

**Reference Desk Response No. 390:  
Teacher Evaluation, Incentives, and Student Achievement**

Questions:

1. Are there models of teacher assessment tied to student performance?
  2. How are incentives handled in the different models?
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**Report:**

Following an established REL-NEI Reference Desk research protocol, we conducted a search for research reports as well as descriptive and policy-oriented briefs and articles in this area. The sources included federally funded organizations, additional research institutions, several educational research databases, and a general Internet search using Google and other search engines. We also searched for appropriate organizations that may act as resources on this issue. We have not done an evaluation of these organizations or the resources themselves, but offer this list to you for your information only.

Our researchers included information on how a few states are attempting or planning to connect their teacher evaluation systems with student achievement. Additionally, a number of the documents and resources provide case studies or descriptions of various states' or districts' practices and policies. Some of these evaluation systems, which are linked to student achievement, include a performance pay component, which is also called variable pay.

The Wisconsin Center for Education Research (WCER) defines variable pay as follows: "Variable pay also often called incentive pay, or pay for results, aims to provide an incentive for teachers and principals to act in ways that contribute to organizational success, such as improving student achievement. It also contributes to the shaping of organizational culture by rewarding specific outcomes or high performance. The following guidelines are based on private sector literature, research done by the CPRE Teacher Compensation project, and districts' experience in developing and rolling out incentive programs. 1) Know what the district wants to accomplish by paying for improved student achievement. 2) Create the design process to maximize the chances of success. 3) Review the affected educators' total compensation package. 4) Assess the potential for financial sustainability. 5) Include principals and other administrators along with teachers. 6) Assess readiness for variable pay. 7) Plan for an effective and lasting implementation. 8) Consider developing a comprehensive compensation program that includes more than just paying for student achievement."

(see: [http://www.wcer.wisc.edu/news/researchnews/designing\\_teacher\\_variable\\_pay\\_plans.php](http://www.wcer.wisc.edu/news/researchnews/designing_teacher_variable_pay_plans.php))

We focused on identifying resources that specifically identified teacher assessment models that included performance pay. Also, given the wealth of recent information available on this topic, we also focused on providing current reviews of research and practitioner guidance documents.

Question:

1. **Are there models of teacher assessment tied to student performance?**

**1.1. Approaches to Evaluating Teacher Effectiveness: A Research Synthesis.** Goe, L., Bell, C., and Little, O.; 2008; Washington, DC: National Comprehensive Center for Teacher Quality.

Source: National Comprehensive Center for Teacher Quality

(<http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>)

From the website: “This research synthesis examines how teacher effectiveness is currently measured and provides practical guidance for how best to evaluate teacher effectiveness. It evaluates the research on teacher effectiveness and the different instruments used to measure it. In addition, it defines the components and indicators that characterize effective teachers, extending this definition beyond teachers' contribution to student achievement gains to include how teachers impact classrooms, schools, and their colleagues as well as how they contribute to other important outcomes for students.

“The findings are presented along with related policy implications. In addition, the synthesis describes how various measures have been evaluated, explains why certain measures are most suitable for certain purposes (high-stakes evaluation versus formative evaluation, for instance), and suggests how the results of the study might be used to inform the national conversation about teacher effectiveness”

**1.2. A Practical Guide to Evaluating Teacher Effectiveness.** *Goe, L., Bell, C., and Little, O.; 2008; Washington, DC: National Comprehensive Center for Teacher Quality.*

Source: National Comprehensive Center for Teacher Quality  
(<http://www.tqsource.org/publications/practicalGuide.pdf>)

From the website: “This guide offers a definition of teacher effectiveness that states and districts may adapt to meet local requirements. In addition, the guide provides an overview of the many purposes for evaluating teacher effectiveness and indicates which measures are most suitable for use under different circumstances. The guide also includes summaries of various measures, such as value-added models, classroom observations, analysis of classroom artifacts (e.g., lesson plans and student work) and portfolios. The summaries include descriptions of the measures, along with a note about the research base and strengths and cautions to consider for each measure. The guide is based on the TQ Center research synthesis *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis* by Goe, Bell, and Little (2008).”

A list of sample existing evaluation systems with links to information are provided in Appendix D (page 30).

