure in North Carolina. Madison, WI: Consortium for Policy Research in Education at the University of Wisconsin-Madison. Retrieved April 18, 2008, from <http://cpre.wceruw.org/papers/North%20Carolina%20TE%205-02.pdf>

North Carolina requires a performance-based assessment as part of a three-year induction and mentoring program for new teachers. The assessment is tied to state licensure, with new teachers required to pass the performance-based assessment in order to receive a continuing teaching license. During the second year of teaching, teachers create a portfolio by collecting evidence that demonstrates three aspects of teaching: instructional practice, unique learner needs, and classroom climate. The portfolios include a 15-minute videotape of their teaching, instructional plans, lesson plans, parent communication log, student work, and a written reflection on their teaching. A team of two trained assessors scores each portfolio.

Resource 21: Washington State's Professional Certificate Program

Washington Office of Superintendent of Public Instruction. (n.d.) Professional certificate for teachers. Retrieved April 18, 2008, from <http://www.k12.wa.us/certification/ProfEd/ProfCertInfo.aspx>

As of September 1, 2000, all beginning teachers and most teachers from out of state receive Residency Certificates as their first Washington teaching certificate. This certificate is valid for five years. Within this five-year period, teachers are expected to earn the second-level teaching certificate, the Professional Certificate. Earning the certificate requires that teachers produce a classroom-based portfolio that includes evidence demonstrating their positive impact on student learning. The teacher's performance is evaluated by members of the school districts' professional growth team.

Resource 22: Performance-Based State Licensure Systems

Consortium for Policy Research on Education at the University of Wisconsin-Madison. (n.d.) Performance-based state licensure systems. Retrieved April 18, 2008, from <http://cpre.wceruw.org/tcomp/research/standards/licensure.php>

The Consortium for Policy Research on Education produced three case studies describing the development, design, and implementation of the performance-based assessment systems in Indiana, North Carolina, and Connecticut. This website provides links to all three case studies.

Resource 23: The Value of Teacher Portfolios

Attinello, J. R., Lare, D. W., & Waters, F. (2006). The value of teacher portfolios for evaluation and professional growth. *NASSP Bulletin*, 90(2), 132–152. Retrieved April 18, 2008, from <http://bul.sagepub.com/content/vol90/issue2/>

This article examines teacher and administrator perceptions of a district-based teacher portfolio assessment. The authors are optimistic about the use of portfolios for teacher evaluation and professional development and report that teachers and administrators in the district viewed portfolios as more accurate and comprehensive than a traditional classroom observation.

Resource 24: The Efficacy of Portfolios for Teacher Evaluation and Professional Development: Do They Make a Difference?

Tucker, P. D., Stronge, J. H., Gareis, C. R., & Beers, C. S. (2003). The efficacy of portfolios for teacher evaluation and professional development: Do they make a difference? *Educational Administration Quarterly*, 39(5), 572–602. Retrieved April 18, 2008, from <http://eaq.sagepub.com/cgi/content/abstract/39/5/572>

This article describes the study of a portfolio evaluation system in a small school district to assess the use of portfolios for teacher accountability and professional development. Portfolios were useful in making more detailed distinctions about teacher performance compared with classroom observations, especially in the areas of assessment and professionalism. Although teachers and administrators viewed portfolios as a fair assessment of teacher performance, there were concerns about the time demands of creating the portfolio.

Resource 25: Handbook on Teacher Portfolios for Evaluation and Professional Development

Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). *Handbook on teacher portfolios for evaluation and professional development*. Larchmont, NY: Eye on Education.

The authors of this book describe and define the purpose and role of portfolios, explore the development of a portfolio system, and describe the use of portfolios for evaluation and professional development. The book promotes the use of portfolios for both formative and summative purposes and emphasizes the role portfolios as a new approach to assessing teachers.

Substrategy 2.2: Use Structured Observations of Classroom Practice to Assess Teachers' Achievement of the State Teaching Standards

Structured classroom observations provide a formal way to assess teachers in the context of their own classroom. Older observation tools that relied on a checklist of teacher behaviors have been replaced by more comprehensive tools that cover a broader range of teaching competencies. A few states have adopted a standardized observation tool developed by ETS (formerly the Educational Testing Service) that is based on a framework for effective teaching. The observation tool is used as an extension of the state licensing system—teachers must pass the structured observation to transition from initial to full licensure.

Resource 26: Praxis III Classroom Performance Assessments

ETS: The Praxis Series. (n.d.) About Praxis III. Retrieved April 21, 2008, from <http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=e39e4c757f346110VgnVCM10000022f95190RCRD&vgnextchannel=83c45ee3d74f4010VgnVCM10000022f95190RCRD>

ETS designed this classroom observation tool to assess the skills of beginning teachers in a classroom setting for the purpose of state licensure. The Praxis III consists of three parts: a direct observation of classroom practice, a review of documentation prepared by the teacher, and semistructured interviews. The assessment is based on a framework of knowledge and skills for beginning teachers that includes 19 criteria organized under four domains.

Resource 27: How Praxis III Supports Beginning Teachers

Danielson, C., & Dwyer, C. (1995, March). How Praxis III supports beginning teachers. *Educational Leadership*, 52(6), 66–67.

This article describes the development of the Praxis III assessment, the role of performance-based assessment in supporting new teachers, and the unexpected benefits of relying on a performance-based assessment for teacher licensure.

Resource 28: Praxis III in Ohio

Ohio Department of Education. (n.d.). Praxis III. Retrieved April 21, 2008, from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=538&ContentID=2676&Content=41025>

Ohio has a statewide requirement for performance-based assessment of all beginning teachers. As part of an Entry Year program, all new teachers must successfully pass the Praxis III before they are issued Ohio's five-year professional license. The assessment relies on the four domains and 19 performance criteria established by ETS. The instrument includes a class profile form, lesson plan, pre- and post-observation interview, and a structured classroom observation. Trained assessors who have at least five years of teaching experience and do not work in the same district conduct the Praxis assessment.

Resource 29: Praxis III in Arkansas

ArkansasEd.org. (n.d.) Praxis series. Retrieved April 21, 2008, from <http://arkansased.org/teachers/praxis.html>

Arkansas has adapted the Praxis III for use as part of its state licensure system. New teachers must complete the performance-based assessment in their second semester to move from a provisional teaching license to a standard license. The design and structure of the assessment follows the original design by ETS. The state trained mentors in a new mentoring model to build teacher capacity before the assessment.

Substrategy 2.3: Use Videos to Assess Teachers' Achievement of the State Teaching Standards

An alternative strategy for assessing the performance of teachers in a classroom setting is to have teachers submit a videotape of their teaching. New York worked with the National Evaluation System to develop a videotape assessment that was used for licensure decisions for more than 11 years.

