

Evaluating Teacher Effectiveness:

How Teacher Performance Assessments Can Measure and Improve Teaching



Why are Performance Assessments of Interest?

In order to improve teaching we need to:

- Move beyond limited measures of teacher qualifications for personnel decisions
- Create means for examining teaching that are related to effectiveness
- Develop systems that are reliable, consistent, and powerful in shaping preparation, professional development, and practice

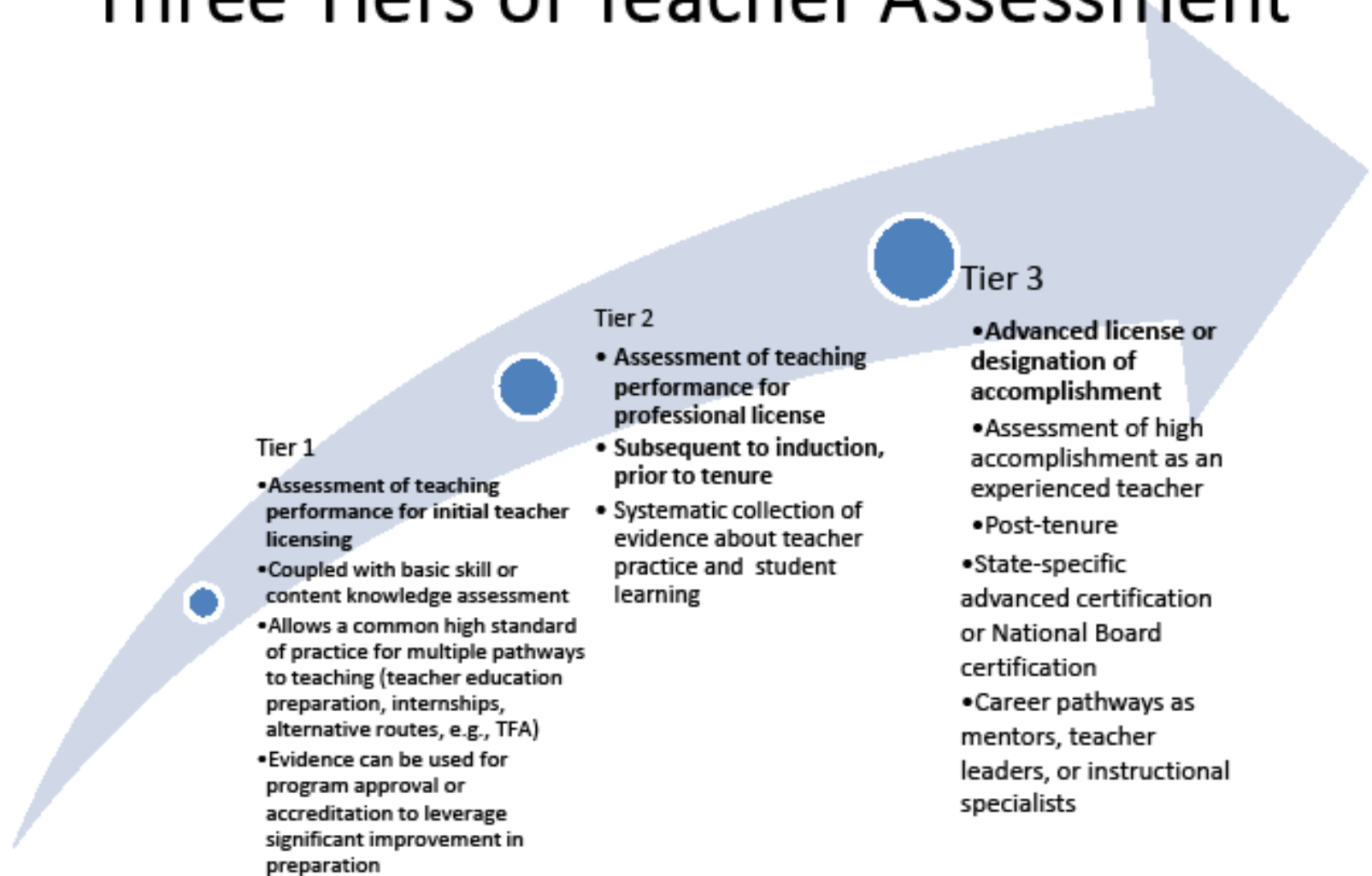
What Performance Assessments May Offer

- Stable evidence to augment student achievement data which are
 - unavailable for most teachers
 - volatile across years, courses, models
 - sometimes based on narrow tests
- A lever for improving teacher learning
- A means to predict student value-added learning gains