**1.3. Standards-Based Teacher Evaluation as a Foundation for Knowledge- and Skill-Based Pay.** *Heneman, H.G. III, Milanowski, A., Kimball, S.M., and Odden, A.; 2006; CPRE Policy Brief RB-45. Philadelphia, PA.*

Source: Consortium for Policy Research in Education  
(<http://cpre.wceruw.org/publications/rb45.pdf>)

From the conclusion, “Our research shows the promise of standards based teacher evaluation as a foundation for [knowledge- and skill-based pay] KSBP systems. In order to make the most of this approach, moving toward standards-based evaluation should be more than a fine-tuning of the existing evaluation system. Indeed, the system should be made an integral component of a general performance improvement strategy. Then a commitment to a transformation in how teacher performance is defined, measured, and supported is needed. Such commitment needs to extend not only to the teacher evaluation process, but also to aligning the human resource management system, linking the aligned system to state or district instructional strategies, and addressing teacher and administrator apprehensions about changing the pay system. This commitment is not for the faint of will, time, or budget; it is for those who want to invest in creating a high-quality teaching force with the competencies needed to help kids learn in a standards-based world.” (p.11)

**1.4. Identifying Effective Teachers Using Performance on the Job.** *Gordon, R., Kane, T. J., and Staiger, D.O.; April 2006; Washington DC: The Brookings Institution.*

Source: Google Scholar  
([http://www.brookings.edu/~media/Files/rc/papers/2006/04education\\_gordon/200604hamilton\\_1.pdf](http://www.brookings.edu/~media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf))

The authors propose “federal support to help states measure the effectiveness of individual teachers—based on their impact on student achievement, subjective evaluations by principals and peers, and parental evaluations. States would be given considerable discretion to develop their own measures, as long as student achievement impacts (using so-called ‘value-added’ measures) are a key component. The federal government would pay for bonuses to highly rated teachers willing to teach in high-poverty schools. In return for federal support, schools would not be able to offer tenure to new teachers who receive poor evaluations during their first two years

on the job without obtaining district approval and informing parents in the schools. States would open further the door to teaching for those who lack traditional certification but can demonstrate success on the job. This approach would facilitate entry into teaching by those pursuing other careers. The new measures of teacher performance would also provide key data for teachers and schools to use in their efforts to improve their performance.” (abstract)

Recommendation 4 in this document pertains to student achievement: “Evaluate individual teachers using various measures of teacher performance on the job. There is no consensus yet on the one best way to evaluate teacher performance, so many measures of teacher performance might be used, such as principal evaluations, parent evaluations, classroom observations, and the number of times a teacher is absent. However, measures of outputs and performance rather than credentials would need to be used. Moreover, some measure of “value-added,” or the average gain in performance for students assigned to each teacher, would need to be a significant component of that scale.” (p. 6)

**1.5. Student Achievement and Accountability. Annual Report.** *Iowa Department of Education; January 2008.*

Source: ERIC (#ED500325)

([http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/3d/02/da.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3d/02/da.pdf))

This report contains Iowa’s approach to linking teacher evaluation and student achievement. From the abstract: “Legislation passed during the 2001 Iowa legislative session established the Student Achievement and Teacher Quality Program ... [which] requires the Iowa Department of Education (DE) to annually report the statewide progress on the following: (1) Student achievement scores in mathematics and reading at the fourth and eighth grade levels on a district-by-district basis; (2) evaluator training program; (3) team-based variable pay for student achievement; (4) and changes and improvements in the evaluation of teachers under the Iowa Teaching Standards.” One of the report’s sections is “Evaluator Training Program and Changes and Improvements in the Evaluation of Teachers under the Iowa Teaching Standards.”

## 2. How are incentives handled in the different models?

**2.1. Redesigning Teacher Pay: A System for the Next Generation of Educators.** *Johnson, S. M., and Papay, J.; October 2009; Washington DC: The Economic Policy Institute.*

Source: The Project on the Next Generation of Teachers at the Harvard Graduate School of Education.

