

Factoring Student Growth into Teacher Evaluation

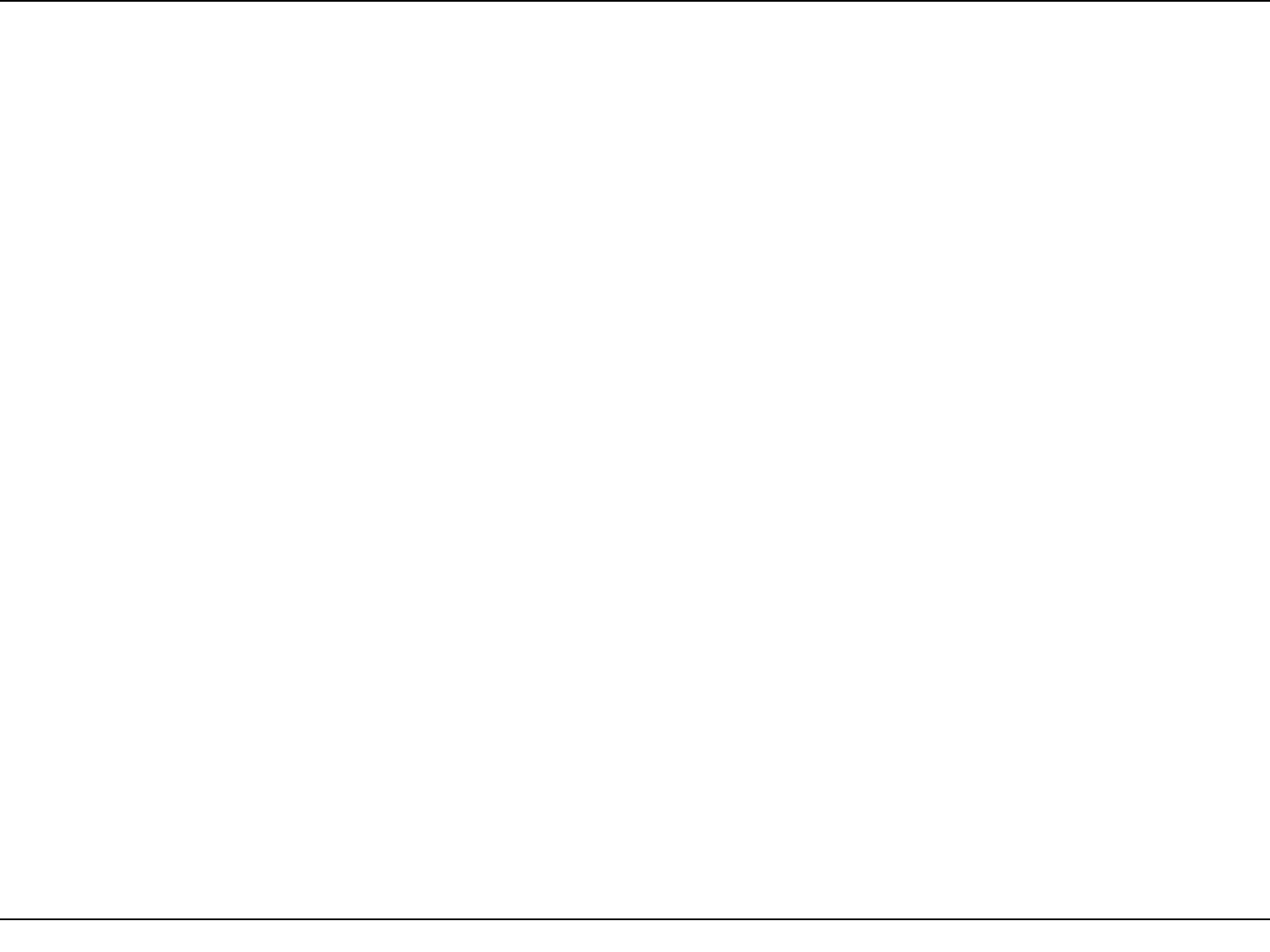
Rick Stiggins

Autzen Stadium

September 6

MSU Spartans kick

Oregon Duck butt





Our Focus Today:

- **How to measure student growth dependably**
- **How to maximize student growth using assessment FOR student learning**
- **How to learn more...**

Today's Agenda

- **Context Setting**
 - Teacher Evaluation
 - Supportive Local Conditions
- **Break**
- **Pretest/ Assessment Literacy Overview**
- **Lunch**
- **CASL Program Overview**
- **PD via Learning Teams**

Teacher Evaluation

- History of poor quality & irrelevance
- Remedy? Consider student ach
- OK, but **we MUST to do it right**
- Naïve desperation: annual test scores
- Problems with annual test scores
- Problems with year-long pre/post span
- Problems with VAMs

A Guiding Principle

When evaluating performance to inform individual personnel decisions, the rules of evidence ascend to a very high level:

Personal/professional well-being hangs in the balance...