Resource 30: New York Assessment of Teacher Performance—Video Evaluation

New York State Education Department. (n.d.). *New York State Teacher Certification Examinations™: Assessment of teaching skills—Performance (video) information guide 2007–2008*. Albany, NY: Author. Retrieved April 21, 2008, from http://www.nystce.nesinc.com/PDFs/NY_20072008VideoInformationGuide.pdf

In order to gain a permanent certificate in New York, teachers receiving their initial certification between 1993 and 2004 are required to take the Assessment of Teaching Skills—Performance Video Evaluation. Teachers obtaining initial certification after 2004 have the option of using the video assessment. The assessment requires teachers to submit a 20- to 30-minute videotape of their teaching that is evaluated based on the five Assessment of Teaching Skills—Performance objectives. The videotape should demonstrate the teacher's ability to engage students in learning, establish a learning environment, and implement a variety of instructional strategies.

Resource 31: *Using Videotaped Assessment in the Certification of Teachers in New York State*

Mackey, C. C., Jr., Clayton, J. W., & Meade, H. L. (n.d.). *Using videotaped assessment in the certification of teachers in New York State*. New York State Education Department and National Evaluation Systems, Inc. Retrieved April 21, 2008, from http://nesonline.com/PDFs/1997_11Mackey.pdf

This paper by staff from the New York State Department of Education and the National Evaluation System describes the framework for the assessment, the implementation of the assessment, and the scoring process.

Substrategy 2.4: Use Performance-Based Assessment to Grant Tier 1 (Initial) Licensure

Most accredited teacher education programs use a performance-based assessment as a requirement for graduation and to recommend candidates for licensure. States may choose to require a state-approved performance-based assessment for all teachers to receive a Tier 1 license (sometimes called a provisional, conditional, or preliminary certificate).

Resource 32: California Teacher Performance Assessment (CalTPA)

California Teacher Performance Assessment (CalTPA). (n.d.) Retrieved June 18, 2008, from <http://www.ctc.ca.gov/educator-prep/TPA-files/CalTPA-general-info.pdf>

Teacher preparation programs in California are required to include a standardized performance assessment as part of the credentialing process for new teachers. Teachers prepared in California must pass this assessment in order to receive their initial teaching license, called a preliminary credential.

Resource 33: Performance Assessment for California Teachers (PACT)

Performance Assessment for California Teachers (PACT). (n.d.). What is PACT? Retrieved April 21, 2008, from <http://www.pacttpa.org/>

To provide an alternative to the CalTPA, a consortium of universities and colleges in California created another state-approved performance-based assessment called the PACT. Teachers must pass the CalTPA, the PACT, or another state-approved performance-based assessment (in addition to a number of licensure tests) in order to receive a preliminary credential.

Substrategy 2.5: Use Various Forms of Performance-Based Assessments to Grant Tier 2 Licensure

Several states use performance-based assessments as part of their decision to grant a Tier 2 license (often called “standard” or “professional” certificates) to teachers who already hold a Tier 1 license (often called “initial” or “provisional” or “conditional” or “preliminary”). Some of these are listed briefly below.

Resource 34: *The Kentucky Teacher Internship Program (KTIP) Performance Assessment Handbook*

The Kentucky Teacher Internship Program (KTIP) performance assessment handbook. (n.d.). Retrieved April 21, 2008, from http://kyepsb.net/documents/KTIP_KPIP/ktip/KTIP%20TPA%20Handbook%20060506.pdf

The Kentucky Teacher Internship Program provides support and guidance for new, provisionally certified teachers and culminates in a performance-based assessment. Successful completion of the program is required for full certification.

Resource 35: South Carolina’s Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System

South Carolina Department of Education. (n.d.). ADEPT. Retrieved April 21, 2008, from <http://www.scteachers.org/adept/index.cfm>

Teachers in South Carolina must pass a performance-based assessment to move from an initial to a professional teaching certificate. The assessment is part of the state’s ADEPT system, which provides support and assistance to new teachers and encourages professional development. Districts can design their own performance-based assessment, although the system must be aligned with state teaching standards.

Resource 36: Louisiana Teacher Assistance and Assessment Program (LaTAAP) Performance Assessment and Mentoring Program

Louisiana Department of Education. (n.d.). Louisiana Teacher Assistance and Assessment Program (LaTAAP). Retrieved June 23, 2008, from <http://www.doe.state.la.us/Lde/uploads/8048.pdf>

LaTAAP is a comprehensive induction and professional development program for new teachers in Louisiana that includes a performance-based assessment in the third semester of teaching. The performance-based assessment is based on the state teaching standards and is required for a new teacher to receive a five-year Level 2 Professional Certificate.

Resource 37: Kansas Performance Assessment

Kansas State Department of Education. (n.d.). Kansas Performance Assessment. Retrieved April 21, 2008, from <http://www.ksde.org/Default.aspx?tabid=311>

New teachers in Kansas must complete a performance-based assessment in order to transition from a conditional teaching license to a five-year professional license.

Resource 38: A Guide to the Beginning Educator Support and Training (BEST) Program in Connecticut

Connecticut State Department of Education, Bureau of Educator Preparation, Certification, Support and Assessment. (n.d.). *A guide to the BEST program for beginning teachers: 2007— 2008*. Hartford, CT: Author. Retrieved June 23, 2008, from http://www.sde.ct.gov/sde/lib/sde/PDF/BEST/beginningteachingguide/bt_guide.pdf

All beginning teachers in Connecticut are required to pass a portfolio assessment to move from an initial certification to a five-year “provisional” teaching certificate at the end of the state’s two-year induction program.

Resource 39: Performance-Based Teacher Licensure in North Carolina

White, B. (2002). *Performance-based teacher licensure in North Carolina*. CPRE-UW Working Paper Series. Madison, WI: Consortium for Policy Research in Education at the University of Wisconsin-Madison. Retrieved April 21, 2008, from <http://cpre.wceruw.org/papers/North%20Carolina%20TE%205-02.pdf>

North Carolina requires a performance-based assessment as part of a three-year induction and mentoring program for new teachers. The assessment is tied to state licensure, with new teachers required to pass the performance-based assessment in order to receive a continuing teaching license.

Resource 40: Washington State’s Professional Certificate Program

Washington Office of Superintendent of Public Instruction. (n.d.). Professional certificate for teachers. Retrieved April 21, 2008, from <http://www.k12.wa.us/certification/ProfEd/ProfCertInfo.aspx>

As of September 1, 2000, all beginning teachers and most teachers from out of state receive Residency Certificates as their first Washington teaching certificate. This certificate is valid for five years. Within this five-year period, teachers are expected to earn the second-level teaching certificate, the Professional Certificate. Earning this certificate requires that teachers produce a classroom-based portfolio that includes evidence demonstrating their positive impact on student learning.

Resource 41: Praxis III in Ohio

Ohio Department of Education. (n.d.). Praxis III. Retrieved April 21, 2008, from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=538&ContentID=2676&Content=41025>

Ohio has a statewide requirement for performance-based assessment of all beginning teachers. As part of an Entry Year program, all new teachers must successfully pass the Praxis III before they are issued Ohio’s five-year professional license. The assessment relies on the four domains and 19 performance criteria established by ETS. The instrument includes a class profile form, lesson plan, pre- and post-observation interview, and a structured classroom observation. Trained assessors who have at least five years of teaching experience and do not work in the same district conduct the Praxis assessment.

