

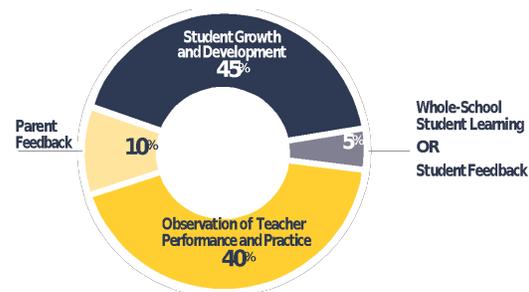
Myths and Facts on Teacher Evaluations

Myth: State standardized test scores are now being used in teacher evaluations and the system isn't working.

Fact: State standardized assessment results have not yet been linked to the teacher evaluation system, and are not expected to be linked until the 2016-2017 school year at the earliest.ⁱ The state introduced this delay to help allow educators adjust to the implementation of the new Smarter Balanced assessment before results are incorporated into educator evaluations. A modern evaluation system ensures Connecticut can recognize our teachers and school leaders for a job well done and identify those who need extra support to ensure they are best prepared for the job ahead. Also, teacher effectiveness is directly tied to our state's economic future. We all depend on effective teachers to prepare students for college and for the work force.

Myth: The Connecticut educator evaluation system will rate teachers based mostly, or solely, on student standardized test scores.

Fact: Student growth and development is only 1 of 4 components of the teacher evaluation system, and accounts for 45 percent of a teacher's evaluation, according to the state model (System for Educator Evaluation and Development (SEED)). State assessment results only account for 22.5 percent of a teacher's overall rating, and are included in the evaluation system as a measure of student growth over time, not just a single standardized test score.ⁱⁱ



Connecticut State Department of Education, Bureau of Educator Effectiveness and Professional Learning
P.O. Box 2219, Hartford, Connecticut 06145 | HOTLINE 860-713-6868 | sde.seed@ct.gov

Myth: Educators were not involved in developing this evaluation system and didn't agree to the system.

Fact: Connecticut's Performance Evaluation Advisory Council (PEAC) is a group comprised of a wide range of stakeholders, including superintendents, boards of education, and representatives of teachers and school leaders. **The PEAC developed and unanimously agreed on the original evaluation framework** and continues to meet to discuss ways to implement and improve the system.ⁱⁱⁱ

Myth: An evaluation system that includes student achievement growth is unfair to teachers and is unreliable, inconsistent, biased, and valueless.

Fact: Student achievement growth has a real place in modern and effective teacher evaluation systems. Research shows that evaluation systems that incorporate student learning growth provide unbiased, valid forecasts of teachers' impact on student achievement.^{iv} Research also shows that **evaluation components used to measure student learning growth are more accurate than other components**, such as surveys or observations, in predicting success over a teacher's career.^v

Myth: Teachers do not benefit from student performance being tied to evaluations.

Fact: Ongoing and effective evaluations are an essential tool to help teachers and school leaders identify their strengths, areas of growth and professional development. A modern evaluation system ensures Connecticut can recognize our teachers and school leaders for a job well done, and identifies those who need extra support. Research shows that **teacher evaluations tied to multiple measures, including student achievement growth, can dramatically improve the quality of teaching and learning in schools.**^{vi}

Myth: Students do not benefit from student performance being tied to evaluations.

Fact: Excellent teachers and school leaders can help transform students' lives. Research shows that teacher evaluations tied to multiple measures, including student achievement growth, can have a statistically significant positive effect on student performance.^{vii} A recent study on Washington D.C. Public Schools (DCPS) found that, **on average, the exit of low-performing teachers identified by D.C.'s IMPACT evaluation system increased student achievement equivalent to four months of learning in math and reading.**^{viii} Research has also shown there are long term benefits, as students assigned to high-quality teachers are more likely to attend college and earn higher salaries.^{ix}

Myth: An evaluation system that includes test scores penalizes teachers who work with highest-needs students, such as students who score below grade level.