Predictive Validity of Performance Assessments

- # Mentor evaluations
- # National Board Certification
 - Effect sizes of .04 -.20 (pass/fail)
- # Connecticut BEST portfolio
 - Effect size of .46 (4 point scale)
- # California PACT assessment
 - Effect size of .15 (44 point scale)
 - 20 percentile point difference for highest and lowest-scoring teacher

Three Tiers of Teacher Assessment



The Performance Assessment for California Teachers (PACT)

- # Subject-Specific
- # Completed in student teaching or internship at end of program
- # "Teaching Event" examining planning, instruction, assessment, reflection, and development of academic language
- # Uses teaching plans, videotapes, scored student work, and reflections for 5 days of instruction

The PACT Assessment System

Assessments Embedded in Local Programs
— *examples* —

Child
Case
Studies

Analyses of
Student
Learning

Curriculum /
Teaching
Analyses

The Capstone
Teaching Event

Teaching Event
Demonstrates :

- ▶ Planning
- ▶ Instruction
- ▶ Assessing
- ▶ Reflecting
- ▶ Academic Language

Observation/Supervisory Evaluation & Feedback

A Focus on Student Learning

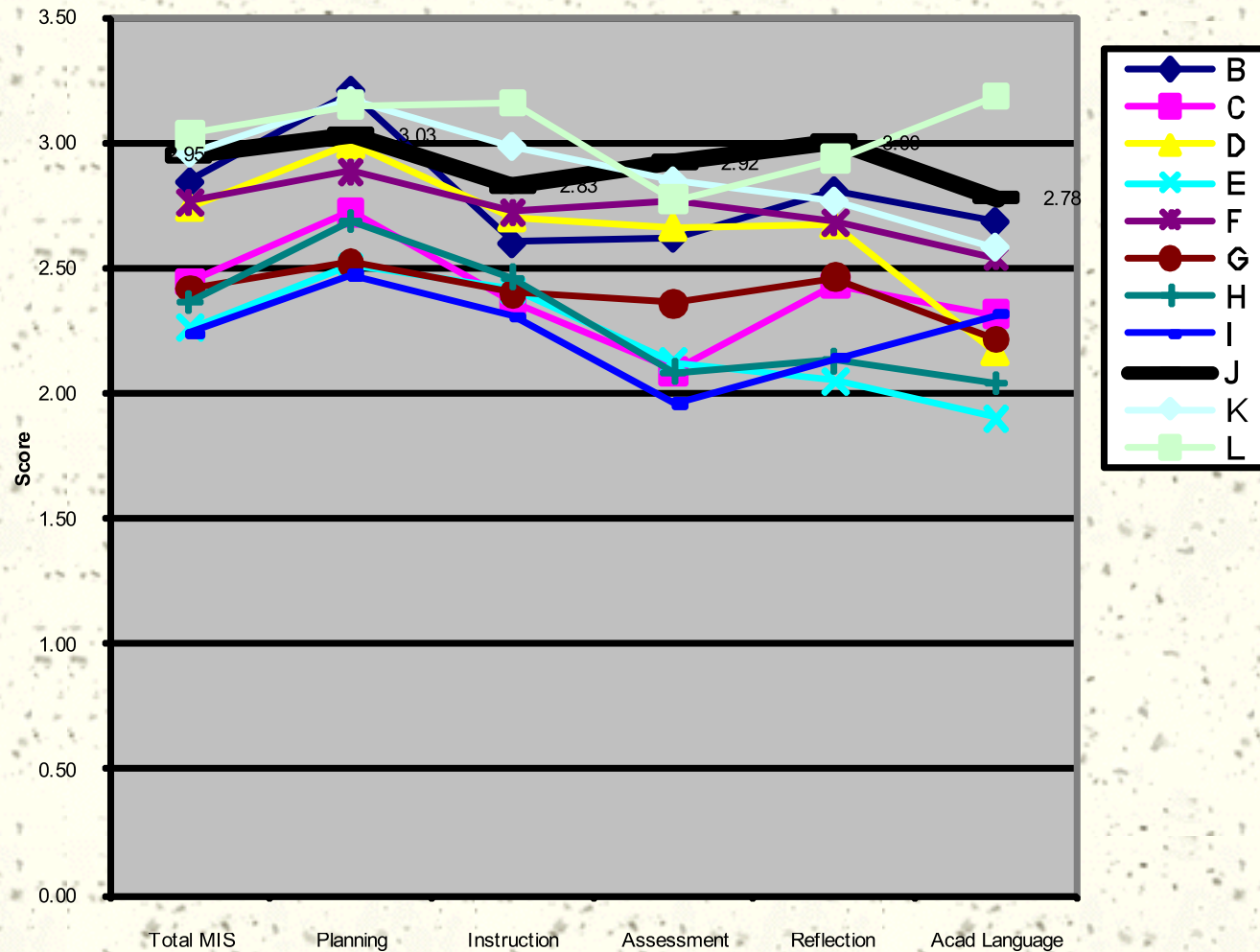
- Justification of teaching plans for different learners, including ELL and special education students
- Attention to specific learning needs
- Video of candidate/student interactions
- Analysis of how students are learning both content and academic language
- Commentaries explaining teaching outcomes and decisions in relation to student learning
- Evaluation of student learning during unit taught
- Strategic changes in practice based on assessment