Resource 42: Praxis III in Arkansas

Arkansas.gov ArkansasEd.org. (n.d.). Praxis series. Retrieved April 21, 2008, from <http://arkansased.org/teachers/praxis.html>

Arkansas has adapted the Praxis III for use as part of its state licensure system. New teachers must complete the performance-based assessment in their second semester to move from a provisional teaching license to a standard license.

Substrategy 2.6: Use Various Forms of Performance-Based Assessment to Grant Tier 3 Licensure

Several states use performance-based assessments as part of their decision to grant a voluntary Tier 3 license (sometimes called “master” or “instructional leader” certificates) to teachers who already hold a Tier 2 license. Some of these are listed briefly below.

Resource 43: New Mexico Tiered Licensure System

Teach New Mexico (Educator Quality Division at the New Mexico Public Education Department). (n.d.). 3-tiered licensure system. Retrieved April 21, 2008, from http://www.teachnm.org/3-tiered_licensure.html

Rivera, M. A. (2004). White paper: New Mexico’s three-tiered teacher licensure system. A report to the legislative finance committee. Retrieved April 21, 2008, from www.teachnm.org/docs/white_paper_3-tier_licensure_4-21-04.pdf

New Mexico has a tiered licensing system in which teachers are required to earn advanced levels of licensure to continue teaching. After teaching for five years, a teacher submits a portfolio of lesson plans, teacher reflections, and evidence of student learning gains to move from a level one to a level two license. The portfolio, called a professional-development dossier, is reviewed by the principal, mentor teachers, and two independent reviewers. Teachers must pass this stage of licensure to continue teaching. Following an additional three years of experience, teachers submit another portfolio assessment and earn either a master’s degree or National Board for Professional Teaching Standards certification to move to level three of licensure. The state has set a minimum salary amount for each level of licensure.

Resource 44: Wisconsin’s Master Educator License

Wisconsin Department of Public Instruction. (n.d.). Summary of the Wisconsin Master Educator Assessment Process (WMEAP) and the Master Educator License. Retrieved April 21, 2008, from <http://dpi.state.wi.us/tepd/wmeapsumm.html>

Wisconsin offers three levels of licensure for teachers: initial, professional, and master educator licenses. The 10-year master educator license is a voluntary license that requires a teacher to demonstrate advanced proficiency on a portfolio assessment aligned with the Wisconsin teaching standards. The portfolio requires that teachers describe, analyze, and reflect on their teaching, in

addition to providing samples, artifacts, and a videotape of their teaching. The portfolio process can take one or two years to complete. Three trained assessors are assigned to score the portfolio.

Strategy 3: Use (Summative) Teacher Performance-Based Assessment to Make Local Staffing Decisions

Most states require that districts regularly assess teachers to monitor their performance. States provide varying amounts of guidance on the content and design of these systems, often allowing districts the flexibility to design their own evaluations. These evaluation systems can be used for formative or summative purposes (or both). When used for summative purposes, the evaluations are used as the basis for staffing decisions such as granting tenure or dismissing a teacher. In practice, teacher tenure laws and union contracts can make it difficult to use evaluations for high-stakes decisions. However, a few states and districts are using performance-based assessments as the basis for making local personnel decisions, such as granting tenure or selecting, assigning, transferring, or firing teachers.

Resource 45: Classroom Assessment Scoring System (CLASS)

The Center for Advanced Study of Teaching and Learning at the University of Virginia. (n.d.). Classroom Assessment Scoring System. Retrieved April 21, 2008, from <http://classobservation.com/index.php>

The CLASS is a classroom observation tool developed by the Center for Advanced Study of Teaching and Learning at the University of Virginia and used for program development, evaluation, research, or professional development. The CLASS measures classroom and teacher quality based on 10 dimensions in three broad areas: emotional support, classroom organization, and instructional support. The observation tool is based on research showing that interactions between students and adults are important for student development and learning. Validation studies find that high ratings on CLASS dimensions predict higher academic performance and better social adjustment in the early grades.

Resource 46: Delaware Performance Appraisal System II (DPAS II)

Delaware Department of Education. (n.d.). *Guide for teachers: Building greater skills and knowledge for educators. DPAS II—Delaware Performance Appraisal System*. Retrieved April 21, 2008, from http://www.doe.state.de.us/performance/dpasii/ti/dpasII_TeachDPASIIIGuide.pdf

Delaware is piloting a performance-based assessment system that would evaluate teachers yearly or every other year depending on their years of experience and evaluation status. The performance-based assessment is based on the Danielson Framework and includes an additional domain focused on student improvement. The performance appraisal cycle includes a goal-setting conference, pre- and post-observation conferences, at least one classroom observation, and a summative evaluation conference. The results of DPAS II are used to inform decisions about continued employment and dismissal. Improvement plans are developed for teachers who receive an unsatisfactory rating on any part of the evaluation.

Resource 47: North Carolina Teacher Performance Assessment Instrument (TPAI)

Flowers, C., Testerman, J., Hancock, D., & Algozzine, B. (2002, June update). *Technical manual: North Carolina Experienced Teacher Summative Evaluation System: TPAI-Revised*. Charlotte, NC: University of North Carolina at Charlotte. Retrieved April 21, 2008, from <http://www.ncpublicschools.org/docs/fbs/personnel/evaluation/techman.pdf>

North Carolina requires that all certified teachers receive an annual evaluation based on the state teaching standards and including measures of student achievement and teacher skills and knowledge. The evaluation measures minimal competence levels, and low-performing teachers can be recommended for an improvement action plan or dismissal. School systems can adopt the state's evaluation instrument or use their own instruments. The state-developed instrument, known as the Teacher Performance Assessment Instrument, includes pre- and post-observation conferences, classroom observations, and an individual professional development plan.

Resource 48: Development of the Oklahoma Teacher Enhancement Program (OTEP) P-16 Evaluation

Fredman, T. (n.d.). *Development of The Oklahoma Teacher Enhancement Program (OTEP). P-16 Teacher Evaluation*. Oklahoma City, OK: Oklahoma State Regents for Higher Education, the Oklahoma Commission for Teacher Preparation, the Oklahoma Education Association, and the Oklahoma State Department of Education. Retrieved April 21, 2008, from www.okhighered.org/otep/P-16-teacher-eval-dev.pdf

A comparison of Oklahoma's standards for teacher preparation and its criteria for evaluating teachers found that the two were not completely aligned. To ensure that the standards used to evaluate teachers matched the standards for preparing teachers, the state formed a Standards Alignment advisory committee to design a teacher evaluation tool aligned with the 15 Oklahoma Teaching Competencies. The state standards for teacher preparation are based on the INTASC standards, so these standards provide the basis for the evaluation tool. The state also hopes to use the evaluation tool to track the performance of graduates from the state education schools.

Resource 49: Newport News Teacher Performance Assessment System: A Case Study

Kimball, S. M. (2002). *Newport News Teacher Performance Assessment System: A case study*. Madison, WI: Consortium for Policy Research in Education at the University of Wisconsin-Madison. Retrieved April 21, 2008, from <http://cpre.wceruw.org/papers/Newport%20News%20TE%204-02.pdf>

In 1998, Newport News School District was one of the first districts to redesign its performance evaluation system on the Danielson Framework. This case study by the Consortium for Policy Research in Education (CPRE) describes the development, design, and implementation of the performance-based assessment system in Newport News. The performance-based assessment system is used for both formative and summative purposes.