Big Ideas for the Program:

- Establish the context for tracking student growth
- Describe the conditions that need to be in place to do it right
- Highlight and define the need for **accurate** evidence
- Launch assessment literacy tng

Requirements for quality teacher evaluation:

- **Prior notice**
- **Explicit evaluation criteria**
- **Trained & qualified judges**
- **Appropriate sample of performance**
- **Consideration of extraneous factors**
- **Effective communication of results**

When criterion is student growth:

- Specific ach standards agreed to in advance
- Align to teacher's normal responsibilities
- Sufficient sample of evidence to judge
- **High-quality assessments=dependable evidence**
- Pre/Post evidence collection bracketing instruction on the learning target
- Consideration of extraneous influencers

A Guiding Principle

To inform personnel decisions, procedures must seek a causal link between each teacher's instructional interventions and student growth

Potential test score problems:

- Probable score mismatch to individual teacher assignments
- Multiple grades tested? multiple teachers impacted learning
- In-level testing only? ceiling effect
- Multiple choice=severely restricted targets
- Single writing sample not enough
- Timed test=items not attempted
- Scores NOT available for most teachers

The “wow!” problem:

These tests have NOT BEEN VALIDATED for this purpose; that is, the developers have never researched, let alone verified, their ability to detect differences in the quality of instruction across classrooms, schools or districts...

Problems with year-long pre/post; **that is, factors beyond teacher control:**

- **School factors such as**
 - **Quality & impact of prior teachers**
 - **Instructional leadership provided**
 - **Class size and composition**
 - **Curriculum materials provided**
 - **Instructional time allocated**
 - **Instructional resources provided**
 - **Available professional development**
 - **School climate**

Problems with year-long pre/post; more factors beyond teacher control:

- **Home and community factors**
 - Family educational history
 - Family/community values
 - Home/community climate
 - Family resources
 - Technology integration
 - Peer culture

Problems with year-long pre/post; still more factors beyond teacher control:

- **Student factors**
 - **Contributions of previous teachers**
 - **Prior academic record, its impact on confidence and on student engagement**
 - **Specific academic needs and abilities**
 - **Physical and mental health**
 - **Attendance**

The crucial issue:

Each of these factors can impact student learning success all by itself, and they interact with one another in complex and UNKNOWABLE ways to cause or inhibit learning success...

And all are beyond the control of teachers...

Guiding Principle

To detect the impact of a teacher on student learning one must rely on **relatively high-resolution measures** before and after teaching rather than gross survey indicators a year apart.

Problems with “value added models” for determining student growth:

- **First, there are all the test score and pre/post time span problems**
- **No models control for enough factors to isolate individual teacher’s contribution**
- **Regression (correlational) analysis cannot support causal inferences**
- **Almost universally rejected for application in this context**

***“Defensible Teacher Evaluation:
Student Growth through
Classroom Assessment”***

(Corwin, 2014)

Remember the Guiding Principles:

- Seek **dependable evidence** of student growth arising from quality assessments
- Seek a **causal inference** about the impact of a teacher on student learning
- Use **high-resolution indicators** aligned to each teacher's assigned teaching responsibilities

Consider a different approach, evidence from classroom assessment:

- **Identify highest priority ach standards in each subject taught (agreed to by supervisor)**
- **Devise quality assessment(s) of each standard**
- **Collect evidence before & after instruction on each standard**
- **Review each set of results with supervisor**
- **Compile an summary portfolio across standards for final review and evaluation.**

Ah, but there's a problem:

Teachers and school leaders very often lack the assessment literacy needed to pull this off...

As a result, evidence of growth may lack quality and CREDIBILITY...

Our painful dilemma...

- **Standardized test scores** are hard to use for many reasons...and
- **Classroom assessments** can't work due to the lack of sufficient assessment literacy and evidence credibility...

What is the resolution?