Fact: The state's evaluation system is customizable in many ways. Districts may adopt the state evaluation model (SEED) or develop their own unique evaluation plan, provided it meets the Guidelines for Educator Evaluation. Teachers work with administrators to develop their own student growth and development goals that account for each teacher's individual assignment, students, and context. This includes, for example, if a teacher works with students below grade level.^x

Myth: The evaluation system takes too much time away from teaching and learning.

Fact: Connecticut's educators are largely in agreement that the potential benefits of the system are a worthy return on investment. **Nearly three-quarters of administrators in SEED pilot districts (74 percent) felt that with sufficient resources, the evaluation model could improve teacher practice at their school.**^{xi}

Myth: There is no reliable research or information on the value of teacher evaluations.

Fact: Since 2009, New Haven has maintained an effective evaluation system that includes student achievement results. This system was developed in collaboration with the Board of Education, the administration, and representatives of teachers and school leaders.^{xii} Results from New Haven are promising so far: 91 percent of teachers rated "Needs Improvement" in 2011-2012 who stayed in the district, were rated "Effective" or better in 2013-2014.^{xiii} Moreover, a growing body of national research from cities such as Washington D.C., Chicago, Los Angeles, Cincinnati and others shows that teacher evaluations tied to multiple measures, including student achievement growth, can dramatically improve the quality of teaching and learning in schools.^{xiv}

More information on this research can be found here: conncan.org/teachers.

