



Virginia Commonwealth University
VCU Scholars Compass

MERC Publications

MERC (Metropolitan Educational Research
Consortium)

2011

Teacher Evaluation: Artifacts that Document How the Work of the Teacher Results in Student Academic Progress

Heather J. Bumgarner

Virginia Commonwealth University, bumgarnerhj2@vcu.edu

Kristina Anthony

Virginia Commonwealth University

Follow this and additional works at: http://scholarscompass.vcu.edu/merc_pubs

 Part of the [Education Commons](#)

Downloaded from

http://scholarscompass.vcu.edu/merc_pubs/19

This Research Report is brought to you for free and open access by the MERC (Metropolitan Educational Research Consortium) at VCU Scholars Compass. It has been accepted for inclusion in MERC Publications by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.

**Teacher Evaluation: Artifacts that
Document How the Work of the Teacher
Results in Student Academic Progress**

Heather Bumgarner, Graduate Assistant

Kristina Anthony, Graduate Assistant

Virginia Commonwealth University

September 2011

Copyright©2011. Metropolitan Educational Research Consortium (MERC),
Virginia Commonwealth University

The views expressed in MERC publications are those of individual authors and not necessarily those of the consortium or its members.



Artifacts Documenting SAP for Teacher Evaluation

Developed by the Virginia Department of Education, the *Virginia Standards for the Professional Practice of Teachers* (2011) includes seven teacher performance standards that define what teachers should know and be able to do. The seven performance standards cover professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, learning environment, professionalism, and student academic progress. The *Code of Virginia* requires that teacher evaluation systems be consistent with the performance standards, and thus the Virginia *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Guidelines)* (2011), which becomes effective July 1, 2012, serves as a guide for school divisions as they develop and implement teacher evaluation systems.

The seventh performance standard, student academic progress (SAP), is a required component in teacher evaluation since teacher performance directly correlates to students' academic success. The standard defines the criteria expected of teachers and states that, "The work of the teacher results in acceptable, measurable, and appropriate student academic progress," (Guidelines, p. 8). The *Guidelines* then provide performance indicators, or examples of observable, tangible behaviors that indicate the degree to which the teacher meets this standard. These performance indicators, or examples of teacher work "may include, but are not limited to:

7.1 Sets acceptable, measurable, and appropriate achievement goals for learning progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets," (Guidelines, p. 12).

Artifacts Documenting SAP for Teacher Evaluation

The *Guidelines* stress that high quality evaluation systems should provide multiple data sources that generate evidence of multiple performance indicators for Performance Standard 7. This allows for a comprehensive and authentic view of the teacher's performance. Thus all teachers in their evaluation should have at least two documentation artifacts for Performance Standard 7.

Virginia allows each school division to determine the amount of weight that Performance Standard 7 will account for in teacher evaluation. However, the *Guidelines* suggests that SAP account for forty percent of a teacher's summative evaluation rating, with the other six performance standards accounting for ten percent each. For the thirty percent of Virginia educators teaching in areas for which student growth percentiles are available, the *Guidelines* suggests that twenty percent of their summative evaluation be based on the median growth percentiles provided by the Virginia Department of Education and twenty percent at least on other valid alternative measure. Educators teaching in areas for which student growth percentiles are not available should have forty percent of their evaluation based on at least two valid alternative measures.

School divisions have the challenge of determining what constitutes valid and alternative measures for demonstrating how a teacher's performance relates to student academic progress. Thus the purpose of this literature review is to investigate the *Guidelines* suggested forms of documentation, other than student growth percentiles, which could be included in a teacher's evaluation to demonstrate the link between teacher effectiveness and student academic progress.

Specifically this literature review aims to address the following questions:

- What does the research indicate in regards to the validity of using the documentation sources, other than growth percentiles prepared by state agencies, suggested in the *Guidelines* to demonstrate how a teacher's work results in acceptable, measurable, and appropriate student academic progress?

Artifacts Documenting SAP for Teacher Evaluation

- Are there other forms of documentation not included in the *Guidelines* that can be included in a teacher's evaluation to indicate how a teacher's work results in acceptable, measurable, and appropriate student academic progress?
- Where are states in the process of developing alternative measures for documenting how teacher effectiveness leads to student academic growth?

Five Categories of Documentation Sources for SAP in Teacher Evaluation

The *Guidelines* state that documentation of SAP should be a process, not a product, and therefore all documentation should be reviewed at regular intervals to determine the teacher's progression in meeting Performance Standard 7. Additionally, research indicates that if a purpose of teacher evaluation is to assist teachers in their professional growth, which is stated in the *Guidelines* as a purpose of Virginia's teacher evaluation system, then teachers must help determine what documentation is included in their evaluation. Having a voice leads to teachers having ownership over their evaluation and assists teachers in reflecting on their practices (Tucker, Stronge, & Gareis, 2002). Thus documentation of how a teacher's work influences SAP must be individualized to each teacher and their teaching context.

The *Guidelines* provide five suggested categories of documentation sources used for teacher evaluation. Each category provides different forms of documentation to specifically demonstrate how the work of the teacher results in acceptable, measurable, and appropriate SAP, as signified by the four performance indicators. The five suggested categories of documentation include

- formal observations,
- informal observations,
- student surveys,
- self-evaluations, and

Artifacts Documenting SAP for Teacher Evaluation

- portfolio/document logs.

Appendix A provides an overview of the various documentation artifacts for SAP in each category suggested in the *Guidelines* (2011).