This book is available for purchase from EPI:

([http://www.epi.org/publications/entry/book-redesigning\\_teacher\\_pay/](http://www.epi.org/publications/entry/book-redesigning_teacher_pay/))

From the introduction: “In this volume [which includes two studies], Johnson and Papay provide a simple framework for comparing, designing, and evaluating pay-for-performance plans in education.” In the first study, “Teacher Pay for Performance: A Framework for Program Design,” Johnson and Papay “provide a simple, yet rich analytical framework that allows one to clearly identify the dimensions on which pay-for-performance plans differ... Johnson and Papay classify 12 main “types” of pay-for-performance programs, each with its own strengths and weaknesses.” The authors “complement their theoretical discussion with illustrative examples of pay-for-performance programs in four large, urban districts—Houston, Texas; Minneapolis, Minnesota; Charlotte-Mecklenburg, North Carolina; and Hillsborough County, Florida—all of which provide substantial awards for teacher performance. These four districts have all been at the forefront of teacher pay reform, and have committed substantial amounts of money to performance bonuses.”

In the volume’s second study, “Pay and Career Development: A Proposal for a New Generation of Teachers,” Johnson and Papay “propose to replace the single salary scale with a career-oriented compensation system that is aligned with school districts’ strategies for developing human capital. This system, dubbed the “Tiered Pay-and-Career Structure,” is designed to attract strong candidates to teaching, to support them in developing instructional skills throughout their career, and to provide substantially higher pay to those who perform well and assume broader responsibility for improving instruction beyond their classroom.”

**2.2. Rewarding Teachers for Students' Performance: Improving Teaching through Alternative Teacher Compensation Programs.** *Plucker, J.A., Zapf, J.S., and McNabb, S.A.; Spring 2005; Center for Evaluation & Education Policy, Education Policy Brief, Volume 3, Number 5.*  
Source: ERIC (#ED488913)

([http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1b/b5/e7.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/b5/e7.pdf))

According to this resource, "this Education Policy Brief will examine alternative teacher compensation programs and career ladder programs aimed at recruiting and retaining highly qualified teachers. It will also highlight performance-based compensation programs in use in Indiana and other states across the country." (p.1)

**2.3. ASPIRE Program.** *Undated; Houston Independent School District.*

Source: General internet search using Google.

(<http://portal.battelleforkids.org/ASPIRE/Home.html?sflang=en>)

Through ASPIRE (Accelerating Student Progress. Increasing Results and Expectations) Houston Independent School District "(HISD) campus-based employees have the opportunity to earn performance pay based on their success in raising students' academic progress and achievement levels...HISD uses value-added analysis calculated via Dr. William Sanders' EVAAS® model to measure student progress at the school, grade, teacher, and student levels." (From the ASPIRE website)

"The next generation of ASPIRE is designed to engage **every HISD employee** at the central-service department and campus levels in achieving the district's strategic goals and building a culture of continuous learning and improvement that produces optimum results. HISD employees, families, businesses, and community members benefit from ASPIRE, as this model enables and supports their efforts to provide students with the highest-quality and most-relevant education possible. Through ASPIRE, HISD:

- Creates a culture of continuous improvement
- Continues connecting and aligning campus and central-service initiatives and functions to support district goals
- Continues fostering collaboration and communication among employees, families, businesses, and community members
- Optimizes performance and efficiency while ensuring the highest-quality service and support
- Creates more clarity around expectations and accountability measures for campus and central-service initiatives and functions
- Replicates best practices and recognizes regions, departments, campuses, and individuals for excellence" (from the ASPIRE brochure:

[http://portal.battelleforkids.org/Aspire/images/HISD\\_aspire\\_brochure.pdf](http://portal.battelleforkids.org/Aspire/images/HISD_aspire_brochure.pdf))

**2.4. Performance Pay Manual for Teachers and Campus Employees.** *Dallas Independent School District; 2008; Dallas, TX.*

Source: General internet search using Google.

(<http://www.dallasisd.org/performancepay/pdf/PerfPayManual0708.pdf>)

From page 1: "The Dallas Independent School District Performance Pay program will reward highly effective teachers and principals for creating, reaching, and maintaining high standards of student achievement... The new Performance Pay program will build on [the] existing apparatus to identify and reward effective educators based on a combination of direct and value-added measures of student achievement and high standards of professional practice. In addition to rewarding teachers and principals, the Performance Pay program will have the ability to reward all campus professional, and support staff based on school-wide improvement in student achievement... The research conducted in the Dallas ISD has indicated clearly that the best and most reliable measure of a teacher's effectiveness can be obtained by examining the achievement of the teacher's students. Thus, the Dallas Performance Pay Program relies largely upon measures of student achievement as the basis for determining teacher effectiveness and the effectiveness of schools when teacher effects are aggregated.

