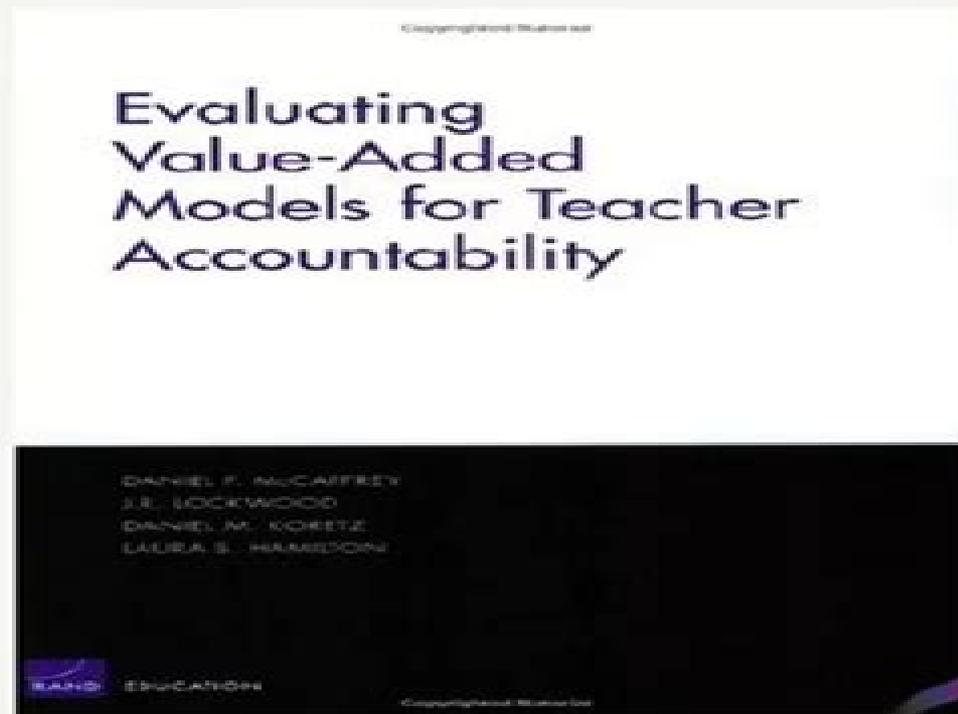


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Evaluating Value Added Models For Teacher Accountability

Pam Grossman, Susanna Loeb



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Are Value-added Models for High-stakes Teacher Accountability Arbitrary and Capricious? Leila Melanie Melhem, 2012 Value added models are complex statistical formulas that aim to isolate the effect a teacher has on student learning States and districts across the nation are adopting laws and policies that will evaluate teachers in part using the results provided by value added models In many states and districts these evaluations will be used to inform high stakes decisions about teacher salary and retention However value added models are imperfect tools for assessing teacher effectiveness and many scholars have argued that they are not appropriate for use in high stakes decisions This Article provides a brief history of the use of value added models in public education and summarizes the major criticisms of using value added models In this context the Article analyzes and evaluates the extent to which substantive due process claims brought by teachers adversely affected by the results of value added models will be successful The Article concludes that while the system as a whole is rationally related to the objective of improving the overall effectiveness of the teaching workforce in certain cases individual teachers will be able to successfully claim that the results of their value added model led to a termination that was arbitrary and capricious Finally the paper offers some recommendations to states and school districts on how to implement an evaluation system using value added models to avoid substantive due process violations

Evaluating and Rewarding the Quality of Teachers: International Practices OECD, 2009-11-06 This book identifies good practices in the design and implementation of evaluation and teacher incentive systems from various perspectives through formulation stakeholder negotiation implementation monitoring and follow up

Psychometrics C.R. Rao, Sandip Sinharay, 2007 This volume representing a compilation of authoritative reviews on a multitude of uses of statistics in epidemiology and medical statistics written by internationally renowned experts is addressed to statisticians working in biomedical and epidemiological fields who use statistical and quantitative methods in their work While the use of statistics in these fields has a long and rich history explosive growth of science in general and clinical and epidemiological sciences in particular have gone through a sea of change spawning the development of new methods and innovative adaptations of standard methods Since the literature is highly scattered the Editors have undertaken this humble exercise to document a representative collection of topics of broad interest to diverse users The volume spans a cross section of standard topics oriented toward users in the current evolving field as well as special topics in much need which have more recent origins This volume was prepared especially keeping the

applied statisticians in mind emphasizing applications oriented methods and techniques including references to appropriate software when relevant The contributors are internationally renowned experts in their respective areas This volume addresses emerging statistical challenges in epidemiological biomedical and pharmaceutical research It features methods for assessing Biomarkers analysis of competing risks clinical trials including sequential and group sequential crossover designs cluster randomized and adaptive designs and structural equations modelling and longitudinal data analysis

