

Approaches and Considerations for Incorporating Student Performance Results from “Non-Tested” Grades and Subjects into Educator Effectiveness Determinations

There has been a growing interest in reforming the long-standing negotiated approaches for evaluating and compensating teachers by incorporating student performance results in teacher evaluations. Advances in growth and value-added models in education have contributed to the interest in using changes in student test scores over time as part of educator accountability systems. Many districts, states, and non-governmental organizations have embraced these test-based accountability initiatives, but the initial focus has been on the content areas and grade levels for which there are state standardized tests, generally administered at the end of each school year. Education leaders, especially those submitting Race-to-the-Top applications, have quickly realized that evaluation systems focusing on teachers in subjects and grades for which there are state test data generally means that only one-quarter or so of the teaching force would participate in such evaluations.

This paper is designed to help policymakers and accountability professionals that wrestle with the challenges of using student performance information as a component of educator evaluations when yearly state standardized tests are not available. The authors present a brief overview of potential measurement tools and analytic approaches for non-tested subjects and grades followed by a discussion of some technical challenges inherent in these tools and approaches. Based on this discussion, they offer recommendations for how states may proceed with creating educator effectiveness systems given the technical challenges that exist. It is recommended that states apply a theory of action to their educator effectiveness system to illuminate those approaches that might be fraught with the greatest challenges and those that might have the most potential in measuring educator effectiveness, and consider broadening student learning objectives as a framework for incorporating student performance information in educator evaluations.

One of the major threats to a system that uses assessment results from non-tested grades and subjects is the potential corruptibility of measures used for high stakes purposes that are under the control of those being held accountable. This concern threatens the integrity of the entire system and swamps any measurement and analytic concerns. In order to incorporate student performance results into educator evaluation systems the Student Learning Objectives were advocated for as an overarching framework. It can serve as a means for fostering the types of behaviors that most would like to see, while building the evaluation system. The theory of action is a vehicle for examining the assessment use in a comprehensive manner and we encourage states to consider how the stakes can be balanced with the assessment and analytic quality.

Marion, S., & Buckley, K. (2011, September). *Approaches and considerations for incorporating student performance results from “non-tested” grades and subjects into educator*

effectiveness determinations. National Center for the Improvement of Education Assessment.