**2.5. Methods of Evaluating Teacher Effectiveness.** *Goe, L., Croft, A.; 2009; Washington DC: National Comprehensive Center for Teacher Quality.*  
([http://www.tqsource.org/publications/RestoPractice\\_EvaluatingTeacherEffectiveness.pdf](http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf)) From the website: "This brief discusses the measures used in teacher evaluation and focuses on their strengths, limitations, and current use. It underscores aspects of evaluation policies currently aligned with best practices and illuminates areas in which policymakers can improve evaluation rules, regulations, and implementation—thereby improving teacher instruction and student performance."

**2.6. Improving Instruction Through Effective Teacher Evaluation: Options for States and Districts.** *Mathers, C., Oiva, M. Laine, S.; 2008; Washington DC: National Comprehensive Center for Teacher Quality.*  
(<http://www.tqsource.org/publications/February2008Brief.pdf>) From the website: "This brief is intended to help regional centers and state policymakers as they consider evaluation methods to clarify policy, develop new strategies, identify effective teachers, or guide and support districts in selecting and using appropriate evaluation methods for various purposes."

**2.7. Mission Possible.** *Undated; Guilford County School District, North Carolina.*  
Source: General internet search using Google.  
([http://www.gcsnc.net/depts/mission\\_possible/background.htm](http://www.gcsnc.net/depts/mission_possible/background.htm))  
From the Guilford County School District website: "In the 2006-07 school year Guilford County Schools (GCS) launched the Mission Possible program. Mission Possible is a comprehensive teacher incentive plan that combines multiple components to keep and attract highly effective teachers and administrators for the ultimate goal of increasing student achievement in schools with critical needs... The selection of schools to participate was based on socio economic factors, their Adequate Yearly Progress (AYP) and ABC status, and their teacher turnover rate. The educational needs of many children in these schools selected were being highly impacted by these factors, thus their education needs were not being met....GCS is the first school system in the state to pilot an alternative salary structure on this level."

### Additional Organizations and Resources that Aim to Provide Guidance to Policymakers and Practitioners

- **National Comprehensive Center for Teacher Quality**

([www.tqsource.org](http://www.tqsource.org))

NCCTQ has a large collection of recent research reports and guidance documents related to teacher effectiveness and evaluation. The site also includes webcast recordings and an interactive mapping tool for using ARRA funds. In addition to the documents described in the sections above, the following resources may be particularly useful:

**Using ARRA Funds to Improve Teacher Effectiveness and Equitable Distribution: An Interactive Mapping Tool**

(<http://www.tqsource.org/arra/>)

From the Introduction: "The mapping tool, *Using ARRA Funds to Improve Teacher Effectiveness and Equitable Distribution*, is designed to guide conversations between regional comprehensive center (RCC) and state education agency (SEA) staff on the strategic use of funds appropriated in the American Recovery and Reinvestment Act (ARRA) of 2009 to improve teacher effectiveness and equitable distribution. This interactive tool, modeled after a subway map, can help states to make informed decisions about the use of funds and provides multiple entry points to begin conversations on the necessary steps along the educator's career continuum to improve teacher effectiveness and distribution."

The tool includes sections on Performance Management

(<http://www.tqsource.org/arra/performanceManagement.php>) and Compensation and Incentives

(<http://www.tqsource.org/arra/compensationIncentives.php>).

**Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation.** *Coggshall, J.; 2007; Washington DC: National Comprehensive Center for Teacher Quality.*

(<http://www.tqsource.org/publications/NCCTQCommFramework.pdf>)

From the website: "This communication framework was developed to promote effective dialogue about the measurement of teacher quality and effectiveness. It facilitates communication about policies regarding teacher effectiveness by helping to build a shared understanding of the terminology used in the discussion. Through a brief overview of teacher quality and the various instruments that can be used to collect evidence of its many facets, the framework illuminates both the possibilities and the limitations of focusing on teacher effectiveness (as opposed to other dimensions of teacher quality) in education policy and practice.