Resource 50: Washoe County Teacher Performance Evaluation System: A Case Study

Kimball, S. M. (2002). *Washoe County Teacher Performance Evaluation System: A case study*. Madison, WI: Consortium for Policy Research in Education at the University of Wisconsin-Madison. Retrieved April 21, 2008, from <http://cpre.wceruw.org/papers/Washoe%20TE%204-02.pdf>

Similar to Newport News, the Washoe County School District revised its evaluation system in the late 1990s based on the Danielson Framework. This case study by the Consortium for Policy Research in Education describes the development, design, and implementation of the performance-based assessment system in Washoe County. The performance-based assessment system is used for both formative and summative purposes.

Substrategy 3.1: Use Performance-Based Assessment as Part of a Peer Review Process for Local Staffing Decisions

Peer assistance and review has gained renewed attention as a method for supporting and evaluating new teachers and struggling teachers. Peer assistance involves peer teachers—experienced or accomplished teachers in the district—providing mentoring and support for beginning teachers or experienced teachers identified as needing assistance. The peer teacher may have a role in identifying and referring low-performing teachers to the program. The peer review process involves a performance-based assessment, often one or more classroom observations by the peer teacher, and a recommendation for additional support, continued employment, or dismissal. A panel consisting of teachers and administrators makes the final determination about the teacher's employment status.

Resource 51: The Toledo Plan

Toledo Federation of Teachers. (n.d.) *The Toledo Plan*. Toledo, OH: Author. Retrieved April 21, 2008, from http://www.tft250.org/the_toledo_plan.htm

Toledo Public Schools implemented the first peer assistance and review program beginning in 1981. The peer assistance and review program relies on experienced teachers to mentor, support, and evaluate new teachers and experienced teachers referred by a principal or union committee member. Experienced teachers are mentored until their performance improves or they are terminated for poor performance. During a 16-year period, 52 experienced teachers received an intervention and 40 left teaching. New teachers are evaluated six or seven times per semester by an experienced teacher who writes a narrative describing their strengths and areas for improvement. A recommendation is made to an internal review board for a rehire of the new teacher or a release from their contract.

Resource 52: Columbus Peer Assistance and Review Program

Columbus Public School District and Ohio State University. (n.d.). *Exemplary practices. D-2: Toward a seamless transition: Columbus Peer Assistance and Review Program*. Columbus, OH: Author. Retrieved April 21, 2008, from <http://www.ed.gov/inits/teachers/exemplarypractices/d-2.html>

The Columbus Public School District collaborated with Ohio State University to develop a peer assistance and review program. Consulting teachers support and evaluate new teachers and experienced teachers needing assistance. The consulting teachers are required to conduct more than 20 observations of a teacher in a year and hold conferences with the teacher as well to provide ongoing feedback, support, and resources. The university trains consulting teachers for the program, and consulting teachers collaborate with university faculty to provide workshops and courses for new teachers in the district. A seven-member panel of teachers and administrators oversees the program.

Resource 53: Cincinnati Public Schools' Teacher Evaluation System

Cincinnati Public Schools. (n.d.). Teacher evaluation. Retrieved April 21, 2008, from www.cps-k12.org/employment/tchreval/tchreval.htm

Teachers in Cincinnati receive a comprehensive evaluation in their first and fourth years of teaching, and then every five years afterward, and a classroom observation in all other years. The comprehensive evaluation is based on an adaptation of Charlotte Danielson's framework and consists of an initial conference to discuss the teaching assignment and at least four classroom observations. A rubric is used to score a teacher's performance on each of the 16 teaching standards. New teachers and teachers with "instructional deficiencies" receive assistance through the Peer Assistance and Evaluation Program. Consulting teachers orient new teachers to the district and improve the teaching skills of low-performing experienced teachers. Experienced teachers who do not improve their performance may not have their contracts renewed.

Resource 54: Montgomery County Public Schools, Teacher Evaluation System

Montgomery County Public Schools. (n.d.). *Montgomery County Public Schools professional growth system (teacher level) handbook 2004—2005*. Rockville, MD: Author. Retrieved April 21, 2008, from <http://www.montgomeryschoolsmd.org/departments/personnel/teachereval/PDF/PGS%20handbook%204-5.pdf>

Montgomery County Public Schools. (n.d.). Frequently asked questions. Rockville, MD: Author. Retrieved April 21, 2008, from www.mcps.k12.md.us/departments/personnel/teachereval/faq.shtm

New teachers in Montgomery County are evaluated at the end of their first and second years of teaching, and tenured teachers are evaluated on a three-, four-, or five-year cycle depending on their years of experience in the district. The evaluations are based on at least two classroom

observations but can include other information, such as student work, student test scores, attendance, or professional development activities. Teachers rated “below standard” are referred to the district’s Peer Assistance and Review program in which a trained consulting teacher provides mentoring and support for up to one year, evaluates the teacher, and makes a recommendation to a panel at the end of the school year. The panel can recommend termination, an additional year in the Peer Assistance and Review Program, or a return to the existing evaluation cycle.

Resource 55: Peer Assistance and Review Overview

Bloom, G., & Goldstein, J. (n.d.). PAR reader overview. The New Teacher Center. Retrieved April 21, 2008, from http://newteachercenter.org/par_reader_overview.php

The New Teacher Center at the University of California at Santa Cruz developed this publication in response to a legislative mandate for a statewide peer assistance and review program in California. Although the literature on peer assistance and review programs is somewhat limited, the book explains the challenges of implementing these programs, defines the perspectives of various stakeholders in the program, and describes the experience of several existing programs.

Resource 56: *Exploring Teacher Peer Review*

Escamilla, P., Clarke, T., & Linn, D. (2000). *Exploring teacher peer review*. Washington, DC: National Governors’ Association Center for Best Practices. Retrieved April 21, 2008, from www.nga.org/files/000125PEERREVIEW.pdf

This policy paper defines peer review and summarizes the policy issues affecting its implementation. The authors provide a short summary of existing peer review programs.

Resource 57: Peer Assistance and Peer Review: *An AFT/NEA Handbook*

American Federation of Teachers & the National Education Association. (1998). *Peer assistance & peer review: An AFT/NEA handbook*. Retrieved April 21, 2008, from www.aft.org/pubs-reports/downloads/teachers/parhndbk.pdf

The two largest national teachers unions developed this manual on peer assistance and review programs to inform efforts by local affiliates to develop these programs. The manual describes the context for their implementation, the case for creating such programs, the details of their implementation, and labor negotiation issues.

