



Value Added Teacher Evaluation:

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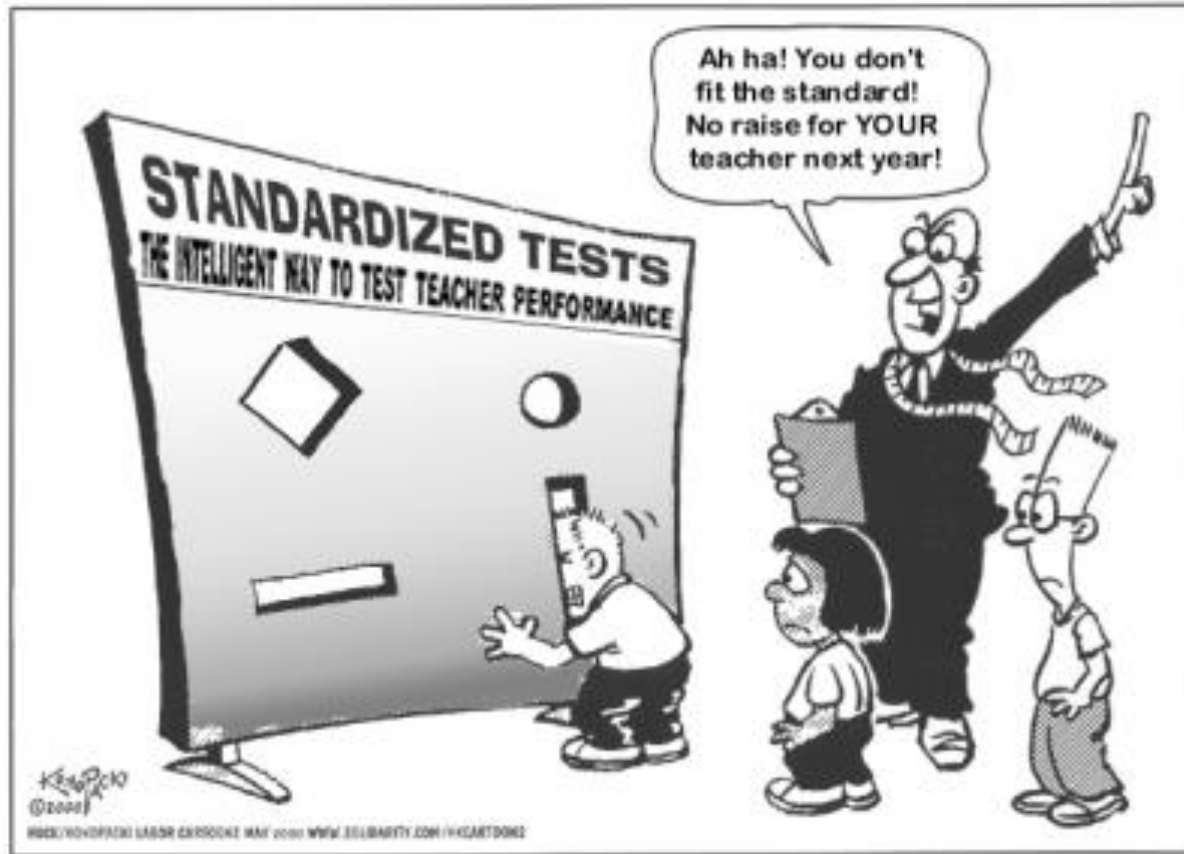
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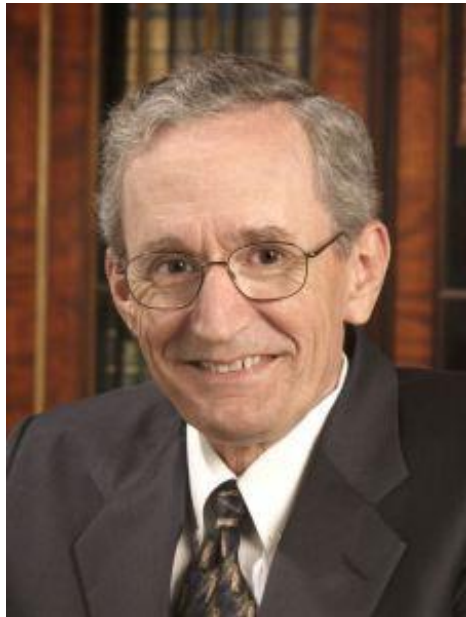
Value Added Teacher Evaluation:

- What is Value Added?
- History
- Pros/Cons
- Evaluation Changes
- Costs
- Teacher Impact
- Student Impact
- Implementation, Whose using Value Added?