"The framework consists of the following four components: communication planning, goals clarification, teacher quality terms, and measurement tools and resources. Also included are definitions of key measurement terms, three communication tools, resources that provide information on standards for teaching quality, and additional resources."

- **Center for Educator Compensation Reform**

(<http://cecr.ed.gov/>)

From the website: "The Center for Educator Compensation Reform (CECR) is the premier organization that works to raise national awareness of alternative and effective strategies for educator compensation reform. This website serves as the primary online repository for information, tools, and resources to support Teacher Incentive Fund (TIF) grantees, policymakers, state officials, and district professionals with the design and implementation of educator compensation reform programs and policies."

The website includes state and district cases summaries, implementation guides, research syntheses, and a national map describing educator compensation initiatives across the country.

- **National Center on Performance Incentives**

([http://peabody.vanderbilt.edu/LSI\\_Projects/NCPI\\_Project\\_Home.xml](http://peabody.vanderbilt.edu/LSI_Projects/NCPI_Project_Home.xml))

From the website: "The National Center on Performance Incentives provides publications related to our focused program of research. As the premier research source on the role of performance incentives in education, the Center publishes books and monographs, working papers, and policy reports. These publications are intended to provide education researchers, practitioners, policymakers, and the general public with access to our research findings and their implications for education research, practice, and policy."

- **Performance Incentives: Their Growing Impact on American K-12 Education.** *Springer, M.G., Ed.; November 2009.* This book, a publication of the Center, "offers the most up-to-date and complete analysis of this promising—yet still controversial—policy innovation. This volume brings together an interdisciplinary team of experts who provide an unprecedented discussion and analysis of the pay for performance debate by: identifying the potential strengths and weaknesses; debating different strategies for measuring teacher accomplishments; examining recent examples in Arkansas, Florida, North Carolina and Texas; addressing key conceptual and implementation issues; describing what teachers themselves think of merit pay; and studying the overall impact on student achievement." (abstract)

Available for purchase:

([http://www.performanceincentives.org/news\\_events/detail.asp?pageaction=ViewSinglePublic&LinkID=425&ModuleID=41&NEWSPID=1](http://www.performanceincentives.org/news_events/detail.asp?pageaction=ViewSinglePublic&LinkID=425&ModuleID=41&NEWSPID=1))

- **Education Commission of the States redesigned Teacher Compensation Database**

([http://www.ecs.org/ecsmain.asp?page=/html/educationissues/teachingquality/NCLB-HQTP/t\\_comp.asp](http://www.ecs.org/ecsmain.asp?page=/html/educationissues/teachingquality/NCLB-HQTP/t_comp.asp))

From the website: "The Education Commission of the States has created an interactive online database with research on a number of redesigned teacher compensation programs. Although this is not an exhaustive list of redesigned teacher compensation programs, a diverse array of program types and elements are covered. To be considered for inclusion in this database programs needed to have incentives in the form of a base pay increase or bonus for teachers

AND needed to link those incentives to some measure of student achievement, or needed to have an "at-risk" component."

**Teacher Evaluation in Diversified Teacher Compensation Systems.** *Baber, A., 2007; Denver, CO: Education Commission of the States.*  
(<http://www.ecs.org/clearinghouse/74/78/7478.pdf>)

**Student Performance Assessment in Diversified Teacher Compensation Systems.**  
*Kaufmann, J.; 2007; Denver, CO: Education Commission of the States.*  
(<http://www.ecs.org/clearinghouse/74/76/7476.pdf>)