Strategy 4: Use (Formative) Teacher Performance-Based Assessment to Support Teachers and Improve Programs

A formative evaluation is an assessment of teacher performance for the purpose of informing and improving their practice. When used for formative purposes, a performance-based assessment can be a useful tool for identifying the aspects of a teacher's knowledge or practice that need to be improved and targeting professional development to those areas. Attempts to use a summative evaluation for formative purposes can present both opportunities and challenges. Teachers may be more likely to use the results of their evaluation if they know that later evaluations are tied to high-stakes decisions. However, teachers may be less willing to take risks or less invested in a system if their formative evaluation also is used for summative purposes. Teacher induction programs often combine formative assessments of beginning teachers during the school year with a summative evaluation at the end of the year. Below are examples of performance-based assessments that are used to inform and guide improvements in teacher practice.

Resource 58: Linking Classroom Observation and Professional Development—CLASS

Pianta, R. (2005–2006, Winter). Classroom observation, professional development, and teacher quality. *The Evaluation Exchange*, XI(4). Retrieved April 21, 2008, from www.gse.harvard.edu/hfrp/eval/issue32/spotlight3.html

The Center for Advanced Study of Teaching and Learning has linked its standardized classroom observation tool, known as the CLASS, to a new online professional development resource called MyTeachingPartner (MTP). The CLASS is used to provide individualized feedback on the strengths and weaknesses of each teacher and target professional development in the areas that need improvement. The online resources provided through MTP are directly linked to the dimensions assessed by the CLASS and include examples of classroom practices and tools for teachers to analyze their own practice. Teachers also can submit videotapes of their teaching and receive feedback and support from MTP consultants who have expertise in the CLASS.

Resource 59: Instructional Quality Assessment

University of Pittsburgh. (2007). Instructional Quality Assessment. Retrieved April 21, 2008, from <http://ifl.lrdc.pitt.edu/ifl/index.php?section=iqa>

The Instructional Quality Assessment (IQA) is a toolkit for rating instructional quality using classroom observation and student assignments. Developed by researchers at the Center for the Study of Evaluation and The National Center for Research on Evaluation, Standards, and Student Testing, known as CRESST, the IQA was designed to monitor the effects on classrooms of curriculum, professional learning opportunities, and leadership development programs. They have found evidence of a positive relationship between teacher's scores on the IQA and their students' learning achievement. An overview of the rationale, development, design, and validation of the IQA can be found here:

Junker, B., Weisberg, Y., Matsumura, L. C., Crosson, A., Wolf, M. K., Levison, A., et al. (2006). *Overview of the Instructional Quality Assessment*. CSE Technical Report 671. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing & University of California, Los Angeles. Retrieved April 21, 2008, from <http://www.cse.ucla.edu/products/reports/r671.pdf> .

Resource 60: SERVE's Teacher Growth and Assessment Process

SERVE. (n.d.). Educator quality: Teacher growth and assessment. Greensboro, NC: SERVE Center at the University of North Carolina at Greensboro. Retrieved April 21, 2008, from www.serve.org/EdQuality/Educator/Teach_Growth.php

SERVE developed an evaluation system that combines formative and summative assessments to improve teacher performance. The summative evaluation uses a rubric or assessment matrix that evaluates teachers on 22 dimensions of teaching aligned with the Interstate New Teacher Assessment and Support Consortium and the National Board for Professional Teaching Standards. Teachers are evaluated using classroom observations, structured interviews, and evidence collected by the teacher, such as student work, parent contact logs, lesson plans, professional development activities, and videotapes of student activities. SERVE also developed an online professional development resource, known as the Electronic Resource Matrix (ERMa), which provides resources for each dimension assessed by the evaluation.

Resource 61: Tennessee Teacher Performance Assessment

Tennessee Department of Education. (2007). *Tennessee Teacher Performance Assessment*. Retrieved April 21, 2008, from www.tennessee.gov/education/accountability/doc/TEACHER_PERF_ASSESS_SR_FGP.doc

The Tennessee legislature mandates that principals conduct a performance assessment of each teacher two times every five years. The state developed a performance assessment tool based on the Framework for Evaluation and Professional Growth. Principals discuss growth plans with teachers and conduct classroom “walk-throughs” to determine whether teachers are improving in the domains outlined by the state framework. Principals focus on one domain from the framework per visit, and the assessment should address areas in a teacher’s growth plan. Principals write up the evaluation results in a Comprehensive Assessment Summative Report at the end of the school year.

Resource 62: CREDE's Professional Development Portfolio

Center for Research on Education, Diversity & Excellence. (n.d.). Description & overview. What is the CREDE portfolio? Berkeley, CA: University of California, Berkeley. Retrieved April 21, 2008, from http://crede.berkeley.edu/tools/teaching/pdp/portfolio_manual.shtml

The Center for Research on Education, Diversity, and Excellence (CREDE) offers a template for schools or districts to develop a customized portfolio system. The portfolio assessment is based

on five standards of effective pedagogy and is designed to encourage continuous improvement and facilitate planning, teaching, and reflecting among teachers. Teachers gather artifacts for the portfolio and have the option of presenting their portfolio to a committee.

Resource 63: The Classroom Walk-Through

The Center for Comprehensive School Reform and Improvement & Learning Point Associates (2007, February). Using the classroom walk-through as an instructional leadership strategy. *The Center for Comprehensive School Reform and Improvement Newsletter*. Retrieved April 21, 2008, from http://www.centerforsri.org/files/TheCenter_NL_Feb07.pdf

This newsletter article describes the role of the classroom walk-through as a strategy for principals to assess and discuss a teacher's classroom practices. The walk-through is described as "a brief, structured, nonevaluative classroom observation by the principal that is followed by a conversation between the principal and the teacher about what was observed."

Resource 64: Alabama Professional Education Personnel Evaluation Program (PEPE)

Alabama State Department of Education. (2005). Teacher system evaluation manual: Professional Education Personnel Evaluation Program of Alabama. Montgomery, AL: Author. Retrieved April 21, 2008, from <http://www.alabamapepe.com/teacher/altchrml605.pdf>

Alabama requires the evaluation of all teachers either by a state-designed evaluation system or a district evaluation system that meets the state's criteria. Teacher evaluations must include a structured interview, self-assessment, supervisor review, and a classroom observation. The findings from the evaluation are written up in an evaluation summary report that provides the basis for a professional development plan.

Strategy 5: Use Teacher Performance-Based Assessment for Diversified Compensation

As states and districts experiment with compensation systems that reward teachers based on their performance, there is a strong interest in standardized assessment tools that measure teacher performance. Several compensation reform efforts combine analysis of student learning gains with a structured performance-based assessment. This approach allows a state or district to reward teachers for student outcomes and for the quality of their teaching knowledge or practices. District-level performance pay systems often develop a performance-based assessment using a framework or model for teaching standards, such as the Danielson Framework for Teaching, and link the assessment results to pay incentives.

Resource 65: Standards-Based Teacher Evaluation as a Foundation for Knowledge- and Skill-Based Pay

Heneman, H. G., III, Milanowski, A., Kimball, S. M., & Odden, A. (2006, May). Standards-based teacher evaluation as a foundation for knowledge- and skill-based pay. *CPRE Policy Briefs*. Retrieved April 21, 2008, from <http://www.wcer.wisc.edu/CPRE/publications/rb45.pdf>

This policy brief discusses the use of standards-based teacher evaluation systems for teacher compensation systems. The paper summarizes research findings from past efforts to use standards-based evaluations to award additional pay and offers several guidelines for using these evaluation systems.