What is Value Added?



History



- Dr. William Sanders
- 1980s
- Agriculture/Genetics
- U. Of Tennessee
- (the other UT...)
- Objective measure – accountability in student learning
- 1992 Tennessee Supreme Court
 - Equitable funding
- Tennessee’s Educational Improvement Act
- 2000: Manager of value-added assessment and research for SAS institute Inc.

Evidence (Pro)

- Existing measures state 1% of teachers don't meet societal expectations
- Perception: objectivity and honesty
- Misclassification exists no matter the approach
 - Observation, portfolios (subjective)
 - Easier to determine likelihood of misclassification
- Past success in raising achievement was a predictor for future ability

Evidence (Con)

- Content measures and pedagogical quality measures
- Test quality
- External variables (resources, student achievement)
- Missing data (consistent rosters, and student performance records)
- Lack of transparency (no stated metrics)
- Impact on teacher collaboration
 - Harming students?
- Bonuses lowered morale and created a sense of competition

Ideology trumping evidence?

➤ Ideology versus Evidence

➤ “Why do strong views on educational vouchers prevail, far outweighing the potential influence of evidence in the preference for or opposition against vouchers? In the main, these strong views are premised on the underlying perspectives that people hold on the purposes of education. The essential tension is found between those who see elementary and secondary schooling as an experience that should be guided primarily by private values and goals and those who see it as an experience designed to mold citizens and society through addressing social goals. This division permeates the debate over vouchers.”

➤ Belfield & Levin (2005)

Exercise

- Students' standardized test scores are helpful in assessing teacher effectiveness
- Teachers' should be held accountable for students' scores
- There should be a common national assessment for teacher evaluation
- Value-added teacher evaluations is a relatively new concept

So What Happens to PDAS?

- The Performance Development and Appraisal System (PDAS) is the current state recommended evaluation tool
- During the 14-15 school year 60 pilot districts already used Texas Teacher Evaluation and Support System (T-TESS)
- During the 15-16 school year 200 districts will implement T-TESS as part of a refinement year
- TEA lists 16-17 as the planned year for full role out of T-TESS across the state with PDAS no longer an option
 - Value Added Component Begins
- Some districts will continue to use their own district developed evaluation system

Why the move away from PDAS?

- “Over time, however, PDAS drifted from its original intent to be a professional development system for teachers and became a system focused more on compliance with rules. In addition, education has evolved in the last 17 years, and T-TESS seeks to update the tools of evaluation to complement what’s happening in classrooms throughout the state and to align with what many districts are already doing on their campuses creating open, collaborative campus environments with a constant focus on instructional and professional improvement.”

-TEA (2015)

Costs?



Teacher Evaluations & Texas Economy

- “Texas was granted a waiver from No Child Left Behind in September 2014
- Conditionally that it develop a teacher evaluation system that included a focus on student achievement.
- Without the waiver, the state would risk losing billions in federal funding
- For low-income students and
- federal sanctions that would hit nearly all of its school districts for failing to meet the law's performance benchmarks.”

- In Texas, Battle Brewing Over Teacher Evaluation Rules, Texas Tribune May 13,2014 Morgan Smith

Teacher Evaluations & Texas Economy

- First-year teachers are at a disadvantage
- higher turnover in urban school districts increases the proportion of first-year teachers,
- high turnover may be part of the explanation for their poorer performance.