Evaluating Teaching James H. Stronge, 2005-11-02 This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system

Improving Large-Scale Assessment in Education Marielle Simon, Kadriye Ercikan, Michel Rousseau, 2012-08-21 Large scale assessments LSAs play a growing role in education policy decisions accountability and education planning worldwide This book focuses on central issues that are key components of successful planning development and implementation of LSAs The book's main distinction is its focus on practice based cutting edge research This is achieved by having chapters co authored by world class researchers in collaboration with measurement practitioners The result is a how to book whose language is accessible to practitioners and graduate students as well as academics No other book so thoroughly covers current issues in the field of large scale assessment An introductory chapter is followed by sixteen chapters that each focus on a specific issue The content is prescriptive and didactic in nature but based on the most recent scientific research It includes successful experiences exemplary practices training modules interesting breakthroughs or alternatives and promising innovations regarding large scale assessments Finally it covers meaningful topics that are currently taking center stage such as motivating students background questionnaires comparability of different linguistic versions of assessments and cognitive modeling of learning and assessment

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage *International Encyclopedia of Education* Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary

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Value Added Models in Education Robert W. Lissitz,2005

Alternative Routes to Teaching Pam Grossman,Susanna Loeb,2021-02-25 Over the past 20 years alternative certification for teachers has emerged as a major avenue of teacher preparation The proliferation of new pathways has spurred heated debate over how best to recruit prepare and support qualified teachers Alternative Routes to Teaching provides a thorough and dispassionate review of the research evidence on alternative certification It takes readers beyond the simple dichotomies that have characterized the debate over alternative certification encourages them to look carefully at the trade offs implicit in any route into teaching and suggests ways to marry the proven strengths of both traditional and alternative approaches

Uses and Misuses of Data for Educational Accountability and Improvement Joan L. Herman,Edward Haertel,2005 The National Society for the Study of Education is an organization of education scholars professional educators and policymakers dedicated to the improvement of education research policy and practice Founded in 1901 by a small group of distinguished educators including John Dewey Nicholas Murray Butler and Charles Hubbard Judd NSSE is the oldest national educational research organization in the United States The mission of the National Society for the Study of Education is to investigate enduring and contemporary problems disseminate the findings of its investigations and engage members of the education community in study and discourse around those findings for the improvements of research policy and practice One important way the Society accomplishes this mission is through the publications of its two volume yearbooks now in their 104th year Each volume of a yearbook deals with a separate topic of current concern to educators With knowledgeable scholars and practitioners as contributing authors the yearbooks are reliable and authoritative sources of information on timely educational topics Some yearbooks have become landmark publications in the field with which they deal As the Society moved into its second century it acknowledges its indebtedness to the numerous authors and editors whose work has made the yearbooks significant contributions to the study of education during the past century NSSE looks ahead to fostering stronger relationships between researchers educators and policymakers with the goal of improving education for the nation s childrens and youth through continued collaborative study of educational problems Membership in the Society is open to all individuals who desire to receive the Yearbooks regularly Members include teachers administrators researchers other educational personnel and policymakers at all levels of education in the United States Canada and overseas

Getting Value Out of Value-Added National Academy of Education,National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation, and Educational