Endnotes

- ⁱ Conn. State Dept. of Educ., Connecticut Performance Evaluation Advisory Council (PEAC) Meeting Presentation, Sept. 2015, available at http://www.sde.ct.gov/sde/lib/sde/pdf/cert/peac/peac_ppt_9_16_2015.pdf.
- ⁱⁱ Conn. State Dept. of Educ., 2015 SEED Handbook Connecticut's System for Educator Evaluation and Development: Connecticut's State Model for Educator Evaluation and Support, 2015, available at http://www.connecticutseed.org/wp-content/uploads/2015/11/2015_SEED_Handbook_11_24_15.pdf.
- ⁱⁱⁱ Conn. State Dept. of Educ., Performance Evaluation Advisory Council (PEAC) Meetings, Feb. 2015, available at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=333584>.
- ^{iv} Chetty, Raj, John Friedman and Jonah Rockoff, Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates, *Am. Econ. Review* (2014), available at <http://www.rajchetty.com/chettyfiles/w19423.pdf>.
See also Bacher-Hicks, Andrew, Thomas Kane, and Douglas Staiger, Validating Teacher Effect Estimates Using Changes in Teacher Assignments in Los Angeles, Nat'l Bureau of Econ. Research (Oct. 2014), available at http://scholar.harvard.edu/files/andrewbacherhicks/files/bacher-hicks_kane_staiger_validating_teacher_effects.pdf.
See also Rothstein, Jesse, Revisiting the Impacts of Teachers, Univ. of Cal. Berkley (Oct. 2015), available at http://eml.berkeley.edu/~jrothst/workingpapers/rothstein_cfr.pdf.
- ^v Bill and Melinda Gates Found., Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study, Jan. 2013, available at <http://files.eric.ed.gov/fulltext/ED540958.pdf>.
- ^{vi} Thomas Kane et al., Teaching Higher: Educators' Perspectives on Common Core Implementation, Ctr. for Educ. Policy Research, Harvard Univ. (Feb. 2016), available at <http://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf>.
See also Adnot, Melinda et al., Teacher Turnover, Teacher Quality, and Student Achievement in DCPS, Nat'l Bureau of Econ. Research (Jan. 2016), available at <http://www.nber.org/papers/w21922>.
See also Dee, Thomas and James Wyckoff, Incentives, Selection, and Teacher Performance: Evidence from IMPACT, *Journal of Policy Analysis and Mgmt.* (2015), available at <http://cepa.stanford.edu/content/incentives-selection-and-teacher-performance-evidence-impact>.
See also Sertain, Lauren et al., Does Teacher Evaluation Improve School Performance? Experimental Evidence from Chicago's Excellence in Teaching Project, Harris Sch. of Pub. Policy, Univ. of Chi. and Graduate Sch. of Educ., Univ. of Pa. (Oct. 2015), available at http://www.mitpressjournals.org/doi/abs/10.1162/EDFP_a_00173#.VtmtgggrJTb.
See also Taylor, Eric and John Tyler, The Effect of Evaluation on Teacher Performance, *Am. Econ. Review* (Dec. 2012), available at <https://www.aeaweb.org/articles.php?doi=10.1257/aer.102.7.3628>.
- ^{vii} *Id.*
- ^{viii} Adnot, Melinda et al., Teacher Turnover, Teacher Quality, and Student Achievement in DCPS, Nat'l Bureau of Econ. Research (Jan. 2016), available at <http://www.nber.org/papers/w21922>.
See also Dee, Thomas and James Wyckoff, Incentives, Selection, and Teacher Performance: Evidence from IMPACT, *Journal of Policy Analysis and Mgmt.* (2015), available at <http://cepa.stanford.edu/content/incentives-selection-and-teacher-performance-evidence-impact>.
- ^{ix} Chetty, Raj, John Friedman and Jonah Rockoff, Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood, *Am. Econ. Review* (2014), available at <http://www.rajchetty.com/chettyfiles/w19424.pdf>.
- ^x Conn. State Dept. of Educ., 2015 SEED Handbook Connecticut's System for Educator Evaluation and Development: Connecticut's State Model for Educator Evaluation and Support, 2015, available at http://www.connecticutseed.org/wp-content/uploads/2015/11/2015_SEED_Handbook_11_24_15.pdf.
- ^{xi} Donaldson, Morgaen et al., An Evaluation of the Pilot Implementation of Connecticut's System for Educator Evaluation and Development (SEED), UConn Ctr. for Educ. Policy Analysis, Neag. Sch. of Educ. (Jan. 2014), available at http://www.connecticutseed.org/wp-content/uploads/2014/01/Neag_Final_SEED_Report_1-1-2014.pdf.
- ^{xii} New Haven Pub. Sch., Teacher Evaluation and Development System (TEVAL), available at <http://www.nhps.net/node/2328>.
- ^{xiii} New Haven Pub. Sch., Teacher Development & Professionalism, Conn. State Dept. of Educ. Alliance Dist. Convening Materials (Jan. 2015), available at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=335562>.
- ^{xiv} Thomas Kane et al., Teaching Higher: Educators' Perspectives on Common Core Implementation, Ctr. for Educ. Policy Research, Harvard Univ. (Feb. 2016), available at <http://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf>.
See also Adnot, Melinda et al., Teacher Turnover, Teacher Quality, and Student Achievement in DCPS, Nat'l Bureau of Econ. Research (Jan. 2016), available at <http://www.nber.org/papers/w21922>.
See also Dee, Thomas and James Wyckoff, Incentives, Selection, and Teacher Performance: Evidence from IMPACT, *Journal of Policy Analysis and Mgmt.* (2015), available at <http://cepa.stanford.edu/content/incentives-selection-and-teacher-performance-evidence-impact>.
See also Sertain, Lauren et al., Does Teacher Evaluation Improve School Performance? Experimental Evidence from Chicago's Excellence in Teaching Project, Harris Sch. of Pub. Policy, Univ. of Chi. and Graduate Sch. of Educ., Univ. of Pa. (Oct. 2015), available at http://www.mitpressjournals.org/doi/abs/10.1162/EDFP_a_00173#.VtmtgggrJTb.
See also Taylor, Eric and John Tyler, The Effect of Evaluation on Teacher Performance, *Am. Econ. Review* (Dec. 2012), available at <https://www.aeaweb.org/articles.php?doi=10.1257/aer.102.7.3628>.