➤ Linda Gorman, **Good Teachers Raise Student Achievement**, National Bureau of Economic Research, 1050 Massachusetts Ave., Cambridge, MA 02138, , Accessed 8/22/2015
<http://www.nber.org/digest/aug05/w11154.html>

Teacher Evaluations & Texas Economy

- In the past decade, Texas-based corporations have invested hundreds of millions, if not billions of dollars to support STEM (Science, Technology, Engineering, Math) initiatives in our schools.
- Providing teacher training, to funding the first STEM school district in the state,
- Corporate investment is aimed at building a competitive work force that will fill high-demand, high-paying jobs....
- As teachers become more knowledgeable about the real world of STEM jobs,
- They can pass it along to their students as well as dispel the stereotype students may have about STEM career paths...”

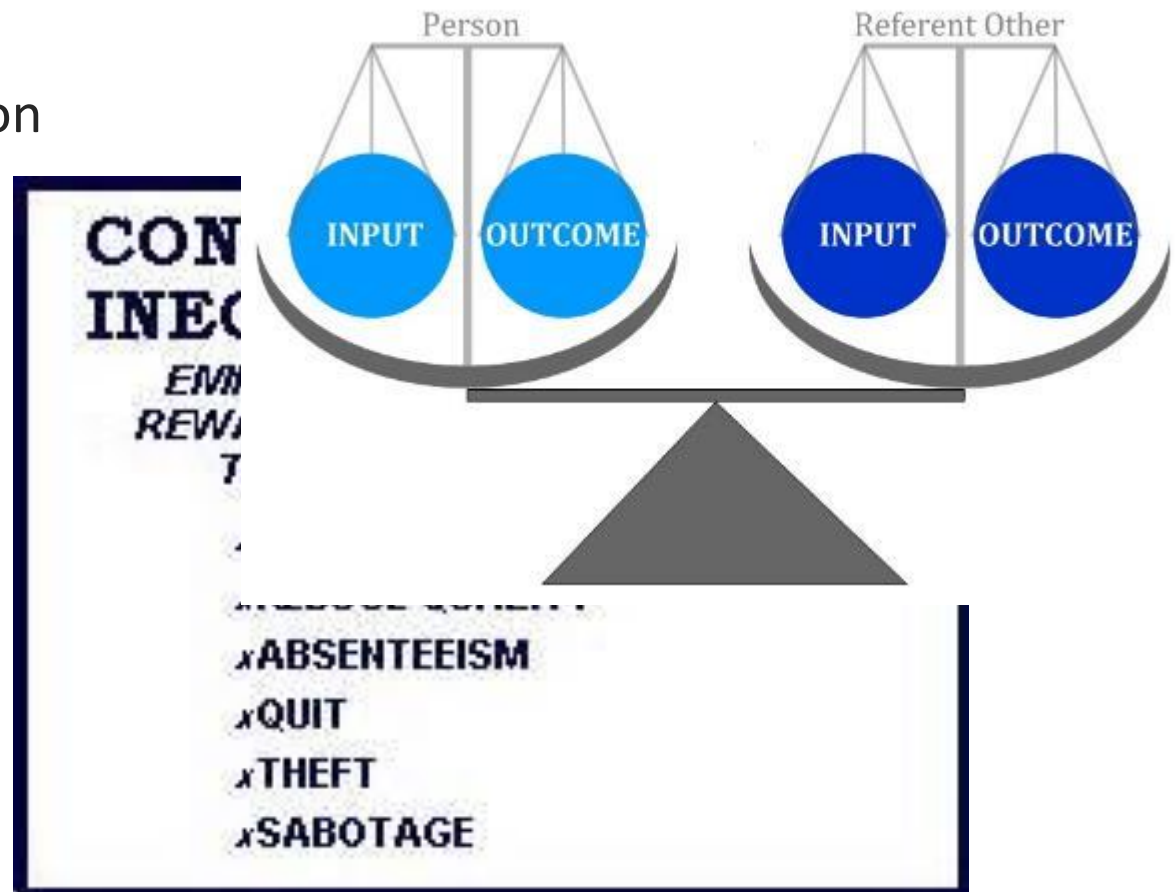
T-TESS Implementation Costs

- 13-14 school year – 2 million
- 14-15 school year – 6.1 million
- 15-16 school year – 8.5 million
- 16-17 school year – 4.5 million

Mental...