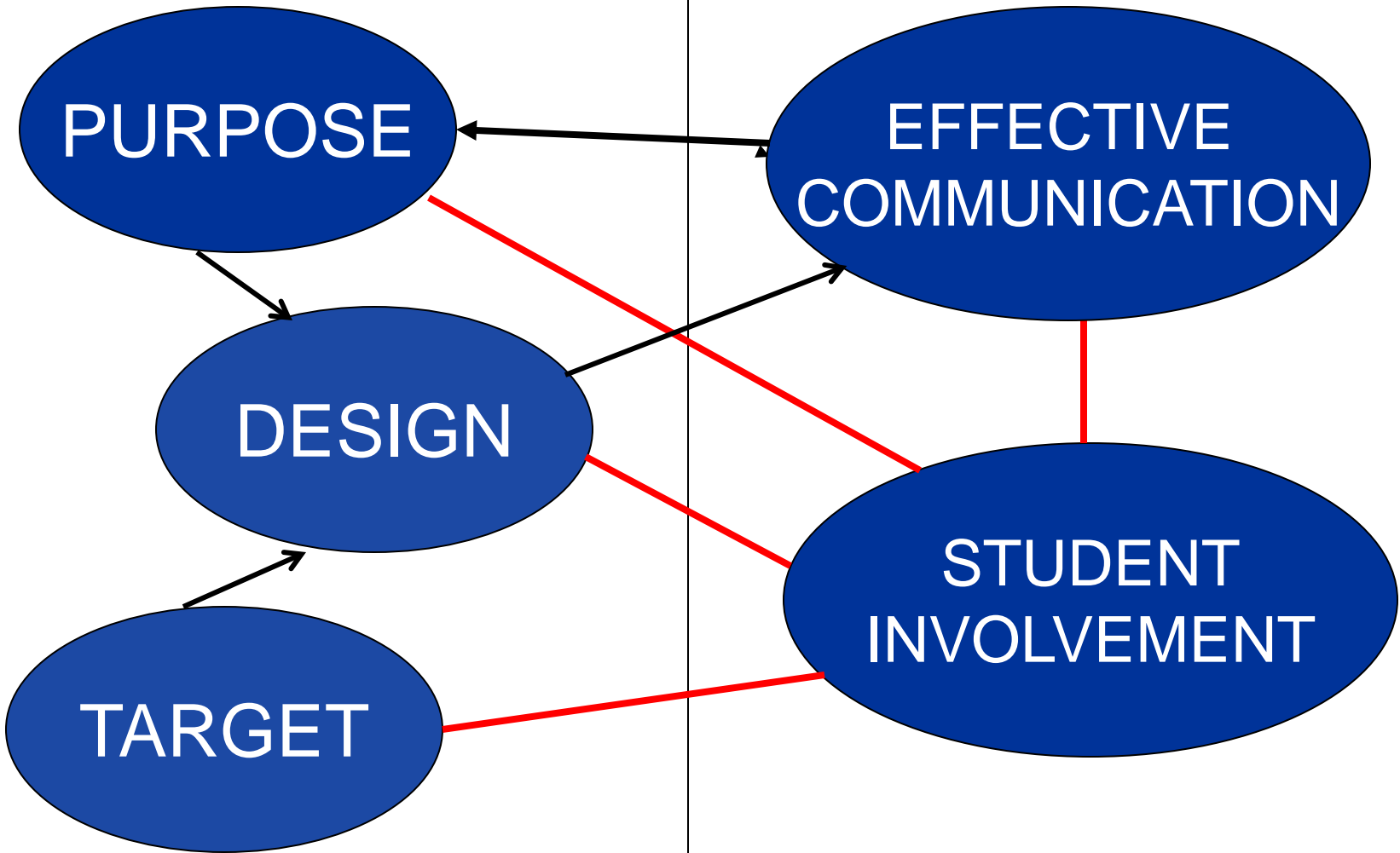
The Solution:

Give teachers and their supervisors the tools they need to do this job:

- **We know what they need to know, believe & do**

ACCURACY

EFFECTIVE USE



To Use Published Tests:

- Provide **DEPENDABLE** evidence of student mastery of learning targets teachers are charged with teaching
- Allow for flexible pre/post administration to bracket instruction
- Turn around results quickly: readily available to process immediately (for do-overs if needed)

Implication? Selectors need to be sufficiently assessment literate to make good choices...

Solution?

Give teachers and their supervisors the tools they need to do this job:

- We know what they need to know, believe & do**
- We know how to deliver those tools to them easily & efficiently**

Sources of **Credibility**

- **A credential: evidence of having been trained**
- **Ability to define quality and relate it directly to your work**
- **Ability to define and illustrate differences between good and poor quality work**
- **Corroboration of results by an assessment literate supervisor**

Essential ingredients:

- High-quality local assessment environment...
- With the opportunity for all to become assessment literate

Truly Essential Ingredients in District Assessment Systems:

- 1. A balanced (purpose-driven) system that serves ALL users well**
- 2. Refined and explicit achievement standards**
- 3. Verifiably high-quality assessments**
- 4. Effective systems for communicating results**

Implication? Foundation of assessment literacy is essential

Let's take a break