

## Evaluation and teacher assessment research

Georgia uses a "Student Growth Model" to assess students as compared to other students in Georgia and nationally, but it assumes a one-to-one causal relationship between an individual teacher and individual students in terms of test scores

--more local model of evaluation needed that is both formative and more formal/consequential--  
teachers should have a much greater say in the criteria by which they and their colleagues are evaluated (Smagorinsky, 2014)

Chicago Public Schools measure in two ways: student growth along tests (MAP in elementary and EPAS in high school); the REACH Performance Task program aligned to course curriculum and collaboratively designed by CPS and the CTU

-they learned that to effectively use student performance assessments as teacher evaluation tools, teachers must own the process and the assessments must serve multiple purposes

-"by the teachers, for the teachers"

-goal is for teachers to see their students' abilities and plan for what comes next in the classroom through careful construction, clear purpose, and ongoing iteration

(Leonard, Swartz, and Barker, 2015)

Constructive evaluation must be able to provide insight that guides an individual teacher's development. In other words, it must be fruitful, and fruitfulness requires inquiry— rather than an economic— orientation to classroom observation...a fruitful assessment investigates how various features of instruction are contributing to "what education should be" and, therefore, how they may be used to highlight and generate responses toward that shared goal"

(Gabriel, 2015)

Admins typically use evaluation models to make decisions about tenure, retention, and salaries  
Policymakers assume quantitative measures of a teacher's performance will increase teacher initiative, improve instruction, and ultimately improve student test scores

"BUT research suggests even with official frameworks, curricula, and mandates, these measures often fail behind the closed doors of classrooms for both intentional and unintentional reasons"

(Cuban, 1995).

### Works Cited:

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