

Factoring Student Growth into Teacher Evaluation

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**Factoring Student
Growth into Teacher
Evaluation**

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Spartan fight song

Duck fight song

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 the test scores
- Problems with the pre/post time 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...

My mission today:

- Describe what it means to do this the right way
- Specify the conditions that must be in place in locally to do it right
- Defend the well-being of students

**Required 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
- Dependable evidence gathered using **high-quality assessments**
- 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**

Problems with standardized tests:

- 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 insufficient
- Timed test=items not attempted
- No scores available for most teachers

The problem we face:

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 (books, computers, etc.)
 - Available professional development
 - School climate

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

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

The problem we face:

These factors impact student learning success alone, and they interact with one another in complex and UNKNOWABLE ways to influence that success

And all are beyond the control of teachers...

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

- First, there are all the test score and pre/post time span problems
- All models try to control for different factors as they try to isolate teacher effects
- No model is sufficiently free of measurement error to permit detection of an individual teacher’s impact

**Consider a different approach: rely on
evidence from classroom assessment:**

- Identify highest priority ach standards in each subject taught (agreed to by supervisor)
- Devise quality assessment(s) of each standard
- Conduct pre/post impact data collection before & after instruction on each standard
- Review each set of results with supervisor
- Compile an impact portfolio across standards for final review and evaluation.

The problem we face:

**Both teachers and school leaders
lack the assessment literacy needed
to pull this off...**

**Evidence may lack quality and
CREDIBILITY...**

Our painful dilemma...

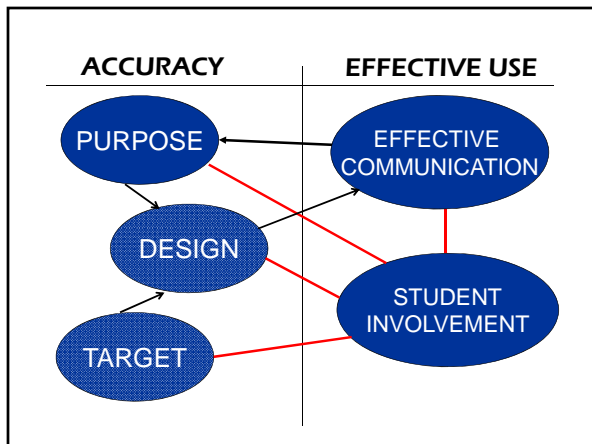
- **Standardized test scores** are hard to use for many reasons...and
- **Classroom assessments** can't work due to the lack of sufficient assessment literacy and evidence credibility...

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



To Use Published Tests:

- Provide **DEPENDABLE** evidence of student mastery of learning targets teachers are charged with teaching
- Allow for flexible pre/post administration
- Turn around quickly: results 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

They need:

- **a high-quality local assessment environment...**
- **the opportunity to learn and 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