Accountability,2010-02-25 Value added methods refer to efforts to estimate the relative contributions of specific teachers schools or programs to student test performance In recent years these methods have attracted considerable attention because of their potential applicability for educational accountability teacher pay for performance systems school and teacher improvement program evaluation and research Value added methods involve complex statistical models applied to test data of varying quality Accordingly there are many technical challenges to ascertaining the degree to which the output of these models provides the desired estimates Despite a substantial amount of research over the last decade and a half overcoming these challenges has proven to be very difficult and many questions remain unanswered at a time when there is strong interest in implementing value added models in a variety of settings The National Research Council and the National Academy of Education held a workshop summarized in this volume to help identify areas of emerging consensus and areas of disagreement regarding appropriate uses of value added methods in an effort to provide research based guidance to policy makers who are facing decisions about whether to proceed in this direction Investigating the Use of Value-added Models for Student Achievement Nicole Joanne Moore,2012 In the quest to achieve better academic outcomes for all students the focus in education has shifted to a model of accountability The most recent trend in the accountability movement is a focus on the effect of teachers in promoting student achievement Research has found that teachers have the most significant school level impact on student achievement and increases in teacher effectiveness could have major implications for the learning outcomes of students across the nation Much of the current focus in teacher evaluation reform centers on methods through which teachers can be more accurately evaluated based on their contributions to student learning In the push towards greater accountability for teachers the development of measures that are both fair for teachers and lead to stronger outcomes for students are critical to seeing long term improvements in the education system This report explores variability and stability of value added measures over time by looking in depth at the methods assumptions limitations and implementation of the most commonly used value added models across the country and the research about the correlations of these measures over time This research is followed by a case study of a de identified large urban school district implementing a teacher evaluation system that uses both a commercially produced value added measure and an alternative student growth measure to make high stakes decisions about teacher effectiveness The findings from this case study show correlations that do not differ significantly from the prior research on the year to year variability in teacher value added measures but urge for continued evaluation of these measures over time especially in high stakes decisions Ultimately value added measures are only as useful as their effectiveness in influencing the core outcomes of teaching and learning and therefore these measures must be carefully integrated into and validated against holistic assessments of teacher effectiveness in order to truly impact student outcomes **The Harvard Education Letter** ,2003 **Photographies East** Rosalind C. Morris,2009-03-23 Collection of essays on the history of photography in Southeast Asia and East Asia that

emphasize the ethnographic uses of the medium *New Jersey Senate Education Committee Tenure Hearing* New Jersey. Legislature. Senate. Committee on Education, 2010

International Research on the Impact of Accountability Systems Louise F. Deretchin, Cheryl J. Craig, 2006-12-20 *International Research on the Impact of Accountability Systems Teacher Education Yearbook XV* presents multiple perspectives from well known teachers and researchers involved in the creation and maintenance of accountability systems both nationally and globally These essays will help readers make well informed and productive decisions when designing and assessing these kinds of systems Accountability systems can direct or redirect entire educational systems supporting and strengthening or limiting and weakening They are frequently enacted with inadequate knowledge of how effective or ineffective the system will be or of the unintended consequences emanating from them This yearbook will be a useful resource for educators policymakers and community members

Teachers for the 21st Century Organisation for Economic Co-operation and Development, 2013-05-17 In education circles there is a growing recognition that the quality of teaching affects student learning In many countries however the concept not to mention the use of teacher appraisals sparks discussion whenever it is mentioned According to what criteria Who decides And what should the results of teacher appraisals be used for But education stakeholders are beginning to find some agreement with the idea that appraisals can be a key lever for focusing more on teaching quality and continuous professional development for teachers This book summarizes the findings on teacher appraisals presented at the third International Summit on the Teaching Profession Hosted by the Netherlands the OECD and Education International the summit brought together education ministers union leaders and other teacher leaders from high performing and rapidly improving education systems to discuss how teacher quality is defined and measured The book explores how standards are set and by whom what systems are in place for teacher evaluation and how evaluations are conducted It also reveals how teacher evaluation contributes to school improvement and teacher self efficacy

America's Teachers Joseph W. Newman, 2006 Through clear accessible writing and the strongest research base and documentation on the market this edition offers a positive teacher centered view of the profession *America's Teachers An Introduction to Education Fifth Edition* accurately reflects how teachers themselves feel about their work With critical and informative material on teaching as an occupation the foundations of education and emerging issues affecting today's classrooms this textbook provides prospective teachers with a realistic look at teaching This new edition provides a stronger emphasis on cultural diversity in every chapter particularly in Chapter 8 and thorough integration of *No Child Left Behind* throughout the text

Assessing Student Achievement Christopher Deneen, James Deneen, 2008-05-19 Addressed to in service and pre service teachers and administrators this book reorders educational priorities emphasizing the relation of what is taught to what is tested educationally sound and effective preparation for assessments exploring alternatives to paper and pencil tests the appropriate interpretation and use of test results communicating the meaning of assessment results to parents and communities and using program evaluation to improve

learning Performance Incentives Matthew G. Springer, 2009-09-16 Addresses the issues surrounding merit pay for teachers This title identifies the potential strengths and weaknesses of performance based pay and addresses key conceptual and implementation issues that have dominated the debate

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