Resource 66: Observations of Teachers' Classroom Performance

Milanowski, A. T., Prince, C. D., & Koppich, J. (2007). *Observations of teachers' classroom performance*. Center for Educator Compensation Reform. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education. Retrieved April 21, 2008, from <http://www.cecr.ed.gov/guides/CECRTeacherObservationModel.pdf>

This report by the Center for Educator Compensation Reform describes the advantages of using classroom observations as a method for measuring performance in a teacher compensation system. The report highlights key implementation issues in developing an evaluation system for compensation reform.

Resource 67: Teacher Evaluation in Diversified Teacher Compensation Systems

Baber, A. (2007, June). Teacher evaluation in diversified teacher compensation systems. Introduction to the project. Education Commission of the States and the Joyce Foundation. Retrieved April 21, 2008, from <http://eprints.ecs.org/clearinghouse/74/78/7478.pdf>

This issue paper provides an overview of how teacher evaluation has been used in teacher compensation systems and describes several proven and promising examples of compensation reform efforts that relied on teacher evaluation systems.

Resource 68: Teacher Excellence Through Compensation

Introducing Teacher Excellence Through Compensation (TEC). (n.d.). Lake Bluff, IL: TEC.
Retrieved April 21, 2008, from http://www.teachercomp.com/TEC_publications.html

Teacher Excellence Through Compensation is a consulting firm that works with states and districts on the development and design of teacher compensation systems. The firm has developed a performance-based assessment system for use in teacher compensation systems. This website provides access to a handbook on measuring teacher performance for compensation systems and a manual that discusses major issues in the design of teacher compensation systems.

Allan Odden and Marc Wallace describe the full Teacher Excellence Through Compensation evaluation approach and an overview of how to use it in a differentiated compensation system in the book titled *How to Create World Class Teacher Compensation*. The book can be downloaded for free from Freeload Press.

Freeload Press. Retrieved April 21, 2008, from
[http://www.freeloadpress.com/\(X\(1\)S\(0b31j2e3kajnharbjkcdmjz3\)\)/bookDetail.aspx?bId=1077](http://www.freeloadpress.com/(X(1)S(0b31j2e3kajnharbjkcdmjz3))/bookDetail.aspx?bId=1077)

Resource 69: Case Studies of Knowledge- and Skill-Based Pay Systems

Consortium for Policy Research in Education at the University of Wisconsin-Madison. (n.d.). Knowledge- and skill-based pay studies. Retrieved April 21, 2008, from
<http://cpre.wceruw.org/tcomp/research/ksbp/studies.php>

The Consortium for Policy Research on Education offers 12 case studies describing knowledge and skill-based compensation systems in Arizona, Iowa, Colorado, Ohio, Minnesota, and California. These systems rely on performance-based assessments to evaluate teacher performance and award financial incentives. The case studies describe each site's experience with designing, developing, and implementing their compensation systems.

Resource 70: Denver's ProComp and Teacher Compensation Reform in Colorado

DeGrow, B. (2007). Denver's ProComp and teacher compensation reform in Colorado. Golden, CO: Independence Institute. Retrieved April 21, 2008, from
http://www.i2i.org/articles/IP_5_2007.pdf

ProComp is a teacher compensation system implemented by Denver Public Schools that replaces the traditional salary schedule with additional pay for building teacher knowledge and skills, receiving satisfactory evaluations, fostering student growth, and teaching in hard-to-staff positions. Under ProComp, teachers earn a 3 percent salary increase every three years if they

receive a satisfactory rating on their performance evaluation. Teachers, administrators, and other educators collaborated on the design of the teacher evaluation tool used for ProComp.

Resource 71: Teacher Advancement Program, National Institute for Excellence in Teaching (NIET)

Teacher Advancement Program, National Institute for Excellence in Teaching (NIET). (n.d.). TAP in action. Santa Monica, CA: Author. Retrieved April 23, 2008, from http://www.talentedteachers.org/tap.taf?page=tapinaction_ifa

The Teacher Advancement Program (TAP) is a national model for alternative compensation that consists of four main components: (1) multiple career paths, (2) applied professional development, (3) standards-based accountability, and (4) pay for student performance. As part of the focus on standards-based accountability, TAP promotes classroom evaluation of teachers at multiple points in time, based on multiple measures, and by more than one trained evaluator. NIET developed a teacher evaluation tool that is based on a set of standards known as the TAP Teaching Skills, Knowledge and Responsibility Standards. These standards are modeled after a variety of existing national and state teaching standards. States and districts implementing TAP often use or adapt this evaluation tool as part of their compensation plan.

Resource 72: Minnesota's Q-Comp Program

Minnesota Department of Education. (n.d.). Quality compensation for teachers (Q-COMP). Roseville, MN: Author. Retrieved April 21, 2008, from http://education.state.mn.us/MDE/Teacher_Support/QComp/index.html

Minnesota's statewide alternative compensation system—known as Q-COMP—is based on the main components outlined by the Teacher Advancement Program model. School districts apply for state funding to collaborate with teachers in creating a pay plan that includes these components. Participating districts must use “multiple evaluations, on multiple criteria, and [conducted] by multiple, trained, evaluators.” The state recommends that districts use a standards-based assessment to evaluate teachers each year and ensure that evaluations are “equitable, feasible, valid, and transparent.”

Resource 73: Education Commission of the States (ECS) Diversified Teacher Compensation Database

Education Commission of the States. (n.d.). ECS redesigned teacher compensation database. Retrieved April 23, 2008, from http://www.ecs.org/ecsmain.asp?page=/html/educationissues/teachingquality/NCLB-HQTP/T_Comp.asp

ECS provides an interactive online database of state- and district-level alternative compensation systems. The database targets programs that provide a bonus or salary increase to teachers and that reward teachers for student performance or for teaching in high-need schools. A detailed

summary of the selected alternative compensation plans is included in the database. As part of the summary, ECS defines the method used to evaluate teachers for the compensation plan.

Resource 74: *Improving Teaching Through Pay for Contribution*, National Governors Association

NGA Center for Best Practices. (2007). *Improving teaching through pay for contribution*. Washington, DC: National Governors Association. Retrieved April 23, 2008, from <http://www.nga.org/Files/pdf/0711IMPROVINGTEACHING.PDF>

This policy paper by the National Governors Association promotes pay plans that reward teachers and teaching roles that contribute to student learning. The paper outlines this “pay for contribution” approach and describes several different forms that it can take. The authors offer guidelines for ensuring that alternative pay plans are effective and propose several state initiatives that support these pay plans.

Resource 75: Teacher Incentive Fund (TIF) Grants

Center for Educator Compensation Reform. (n.d.). Compensation reform initiatives: Teacher incentive fund grantee profiles. Retrieved April 23, 2008, from <http://www.cecr.ed.gov/initiatives/profiles/index.cfm>

The U.S. Department of Education has awarded 34 grants to states and districts that are experimenting with alternative pay plans for teachers and administrators. The grants support compensation plans that reward teachers for student achievement gains and expand the number of high-quality teachers in high-need schools and subject areas. Although the structure and design of each compensation plan differs, the grants provide a perspective on different approaches to evaluating teachers for teacher compensation system. This link provides access to a description of each grant that includes how the grantee plans to evaluate and reward teachers.

