Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching
In order to improve teaching we need to:

• Move beyond limited measures of teacher qualifications for personnel decisions

• Create means for examining teaching that are related to effectiveness

• Develop systems that are reliable, consistent, and powerful in shaping preparation, professional development, and practice
What Performance Assessments May Offer

- Stable evidence to augment student achievement data which are
  -- unavailable for most teachers
  -- volatile across years, courses, models
  -- sometimes based on narrow tests
- A lever for improving teacher learning
- A means to predict student value-added learning gains
Predictive Validity of Performance Assessments

- Mentor evaluations
- National Board Certification
  -- Effect sizes of .04 -.20 (pass/fail)
- Connecticut BEST portfolio
  -- Effect size of .46 (4 point scale)
- California PACT assessment
  -- Effect size of .15 (44 point scale)
  20 percentile point difference for highest and lowest-scoring teacher
Three Tiers of Teacher Assessment

Tier 1
- Assessment of teaching performance for initial teacher licensing
- Coupled with basic skill or content knowledge assessment
- Allows a common high standard of practice for multiple pathways to teaching (teacher education preparation, internships, alternative routes, e.g., TFA)
- Evidence can be used for program approval or accreditation to leverage significant improvement in preparation

Tier 2
- Assessment of teaching performance for professional license
- Subsequent to induction, prior to tenure
- Systematic collection of evidence about teacher practice and student learning

Tier 3
- Advanced license or designation of accomplishment
- Assessment of high accomplishment as an experienced teacher
- Post-tenure
- State-specific advanced certification or National Board certification
- Career pathways as mentors, teacher leaders, or instructional specialists
The Performance Assessment for California Teachers (PACT)

- Subject-Specific
- Completed in student teaching or internship at end of program
- “Teaching Event” examining planning, instruction, assessment, reflection, and development of academic language
- Uses teaching plans, videotapes, scored student work, and reflections for 5 days of instruction
The PACT Assessment System

Assessments Embedded in Local Programs — examples —

Child Case Studies

Analyses of Student Learning

Curriculum / Teaching Analyses

Observation/Supervisory Evaluation & Feedback

The Capstone Teaching Event

Teaching Event Demonstrates:
- Planning
- Instruction
- Assessing
- Reflecting
- Academic Language
A Focus on Student Learning

- Justification of teaching plans for different learners, including ELL and special education students
- Attention to specific learning needs
- Video of candidate/student interactions
- Analysis of how students are learning both content and academic language
- Commentaries explaining teaching outcomes and decisions in relation to student learning
- Evaluation of student learning during unit taught
- Strategic changes in practice based on assessment
What Programs Learn from the PACT Analyses

How candidates do:
- On different aspects of teaching
- In different subject areas
- In comparison to other programs
- Over time
- With different kinds of supports
Scores by Teaching Dimension and Institution
PACT Scores by Subject Area
Programs Change

- A more shared vision of teaching
- Increased articulation across courses, structures and roles
- Changes in course content
- Structural changes to support coherence and connections
Teacher Educators Learn

This [scoring] experience...has forced me to revisit the question of what really matters in the assessment of teachers, which – in turn – means revisiting the question of what really matters in the preparation of teachers.
Cooperating Teachers 
Reflect on Practice

[The scoring process] forces you to be clear about “good teaching;” what it looks like, sounds like. It enables you to look at your own practice critically/with new eyes.
Induction Programs Can Extend Teacher Learning

As an induction program coordinator, I have a much clearer picture of what credential holders will bring to us and of what they’ll be required to do. We can build on this.
Initial states

Recent additions

Supported by CCSSO and AACTE
Policy Uses of Teacher Performance Assessments

• Create robust indicators of effective teaching practices across the career
• Create a means to manage, analyze, and report data about teacher outcomes over the career continuum
• Guide teacher education improvement and more focused induction, PD
• Strengthen accreditation
Policy Uses of TPA Data

• Provide an evidence-based method for making personnel decisions regarding licensure, hiring, promotion to mentor / lead teacher status
• Support license reciprocity
• Support a National Teacher License and recruitment incentives for highly effective teachers