- **Examining District Guidance to Schools on Teacher Evaluation Policies in the Midwest Region** (*Issues & Answers Report, REL 2007–No. 030*). *Brandt, C., Mathers, C., Oliva, M., Brown-Sims, M., & Hess, J.; 2007; Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.*  
([http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2007030.pdf](http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2007030.pdf))  
From the summary: "This descriptive study provides a snapshot of teacher evaluation policies across a demographically diverse sample of districts in the Midwest Region. It aims to lay the groundwork for further research and inform conversations about current policies at the local, district, and state levels." The study addresses two questions: "What does the landscape of teacher evaluation policy at the district level look like today? What can be learned about the policy process by examining district documents?"
- **Teacher Effectiveness models and resources** (from a talk given at the Education Reform in New England conference 11/10/2009)
  1. Delaware's Performance Appraisal System II (DPAS II)  
(<http://www.doe.k12.de.us/csa/dpasii/default.shtml>)  
DPASS II Year 2 Final Report  
(<http://www.doe.k12.de.us/csa/dpasii/files/DPASSIIYear2FinalReport.pdf>)  
DPASS is based on Charlotte Danielson's Framework for Teaching  
(<http://charlottedanielson.com/theframeteach.htm>)
  2. Peer Assistance and Review (PAR) A User's Guide to Peer Assistance and Review (PAR), used in California since 1999  
(<http://www.gse.harvard.edu/~ngt/par/>)  
Peer Assistance and Review: Working Models Across the Country March 2000  
(<http://www.calstate.edu/IER/reports/PARReport.pdf>)
  3. Assisting, Developing and Evaluating Professional Teaching, South Carolina (ADEPT) ADEPT System Guidelines, issued by the South Carolina Department of Education (2006) ([http://www.scteachers.org/ADEPT/evalpdf/adept\\_guidelines.pdf](http://www.scteachers.org/ADEPT/evalpdf/adept_guidelines.pdf))
  4. Denver ProComp Overview (<http://denverprocomp.dpsk12.org/about/overview>)
  5. Teacher Advancement Program (TAP) (<http://www.tapsystem.org/>)

### Resources on Teacher Evaluation in General

- **Principals as Agents: Subjective Performance Measurement in Education. NBER Working Paper No. 11463;** *Jacob, B.A. and Lefgren, L.; July 2005; National Bureau of Economic Research (NBER)*  
Source: Center on Innovation and Improvement  
Available online with subscription: (<http://www.nber.org/papers/w11463>)  
"In this paper, we compare subjective principal assessments of teachers to the traditional determinants of teacher compensation—education and experience—and another potential compensation mechanism—value-added measures of teacher effectiveness based on student achievement gains. We find that subjective principal assessments of teachers predict future student achievement significantly better than teacher experience, education or actual compensation, though not as well as value-added teacher quality measures. In particular, principals appear quite good at identifying those teachers who produce the largest and smallest standardized achievement gains in their schools, but have far less ability to distinguish between teachers in the middle of this distribution and systematically discriminate against male and untenured faculty. Moreover, we find that a principal's overall rating of a teacher is a substantially better predictor of future parent requests for that teacher than either the teacher's experience,

education and current compensation or the teacher's value-added achievement measure. These findings not only inform education policy, but also shed light on subjective performance assessment more generally." (abstract)

- **The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness.** Weisberg, D., Sexton, S., Mulhern, J., and Keeling, D.; October 2009; *The New Teacher Project; Education Digest*, volume 75, number 2, pp. 31-35.

Source: Center on Innovation and Improvement

(<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>)

"In this article, the authors offer recommendations which outline a comprehensive approach to improving teacher effectiveness and maximizing student learning. If implemented thoroughly and faithfully, the authors believe they will enable districts to understand and manage instructional quality with far greater sophistication. Improved evaluation will not only benefit students by driving the systematic improvement and growth of their teachers, but teachers themselves, by at last treating them as professionals, not parts." (abstract)

- **Education Week Magazine: reports and archives**

(<http://www.edweek.org>)

A wide variety of articles appear in the report roundup and research sections of *Education Week*. Two pertaining to teacher evaluation are cited below.

**Evaluating Teachers.** Mitani, H.; January 25, 2008; *Education Week*.

(<http://www.edweek.org/rc/articles/2008/01/22/sow0122.h27.html?qs=teacher+evaluation+student+achievement>)

This article summarizes information from *Quality Counts 2008* (available by subscription to access all features <http://www.edweek.org/ew/toc/2008/01/10/index.html>), which reported on states' approaches to teacher evaluation by examining "whether states require: (1) all teachers' performance to be formally evaluated; (2) teacher evaluations to be tied to student achievement; (3) teacher evaluations to occur on an annual basis; and (4) evaluators to receive formal training." The review found that a "majority of states (43) require all teachers to be formally evaluated and about half (26) require evaluators to receive formal training. But only 12 states tie teachers' performance evaluations to the achievement of their students and only 12 mandate that evaluations occur each year."