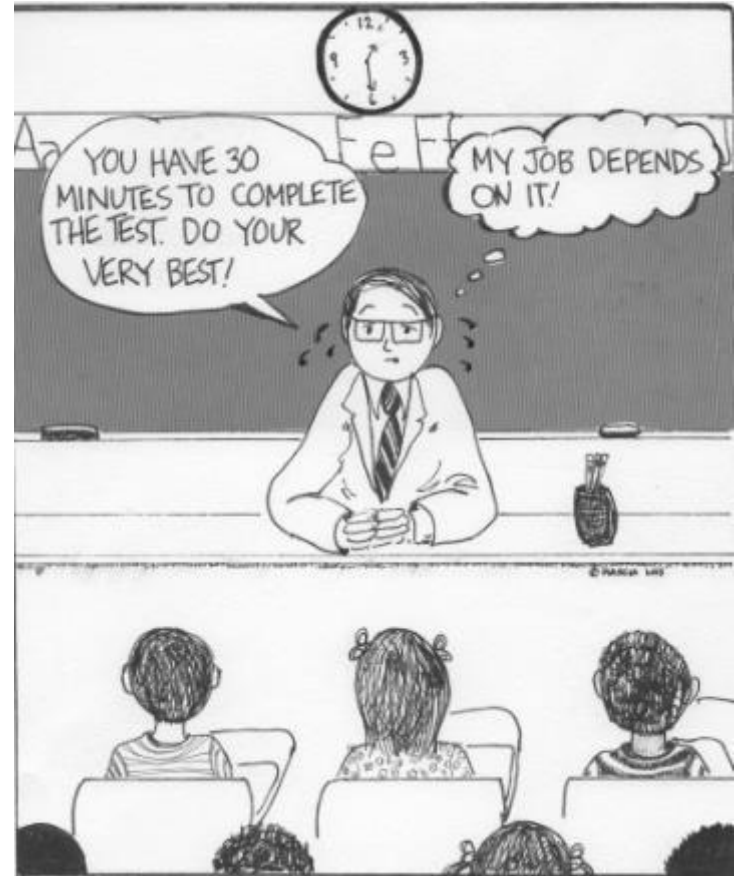
➤ Psychological

- Teacher moral
- Teacher motivation
- Equity Theory



As long as we define the purpose of education by scores, we'll define teacher effectiveness as nothing other than a teacher's effect on a test score.