What Programs Learn from the PACT Analyses

How candidates do:

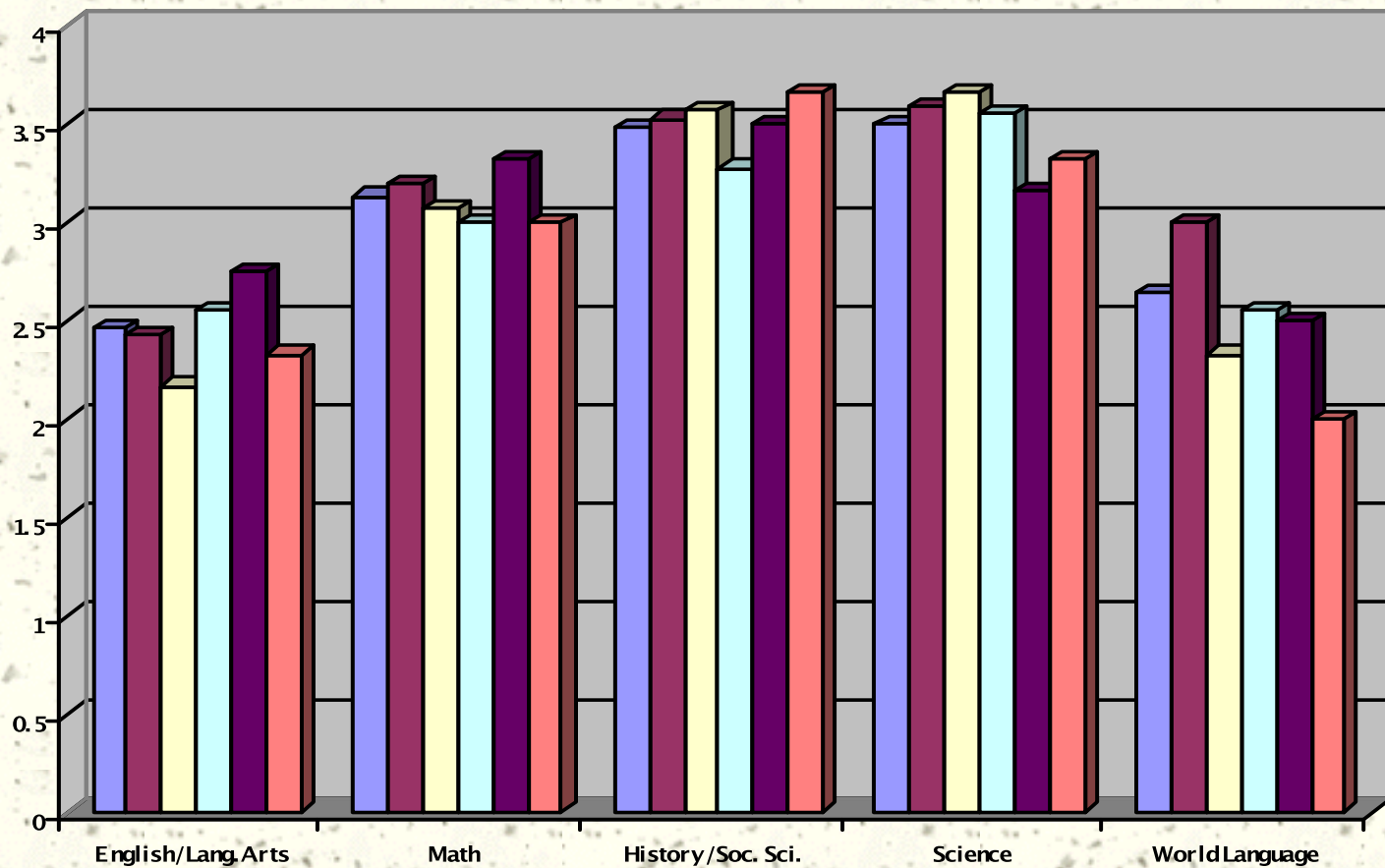
- # On different aspects of teaching
- # In different subject areas
- # In comparison to other programs
- # Over time
- # With different kinds of supports

Scores by Teaching Dimension and Institution



PACT Scores by Subject Area


Legend: Total MIS (Blue), Planning (Maroon), Instruction (Yellow), Assessment (Cyan), Reflection (Purple), Language (Red)



Programs Change

- # A more shared vision of teaching
- # Increased articulation across courses, structures and roles
- # Changes in course content
- # Structural changes to support coherence and connections

Teacher Educators Learn



This [scoring] experience...has forced me to revisit the question of what really *matters* in the assessment of teachers, which - in turn - means revisiting the question of what really *matters* in the *preparation* of teachers.