Strategy 6: Use Teacher Portfolios to Determine Accomplished Teaching

Although teacher licensure establishes a minimum competence standard for teachers new to the profession, certification is a voluntary process in which teachers can demonstrate an advanced level of proficiency. The creation of the National Board for Professional Teaching Standards (NBPTS) in the late 1980s represented a major new initiative to create professional certification for experienced teachers. A teacher portfolio assessment plays a key role in the evaluation of teachers for NBPTS certification and has become a popular method for assessing the performance of veteran teachers. In addition, portfolios are used by some states as the basis for recommending accomplished teachers for advanced levels of licensure.

Resource 76: The National Board for Professional Teaching Standards (NBPTS)

The National Board for Professional Teaching Standards. (n.d.). The portfolio: Document your teaching practice. Retrieved April 23, 2008, from http://www.nbpts.org/for_candidates/the_portfolio

The National Board for Professional Teaching Standards offers an advanced certification for experienced teachers that is designed to recognize accomplished teaching. It is an independent professional organization that is governed by a board that primarily consists of classroom teachers, in addition to a variety of other education stakeholders. The voluntary certification process involves the creation of a portfolio and the completion of several online assessment tasks that measure a teacher's content knowledge. The portfolio assessment consists of a classroom-based entry with student work, two videotaped segments of teaching, and documentation of professional accomplishment outside of the classroom. The portfolio is independently scored by two trained assessors as part of the assessment to determine whether a candidate meets the certification requirements (the National Board process also includes written tests of teacher knowledge).

Resource 77: New Mexico Tiered Licensure System

Teach New Mexico (Educator Quality Division at the New Mexico Public Education Department). (n.d.). 3-tiered licensure system. Retrieved April 21, 2008, from http://www.teachnm.org/3-tiered_licensure.html

Rivera, M. A. (2004). *White paper: New Mexico's three-tiered teacher licensure system. A report to the legislative finance committee*. Retrieved April 23, 2008, from www.teachnm.org/docs/white_paper_3-tier_licensure_4-21-04.pdf

New Mexico has a tiered licensing system in which teachers are required to earn advanced levels of licensure to continue teaching. After teaching for five years, a teacher submits a portfolio of lesson plans, teacher reflections, and evidence of student learning gains to move from a Level 1 to a Level 2 license. The portfolio, called a professional-development dossier, is reviewed by the principal, mentor teachers, and two independent reviewers. Teachers must pass this stage of licensure to continue teaching. After an additional three years of experience, teachers submit

another portfolio assessment and earn either a master's degree or National Board for Professional Teaching Standards certification to move to Level 3 of licensure. The state has set a minimum salary amount for each level of licensure.

Resource 78: Wisconsin's Master Educator License

Wisconsin Department of Public Instruction. (n.d.). Summary of the Wisconsin Master Educator Assessment Process (WMEAP) and the Master Educator License. Retrieved April 23, 2008, from <http://dpi.state.wi.us/tepd/wmeapsumm.html>

Wisconsin offers three levels of licensure for teachers: initial, professional, and master educator licenses. The 10-year master educator license is a voluntary license that requires a teacher to demonstrate advanced proficiency on a portfolio assessment aligned with the Wisconsin teaching standards. The portfolio requires that teachers describe, analyze, and reflect on their teaching, in addition to providing samples, artifacts, and a videotape of their teaching. The portfolio process can take one or two years to complete. Three trained assessors are assigned to score the portfolio.

Resource 79: The Value of Teacher Portfolios

Attinello, J. R., Lare, D., & Waters, F. (2006). The value of teacher portfolios for evaluation and professional growth. *NASSP Bulletin*, 90(2), 132–152. Retrieved April 23, 2008, from <http://bul.sagepub.com/cgi/content/abstract/90/2/132>

This article examines teacher and administrator perceptions of a district-based teacher portfolio assessment. The authors are optimistic about the use of portfolios for teacher evaluation and professional development and report that teachers and administrators in the district viewed portfolios as more accurate and comprehensive than a traditional classroom observation.

Resource 80: The Efficacy of Portfolios for Teacher Evaluation and Professional Development: Do They Make a Difference?

Tucker, P. D., Stronge, J. H., Gareis, C. R., & Beers, C. S. (2003). The efficacy of portfolios for teacher evaluation and professional development: Do they make a difference? *Educational Administration Quarterly*, 39(5), 572–602. Retrieved April 23, 2008, from <http://eaq.sagepub.com/cgi/content/abstract/39/5/572>

This article describes the study of a portfolio evaluation system in a small school district to assess the use of portfolios for teacher accountability and professional development. Portfolios were useful in making more detailed distinctions about teacher performance compared with classroom observations, especially in the areas of assessment and professionalism. Although teachers and administrators viewed portfolios as a fair assessment of teacher performance, there were concerns about the time demands of creating the portfolio.

Resource 81: Handbook on Teacher Portfolios for Evaluation and Professional Development

Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). *Handbook on Teacher Portfolios for Evaluation and Professional Development*. Larchmont, NY: Eye on Education.

The authors of this book describe and define the purpose and role of portfolios, explore the development of a portfolio system, and describe the use of portfolios for evaluation and professional development. The book promotes the use of portfolios for both formative and summative purposes and stresses the role of portfolios as a new approach to assessing teachers.

Strategy 7: Use Video Evaluation for Research and Program Improvement Purposes

Measuring how well teachers know their subject matter in the ways they need to know it to teach that subject matter effectively is a difficult endeavor. Observations of teachers may provide clues for how deeply a teacher knows the content. For example, the teacher could make an error that the observer notices, or the teacher could lecture the students on a particular topic with great accuracy and depth of detail. However, the observer must be quite knowledgeable about the subject to discern these things as well as be mindful that such observations are samples of what teachers know. Promising research in this area is developing, and the analysis of videotaped records of practice may provide a tool for researchers and others to assess teachers' knowledge for teaching.

Resource 82: Learning Mathematics for Teaching Project Research Reports

Learning Mathematics for Teaching. (n.d.). Learning Mathematics for Teaching (LMT) Project research reports. Retrieved April 23, 2008, from <http://sitemaker.umich.edu/lmt/home>

This website describes a research study currently being conducted that examines the types of mathematics knowledge that teachers need to teach mathematics effectively and has developed video codes that can be used in analyzing videotapes of mathematics instruction. The project does not offer measures that can be used for hiring, promotion, pay, or tenure because they are not accurate assessments of the knowledge of an individual teacher. Instead, the measures can be used to compare mathematical knowledge of groups of teachers or examine how knowledge in a group of teachers develops over time. This site has research that may inform the development of teacher performance-based assessment in the content areas.

