

Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects

Measuring Growth

Recent federal funding opportunities have emphasized teacher effectiveness and teacher evaluation based on teachers' contributions to student achievement. The focus on evaluating teachers by measuring student growth rather than attainment is fairer to teachers whose students enter classrooms well below grade level.

Factors for Consideration

States and districts must consider student competencies and specific content areas and grade levels, identification of reliable and valid assessments, school-wide value-added models for teachers of nontested subjects and grades, measuring student learning growth for teachers in the arts and other nontested subjects, measuring student outcomes for "caseload" educators, alignment with federal priorities, and application to all grades and student populations.

Standardized Evidence Collection

A general method to ensure greater rigor in how multiple measures of all types are used is to implement standardized evidence collection. By standardizing evidence collection, greater comparability across teachers is possible.

State Guidance to Districts

Districts look to states for guidance on how to evaluate teachers' contributions to student learning growth, particularly in the nontested subjects and grades. Some areas in which they need guidance include comparability; measures; exceptions; ongoing research on systems, models, and measures; and considerations for states.

Goe, L., & Holdheide, L. (2011, February). *Measuring teachers' contributions to student learning growth for nontested grades and subjects* (Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality.