

The Teacher Evaluation Conundrum: Value Added or De-valued Teaching?

Dr. Heidi Hayes Jacobs



Brief background on today's webinar

Thanks to ASCD Edge

The screenshot shows a web page for 'u3e Professional Networking Community for Educators'. The page features a navigation bar with links for 'My Home', 'Videos', 'Audio', 'Photos', 'Blogs', 'Members', 'Groups', 'Live Events', and 'Message Board'. Below this is a search bar and a filter menu with options like 'MY BLOG', 'MOST RECENT', 'HIGHEST RATED', 'MOST VIEWED', 'LIBRARY', 'MOST COMMENTS', and 'ADD'. The main content area displays a blog post titled 'SOCRATES FAILS TEACHER EVALUATION' by Heidi Hayes Jacobs, dated 6 months ago. The post text discusses a timed test at the Acropolis and the quality of teacher evaluations. On the right side, there are sections for 'Uploaded By: Heidi Hayes Jacobs', 'Tags: assessment, curriculum, evaluation, learning, philosophy, teacher, teaching', 'RSS' feeds, and 'Latest'/'Highest Rated' filters. An advertisement for 'Exemplars K-12 Real-World Problem Solving' is visible on the left side of the page.

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SOCRATES FAILS TEACHER EVALUATION

by Heidi Hayes Jacobs
www.curriculum21.com

So, it came down to one day, one test, at the Acropolis as the young men of Athens took out their #2 chisels to answer 30 questions on stone tablets. It is the annual timed test to prove the students' knowledge and competence as they seek to become philosopher-kings. This valued test is the ultimate prize demonstrating not only the achievement of students, but also serves as the one key evaluation of the teacher.

Credit should be given to the test making company for developing multiple choice items with one correct answer given the challenging subject matter: philosophy and governance. Short answer constructed responses are a bit easier in those fields.

The results were posted in the Agora for all to see the quality and performance of their teacher. Socrates failed. He simply spent too much time asking them to think. A walk-through evaluation by his supervisor (undisclosed), determined that "sometimes Socrates's students meander through endless dialogues examining challenging questions that do not have one right answer." Hopefully, he will be replaced or perhaps go through an intensive summer professional development program in Sparta.

Uploaded By: Heidi Hayes Jacobs
6 months ago

Tags: assessment curriculum evaluation learning philosophy teacher teaching

add tags

RSS

Get a blog feed from Heidi Hayes Jacobs

Latest Highest Rated

Exemplars K-12
We Set the Standard

Real-World Problem Solving
Support Common Core

Differentiated Tasks

How can we prepare our learners for the future?

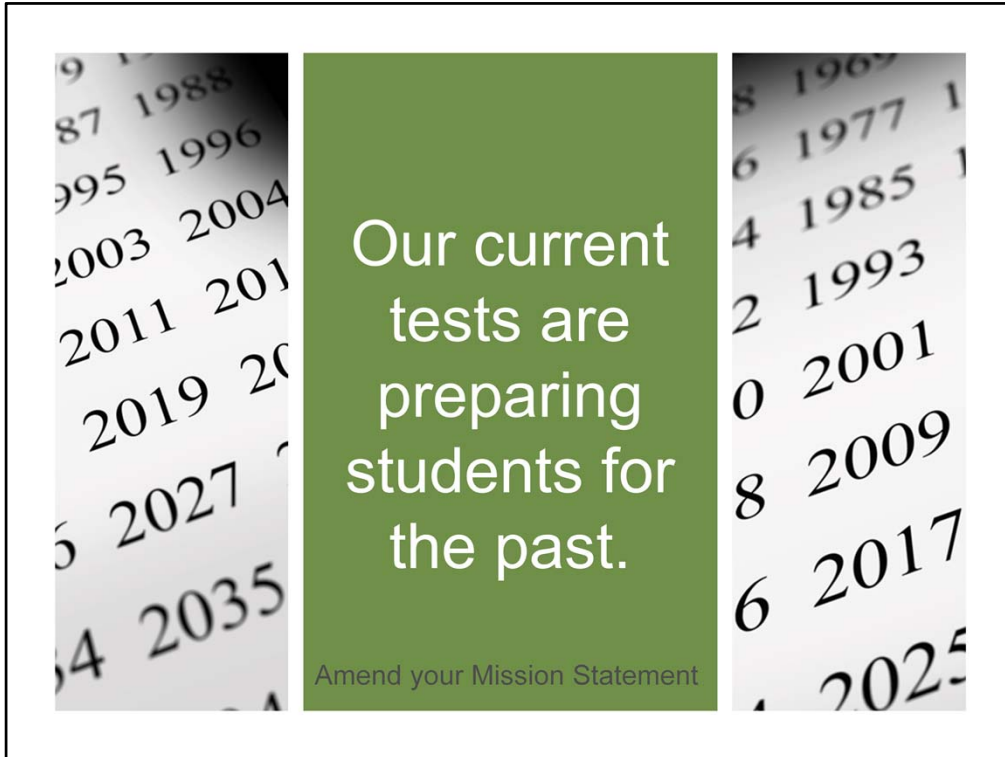
What is the impact of the 'value-added' model on learning?

How can we support effective teaching?



Observations:

- Tests reflect what we value and where we are directing funding.
- Our tests look almost identical to those given in the 1970's.
- Test designers raise concerns about linking to teacher effectiveness.
- Learning is cumulative, yet the focus is on isolating the teacher.
- The amount of testing diminishes time for modern curriculum.



Our current tests are preparing students for the past.

Amend your Mission Statement

The graphic features a central green rectangular box with white text. On either side of this box are two vertical strips of a document, likely a calendar or a list of years, showing years from the late 1980s to the mid-2020s. The years are arranged in a slightly curved, overlapping manner, suggesting a timeline. The overall design is clean and professional, with a focus on the central message.

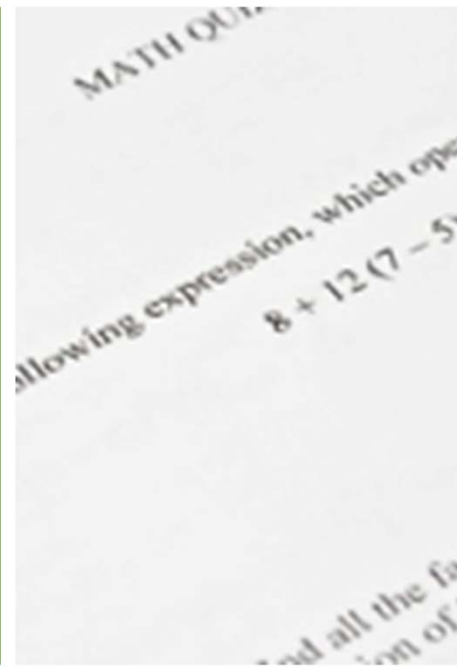


Choosing our century

20th Century Assessments

What we assess is a driver for curriculum and instruction

The FORM of an assessment is an ARTIFACT reflecting what is valued



Meet the
Enemy

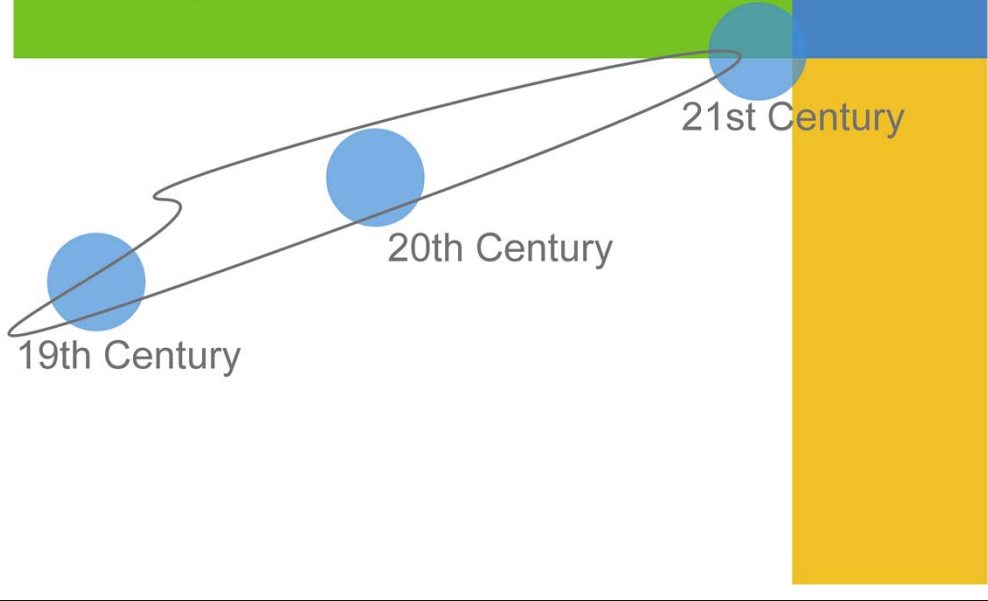


Dr. Jim Angermeyr, Assessment Designer- Northwest
Evaluation Association

Minneapolis Post - 6/15/2012

- "We [test designers] have a healthy respect for error and how to measure it. And always a certain amount of caution when you're interpreting results:
- That caution grows as the groups get smaller, like looking at a classroom instead of a whole school. And that caution grows even more when the stakes increase because increasing the stakes can lead to all kinds of distortions, whether it's the cheating that goes on in some of schools that you've been reading about around the country, or whether it's just the general over-emphasis on testing to the exclusion of other things.
- Where the distortion comes in is that you can only test a limited amount of the domain. Even if it's a domain like mathematics, you can't cover everything. And so you make assumptions about kids' skills in that broader domain. Do we have eighth graders who are good readers based on a pretty small sample of questions and items? Testing professionals know that you're just sampling the domain and you don't try to make inferences further than that. But nonprofessionals do that all the time."

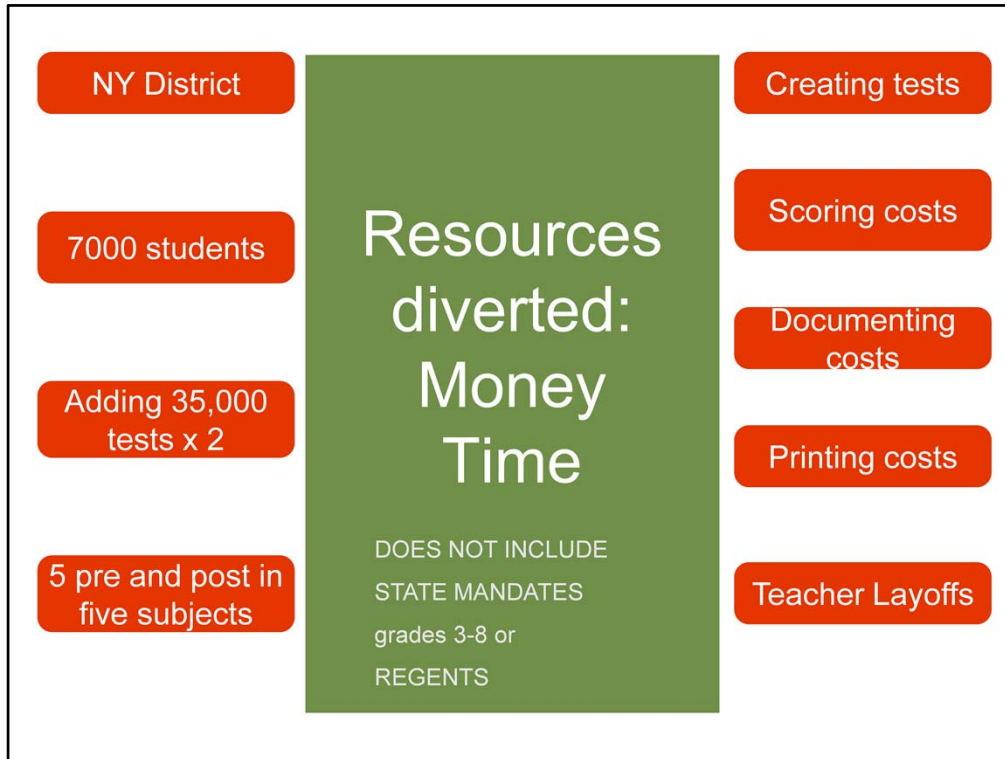
Making the Transition





They cannot see the chalkboard.

- The first rule in designing a value-added model is that simpler is better (**unless it is wrong**). This means that the model needs ongoing, quality diagnostic evaluations.
- For example, ... contextual information after a principal pointed out her data included high numbers of homeless students and those with incarcerated parents. Even if that control variable did not matter, including it in the model was a statement to the community that the model was protecting against inference errors.
- How to efficiently use multiple-year longitudinal test data. Can we really control for differences among students across schools?
- What control variables to use. Controlling for different measures may be interpreted as setting lower expectations for some students.
- How to account for student mobility (a major factor in urban districts).



Parents need to know: actual days spent on testing:

- Preparation in the design of the tests
- Prepping students to take them
- Scoring, documenting



Solutions



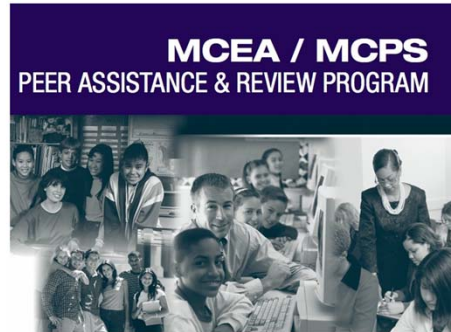
- ▶ Dr. James Popham suggests:
 - ▶ *A Modest Number of Super-significant Curricular Aims*
 - ▶ *Lucid Descriptions of Aims*
 - ▶ *Instructionally Useful Report*

▶ Source: Edutopia 3/23/2005

Cheers to Montgomery County, Maryland!

[Montgomery County's much-admired Peer Assistance and Review Program](#) Montgomery County turned down \$12 million in Race to the Top funding to avoid using test scores to evaluate teachers. Its peer assistance program works far better than the value-added test-based evaluations now adopted in many states and districts in which test scores count for as much as 50% of teacher's "grade."

Valerie Strauss Washington Post 9/19/2012



Solutions

▶ [Finnish Lessons: What Can the World Learn from Educational Change in Finland?](#)

▶ Pasi Sahlberg



▶ *No testing*

▶ *Emphasis on high quality teaching*

▶ *Ongoing formative assessment*



Whole School Effectiveness

Progress is scaffolded over years

Between and across grades and departments

‣ Career and college readiness requires new skills sets

‣ Content needs modernizing

‣ Our learners need new literacies that rest on the shoulders of the past

‣ The CCSS provide an opportunity to upgrade our assessments





Teacher Effectiveness with
New Literacies and
Virtual Learning

Virtual learning will continue to increase in the future. What does effective virtual teaching look like?

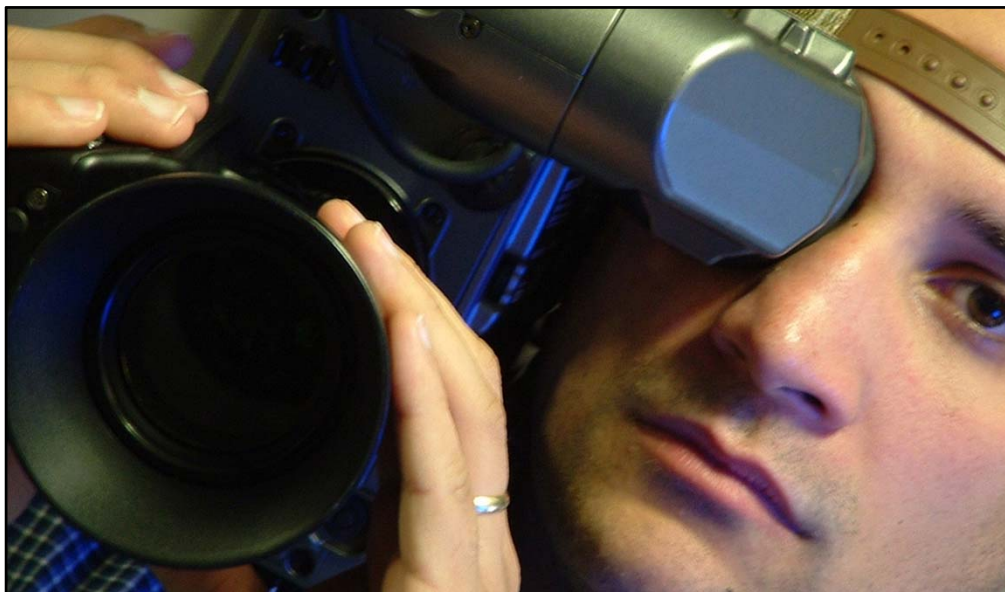


Replace Dated Assessments with Contemporary Ones



How might students reflect expertise for careers in STEM?





What assessments reflect
future skills in the arts?

DIGITAL
MEDIA
GLOBAL

What type of assessment forms
would support future
entrepreneurs?



Rational Teacher Effectiveness
Reflects What Students Need Now
to be Effective in the Future



Antiquated	Classical	Teacher 21
Everything in class	Classroom in school and other places	Acting and Thinking in a Network
Linear delivery in class	Delivery in range of settings	Non-Linear Learning
Set formats/structure	Flexibility in structure	Matrix building/feedback
Strict roles for student/teacher	Interactive student and teacher roles	Fluid roles for learner/teacher
Limited communication tools	Limited communication tools	Open access communication tools
Rigid set curriculum	Established curriculum with some flexibility	Responsive curriculum



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