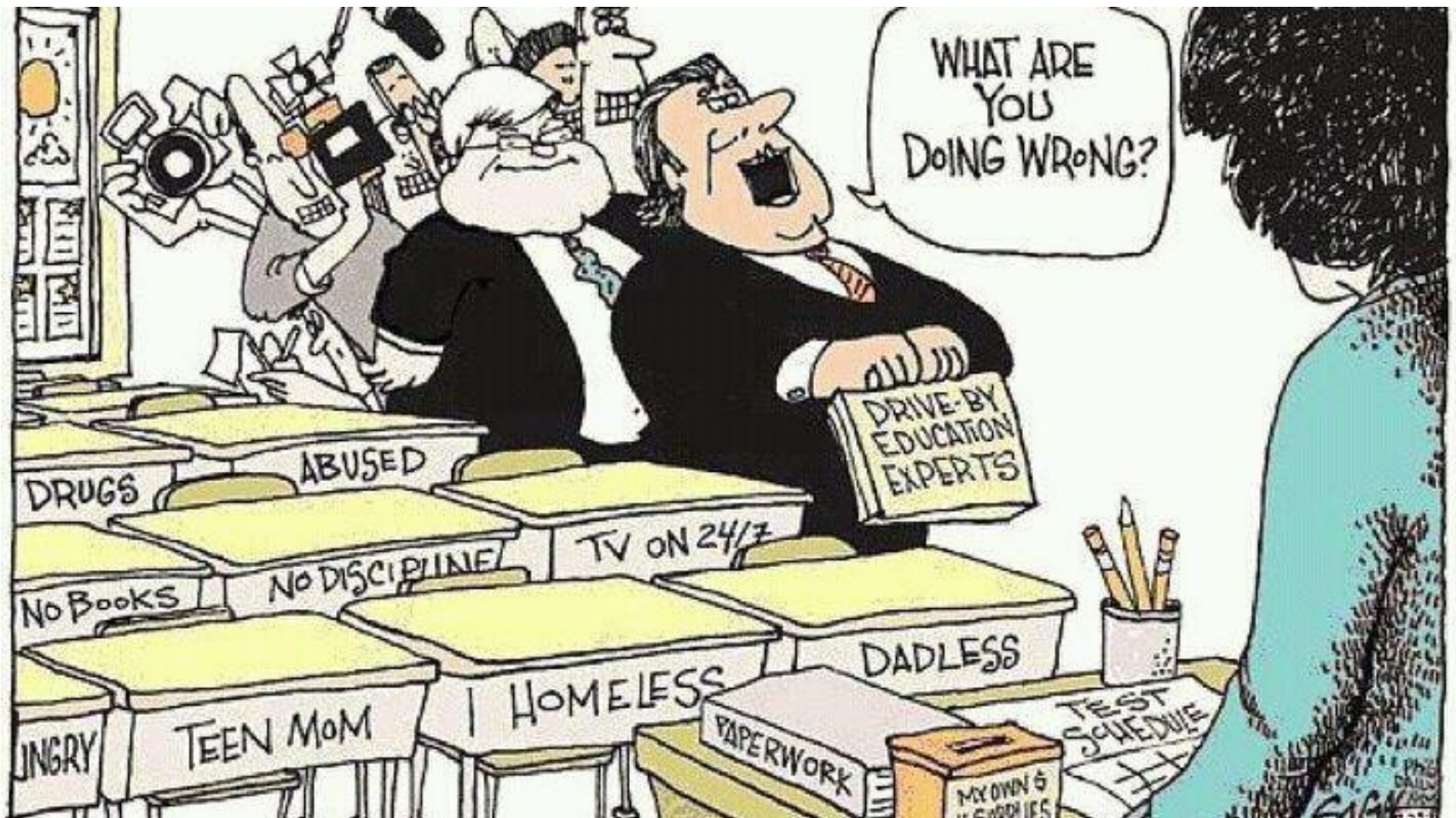
(Gabriel & Allington, 2012, p 47)



What does it mean to the teaching profession?

$$y_{ijkl} = \mu_{jkl} + \left(\sum_{k^* \leq k} \sum_{t=1}^{T_{ijk^*l^*}} w_{ijk^*l^*t} \times \tau_{ijk^*l^*t} \right) + \epsilon_{ijkl.}$$

- Projected increase in teacher turnover
- No path to improvement
- Demoted or demoralized
- Deterring teachers from teaching classes they are most qualified to teach



What does this mean to the students?

- Teaching to the test
- Overly subjected to testing
- Students have the power

Student Success

- T-TESS is modeled after the some of the components of the TAP program with NIET and they have a documented record of their overall program being effective.
- T-TESS has a value added component that is twenty percent of a teacher's evaluation which will begin in the 16-17 school year.
- The TAP program has shown a strong positive correlation with:
 1. Student achievement
 2. Teacher Retention
 3. Positive Teacher Attitudes
 4. Positive Administrator Attitudes

Student Success

- Percentage of Schools Achieving a Year's Worth of Growth Under TAP
 - Control school = 77%
 - New TAP school = 79%
 - TAP continuing school = 88%

- Created with raw school-level, composite math and reading score data provided by SAS® for control (n=3,870) and TAP schools (n=353).

- “Measuring growth means that teachers can focus on the entire class, striving for each student to progress appropriately throughout the year, not just those students that hover around the proficiency line.”
 - TEA

Conclusion

- “If we are going to link student output to teacher quality, context-dependent teacher effect estimates may be a step closer to recognizing the complexity of and the unique challenges to teachers of diverse learners. However, we would hope that no statistical measure will be taken too seriously in the quest to improve the teaching pool—not only because no statistical estimate will ever be without error, but also because quality teaching extends beyond test scores. How much of a teacher’s job should be improving scores remains an unanswered question.”
 - Everson et al. (2013)

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