Cooperating Teachers Reflect on Practice


[The scoring process] forces you to be clear about "good teaching;" what it looks like, sounds like. It enables you to look at your own practice critically/with new eyes.

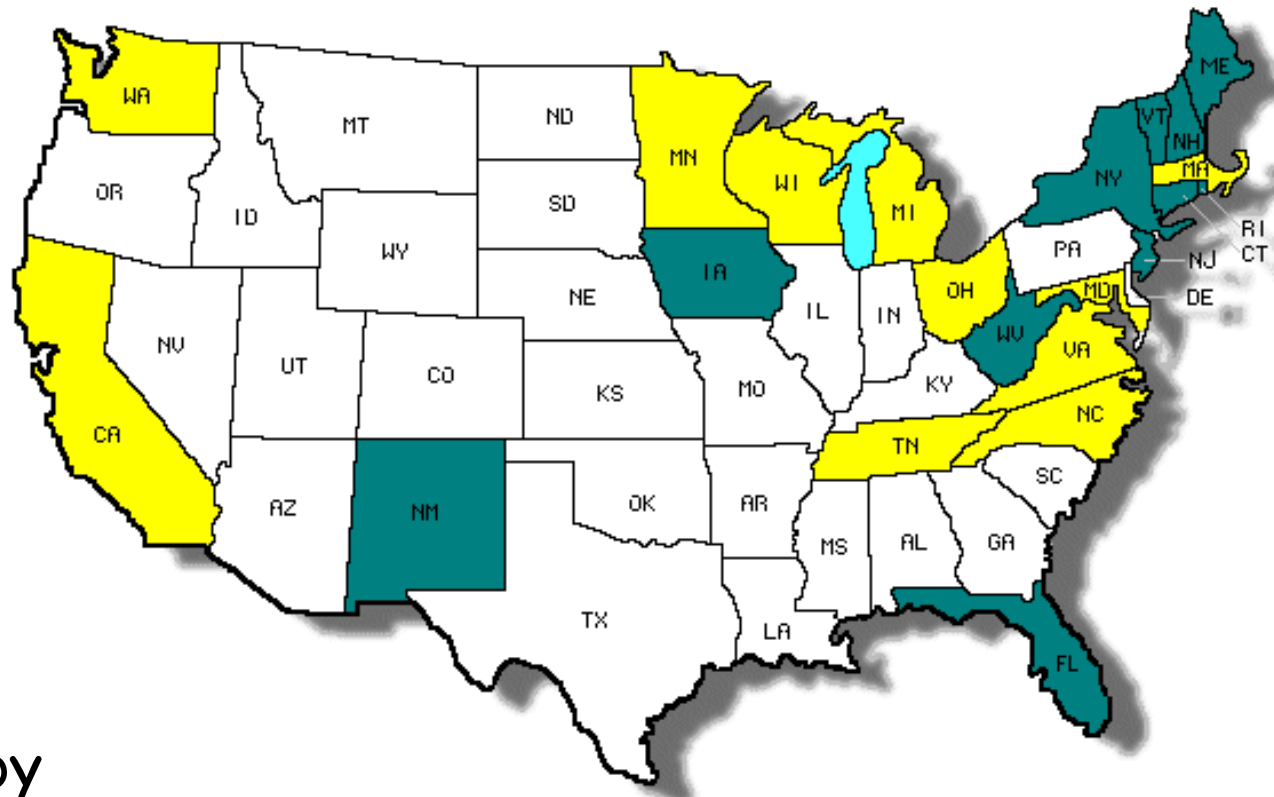
Induction Programs Can Extend Teacher Learning

As an induction program coordinator, I have a much clearer picture of what credential holders will bring to us and of what they'll be required to do. We can build on this.

Teacher Performance Assessment Consortium Participants

 Initial states

 Recent additions



Supported by
CCSSO and AACTE

Policy Uses of Teacher Performance Assessments

- Create robust indicators of effective teaching practices across the career
- Create a means to manage, analyze, and report data about teacher outcomes over the career continuum
- Guide teacher education improvement and more focused induction, PD
- Strengthen accreditation

Policy Uses of TPA Data

- Provide an evidence-based method for making personnel decisions regarding licensure, hiring, promotion to mentor / lead teacher status
- Support license reciprocity
- Support a National Teacher License and recruitment incentives for highly effective teachers