Strategy 8: Use Teacher Logs or Surveys of Enacted Curriculum to Measure Instructional Practices for Research or Program Evaluation Purposes

Many researchers concerned with teacher learning and the improvement of teaching advocate measuring instruction rather than (or in addition to) teacher performance. The differences between these two concepts are slight but important. Much of teacher performance-based assessment assumes a high degree of teacher decision-making autonomy, and teachers are judged based on the choices (of things such as learning activities, goals, materials, sequencing, pacing, and delivery) that they make and their ability to analyze those choices in light of evidence of student learning. However, many efforts to improve instruction seek to centralize these choices—not to make them “teacher proof,” per se, but to prevent each teacher from having to “reinvent the wheel” each time they write a lesson plan or make a choice of assessment activity.

To determine whether teachers are adequately implementing a curriculum or whether the choices they make are having an impact on student learning, some researchers have developed teacher logs (which are essentially daily tallies of what teachers did in their classrooms that day) as well as surveys of enacted curriculum. These tools have the potential for better understanding the impact that particular teaching practices have on student learning.

Resource 83: The Study of Instructional Improvement Papers and Publications

Study of Instructional Improvement. (n.d.). Papers & publications. Retrieved April 23, 2008, from <http://www.sii.soe.umich.edu/papers.html>

This series of papers describes the development and use of teacher logs for research on instruction. The logs were specifically designed for a large-scale longitudinal study focusing on school improvement in high-poverty schools, but elements of them may be useful in the development of such tools to track instruction.

Resource 84: The Study of Instructional Improvement Project Instruments

Study of Instructional Improvement. (n.d.). Project instruments. Retrieved April 23, 2008, from <http://www.sii.soe.umich.edu/instruments.html>.

Teachers fill out these logs on a daily basis, and data from these daily reports are then aggregated to create portraits of content emphasis and pedagogy over time. Examples are provided.

Resource 85: Surveys of Enacted Curriculum

Council of Chief State School Officers. (n.d.). What Are the Surveys of Enacted Curriculum (SEC)? Retrieved April 23, 2008, from http://www.ccsso.org/projects/Surveys_of_Enacted_Curriculum/

The Surveys of Enacted Curriculum (SEC) are a set of data collection tools being used with teachers of core content areas to record data on current instructional practices and content being taught in classrooms. These data then are used to analyze the degree of alignment between current instruction and state standards and assessments. Teachers complete the survey questions through an online, web-based system. The SEC data analysis and reporting tools are intended to assist teachers, administrators, and policymakers with planning for instructional improvement in several ways: (1) aligning classroom instruction with state standards and assessments; (2) evaluating effects of initiatives, such as professional development, in changing instructional content or practice (or both); (3) analyzing instructional practices and teacher preparation to develop a needs assessment in low-performance areas; and (4) measuring indicators of instruction and their relationship to student achievement.

Real-Life Example

The Impetus, Development, and Implementation of the California Teaching Performance Assessment (CalTPA)

In the late 1990s, California faced tremendous teacher quality challenges. The state was working to reduce class sizes as well as accommodate a growing student population that demanded the entry of many new teachers into California schools. Fortunately, California has an extensive university system able to educate many teachers, but the state had to somehow ensure that these incoming teachers were of high quality. The state recognized that the current teacher licensure tests—because they were primarily paper-and-pencil tests including a basic skills exam, content exams, reading instruction exam, and English language learner instruction exam—were inadequate to ensure a supply of not only technically qualified but also successful teachers. Subsequently, California educators set out to develop a set of standards and more holistic assessments of beginning teachers. State officials also pointed to the example of the National Board of Professional Teaching Standards portfolio assessments and the widely used California Formative Assessment and Support System for Teachers, which helped them realize that such a performance-based system was neither prohibitively expensive nor technically impossible.

In 1998, with input from the California Commission on Teacher Credentialing (hereafter called the Commission) and the California Department of Education, the California legislature passed S.B. 2042 (Chapter 548, Statutes of 1998), which changed the requirements for earning a preliminary credential by, among other things, requiring that all candidates pass a teacher performance-based assessment as one of the bases for earning the preliminary credential. Work on developing teaching performance-based standards began in 1999, and in June 2001, the Commission contracted with the Educational Testing Services, Inc. (ETS) to develop a prototype Teaching Performance Assessment that could be used to assess teachers' achievement of those standards.

The Commission funded two independent validity studies to produce the new teaching standards that would be measured by the new performance-based assessment. Meanwhile, the Commission adopted new Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, and as part of that process developed standards for performance-based assessment. The California Teaching Performance Assessment Design Standards, as adopted by the Commission in December 2006, can be found at <http://www.ctc.ca.gov/educator-prep/TPA-files/TPA-Assessment-Design-Standards.doc>

To launch the development of the performance-based assessment prototype, ETS, in collaboration with Commission staff, conducted two Focus Review Groups—one in the north of the state and one in the south. These Focus Review Groups assisted with the development and testing of assessment tasks, scales, scoring rubrics, and feedback forms that eventually would be part of the CalTPA (which was called CA TPA up until 2007). ETS kicked off the work with the Focus Review Groups by leading the product development and having the Focus Review Groups review and react to the prototype as well as draft further items for review. Once the items were nearly finalized, they underwent the ETS sensitivity and fairness review process (see Dwyer & Ramsey, 1995, for a discussion of some of the equity issues involved in teacher assessment). A

description of the prototype can be found at the California Commission on Teacher Credentialing website, <http://www.ctc.ca.gov/commission/agendas/2002/2002-09.pdf>.

The Commission and ETS then conducted a pilot test of the prototype from February to May 2002, with more than 500 new teachers participating. Upon initial success and further refining of the instrument, the Commission began training assessors during the 2003–04 school year and conducted calibration analyses (e.g., Jackson & Suckow, 2004). During the training sessions, the assessors being trained—which included institution of higher education (IHE) faculty and Grades K–12 teachers and administrators—reported to observers that they appreciated the opportunity to meet and discuss teaching and learning. This approach may have furthered the state’s goal of moving California educators toward a statewide consensus view of high-quality teaching.

In quick summary, the uses for these performance-based assessments include (1) formative information for use by the candidate, (2) summative information as one basis for the recommendation of a candidate for a credential, (3) evidence of program effectiveness, and (4) formative information for use in an induction program. The preparation program is responsible for providing oversight for the implementation of the assessment, qualified and trained assessors of candidate performance, and reliable and equitable scoring procedures.

The development of the teaching standards and the performance assessment model CalTPA used was funded by federal Title II grant dollars. This system, therefore, is not proprietary to California.

The California legislature acted again in August 2006, requiring implementation via Senate Bill 1209 as of July 1, 2008 (Chapter 517, Statutes 2006) and providing some additional funding to support this important effort.

The full implementation of the teaching performance-based assessments will not begin until July 2008. The long timeline for this effort was due in no small measure to resistance from IHEs that were concerned about the state’s encroachment on their traditional autonomy. In addition, there was much public discussion about the inherent cost of implementing the system and who would bear the costs. State budgetary and operational delays also occurred because of cutbacks in state funding and available staff to continue the work of validating the system.

The story of California’s development of a performance-based assessment system for initial licensure continues and offers lessons for other states attempting to do this important work.

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