"Overall only four states—Florida, Georgia, New York and Oklahoma—have all four of these teacher evaluation policies in place while another nine states have implemented three of the four measures. Thirty states have one or two policies in place. Eight states—the District of Columbia, Indiana, Mississippi, New Hampshire, Oregon, Rhode Island, South Dakota, and Wyoming—do not require any of these policies."

**Rush to Judgment: Teacher Evaluation in Public Education. Report.** Rothman, R. and Toch, T.; January 29, 2008; *Education Week*.

([http://www.educationsector.org/research/research\\_show.htm?doc\\_id=656300](http://www.educationsector.org/research/research_show.htm?doc_id=656300))

"In this Education Sector report, Co-founder and Co-director Thomas Toch and Robert Rothman of the Annenberg Institute for School Reform examine the causes and consequences of the crisis in teacher evaluation, as well as its implications for the current national debate about performance pay for teachers. And the report examines a number of national, state, and local evaluation systems that point to a way out of the evaluation morass." (web description)

According to the authors, with inadequate measures of student achievement, it is of primary importance to "evaluate teachers' actual instruction—the way they work with their students in their classrooms, from their teaching techniques to the types of homework they assign. Secondly, evidence is emerging from some of the major comprehensive evaluation models that teachers' ratings under comprehensive classroom evaluations align with their students' test scores. So, to the extent that test scores do reflect how much students are learning, high ratings under comprehensive evaluations seem to be pretty good indicators of student achievement." (p.11) The authors describe the results of several previous studies, including Connecticut's BEST program, the Danielson-like rubrics used in Cincinnati and Las Vegas, the Classroom Assessment Scoring System (CLASS), and the National Board for Professional Teaching Standards.

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## Key words and search strings used in the search:

Teacher Evaluation AND Student Achievement, Teacher Assessment Models OR Teacher Evaluation Models, Teacher Pay Incentives, Teacher Performance Pay, Performance Pay and Student Achievement

## Search databases and websites:

Institute of Education Sciences Sites: Regional Educational Laboratory Program (REL); What Works Clearinghouse (WWC); Doing What Works (DWW); National Center for Education Statistics (NCES); Institute for Education Sciences (IES); IES Practice Guides

Other Federally Funded Sites: The Assessment and Accountability Comprehensive Center; The National High School Center; The Center on Innovation and Improvement; The Center on Instruction; The National Comprehensive Center for Teacher Quality; National Center for Education Statistics (NCES) Datasets: K – 12; National Assessment of Educational Progress (NAEP).

Additional Data Resources: The Campbell Collaboration; Data Quality Campaign; Education Development Center; WestEd; American Institutes for Research; Just for Kids; Great Schools; PSK12; Kids Count; School Data Direct; The Education Trust; SRI International; ERIC; EBSCO Databases; Education Index Retrospective; FirstSearch (OCLC); ProQuest; Educator's Reference Complete; HeinOnline; Education Daily; Government Executive; <http://www.google.com>; <http://www.gogglescholar.com>; <http://www.google.com>; general internet search

## Criteria for inclusion:

When Reference Desk Researchers review resources, they consider, among other things, four factors:

1. **Date of the publication:** The most current information is included unless in the case of nationally known seminal resources
2. **Source and funder of the report/study/brief/article:** Priority is given to IES, nationally funded, and certain other vetted sources known for strict attention to research protocols;
3. **Methodology:** i.e. Random control trial studies, surveys, self-assessments, literature reviews, policy briefs, etc. Priority for inclusion is given generally to random control trial study findings; however, the reader should note at least the following factors when basing decisions on these resources: Numbers of participants (just a few? Thousands?); Selection (did the participants volunteer in the study, or were they chosen?); Representation (were findings generalized from a homogeneous or a diverse pool of participants? Was the study sample representative of the population as a whole?)
4. **Existing knowledge base:** Although we strive to include vetted resources, there are times when the research base is slim or non-existent. In these cases we have included the best resources we could find, which may include newspaper articles, interviews with content specialists, organization websites, etc.

## REL Northeast and Islands

*The Regional Educational Laboratory (REL) Reference Desk is a service provided by a collaborative of the REL program, funded by the U.S. Department of Education's Institute of Education Sciences (IES). This response was prepared under a contract with IES, Contract ED-06-CO-0025, by REL Northeast and Islands administered by Education Development Center, Inc. The content of the response does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.*