Formal and Informal Observations

The *Guidelines* is vague in reference to how the first two suggested documentation sources, formal and informal observations, can document how the work of the teacher results in SAP. The *Guidelines* indicate that formal post-observation conference can serve as a time for discussing teacher goals for SAP and the teacher's progression in meeting the goals. For informal observations, examples of SAP goals and progression towards them may be visible in the classroom. Thus documentation of Performance Standard 7 would be noted on either the formal or informal observation form, but would be anecdotal and should be supplemented by artifacts supplied in the portfolio.

Student Surveys

For the third documentation source, student surveys, the *Guidelines* refer to anonymous student surveys in which students evaluate their teachers' performance, not their own academic progress. There is a positive relationship between student ratings on teacher performance surveys and SAP (Aleamoni, 1981; Wilkerson, Manatt, Rogers, and Maughan, 2000) and there is higher validity on students' ratings of teacher performance than for principal ratings of teacher performance because students relate teacher performance to their own learning (Wilkerson et al., 2000). The validity and reliability of the student surveys also increases for every year that students participate in teacher evaluation (Peterson, 2000).

Although not mentioned in the *Guidelines*, another type of student survey, a student self-efficacy survey, could assist in measuring how the work of the teacher leads to SAP. Zimmerman,

Artifacts Documenting SAP for Teacher Evaluation

Bandura, and Martinex-Pons (1992) indicated that student self-efficacy is directly linked to student academic success. Thus it is hypothesized that an increase in student self-efficacy survey scores may indicate SAP, and in conjunction with student surveys on teacher performance, could link the work of the teacher to SAP. However, Wilkerson, Manatt, Rogers, and Maughan (2000) indicate that for student self-efficacy surveys to effectively link the work of the teacher to SAP, teachers must have used the student survey data to implement instructional changes, otherwise reasons outside the work of the teacher could have caused SAP. Thus documentation of teachers' instructional changes as a direct result of the student surveys would be needed with student survey data.

Teachers' Self-Evaluation

For teachers' self-evaluations, the *Guidelines* indicate that teachers may conduct reflective self-evaluations using self-responded questionnaires, peer feedback, journals, media recordings of teaching, and student feedback. After reflecting on their practice, the teacher should complete the Teacher Self-Evaluation Form indicating their strengths and weaknesses. Thus information on the Teacher Self-Evaluation Form is anecdotal, subjective, and provides no direct evidence that SAP occurred unless the teacher indicates how the reflection led to instructional changes and provides documentation of SAP from them.

Looking more in-depth at self-evaluation questionnaires, these surveys could have merit if designed appropriately. Self-evaluation surveys which only ask teachers questions about their instructional practices make subjective leaps for how the teacher's work led to student academic progress. Yet with the addition of self-efficacy questions and a reflection component, these surveys could demonstrate SAP. Research indicates that teacher self-ratings have a positive correlation to student academic progress (Wilkerson et. al, 2000) especially if teachers recognize their own

weaknesses and take corrective action (Allinder, 1995). Additionally, research demonstrates that a teacher's self-efficacy is one of the best predictors of increased student achievement (Berman, McLaughlin, Bass, Pauley, & Zellman, 1977) as teacher self-efficacy leads to student academic progress (Allinder, 1995). Allinder's (1995) research showed that teachers with a higher level of self-efficacy and teaching self-efficacy had the ability to achieve goals especially in the area of student achievement. Thus, inclusion of both self-efficacy and instructional practices items on self-evaluation questionnaires, along with a reflection component in regards to how the questionnaire changed instructional practices, could provide correlation evidence of how the work of the teacher led to SAP.

Portfolio/Document Log

The fifth and final documentation source is the teacher's portfolio/document log. The two terms are often used synonymously as both provide evidence of teaching, but each is distinctly different based on its development. The *Guidelines* refer to a portfolio as a broad, comprehensive collection of materials selected at the discretion of the teacher. In comparison, a document log refers to a concise, confined collection of materials containing only documents required by the school division. For the purposes of this review, the term portfolio will be used interchangeably.

The *Guidelines* state that SAP should be demonstrated over time and in multiple forms, not singularly by scores on one assessment. Thus the *Guidelines* provide suggested sources of documentation that can be included in the portfolio/document log to document how the teacher demonstrates performance of Standard 7. The suggested forms of documentation can be divided into three subcategories to include (a) student growth percentiles provided by the Virginia Department of Education, (b) valid quantifiable measures readily available in the school, and (c) other valid alternative measures.

Artifacts Documenting SAP for Teacher Evaluation

The *Guidelines* indicate that the first data included in a portfolio to document SAP, due to the work of the teacher, should be growth percentiles. When determining if and when to use growth percentiles, evaluators should ensure that growth percentiles as a SAP performance measure align with the school-wide and individual teacher's goals. Thus, some school divisions when looking at school-wide goals may decide that student growth percentile data can be used to evaluate all teachers, not just specific classroom teachers.

The second choice of data to document SAP, due to the work of the teacher to be included in a teacher's portfolio, should be validated locally used and already available achievement measures. When determining which measure to suggest for inclusion in the teacher's portfolio, evaluators must ensure that the opted achievement measures can demonstrate student growth, not simply achievement, and align with both school-wide and individual teacher's goals.

When no direct measure of SAP is available, the third category of measures, other valid alternative measures, can be used to document how the teacher's work in a goal setting context results in SAP.

Valid quantifiable measures readily available in the school.

When growth percentiles are not available, the primary choice for documentation of SAP should be valid quantifiable measures readily available in the school. These may include

- national achievement assessments;
- division-created assessments such as benchmark tests;
- school-created assessments;
- teacher-created assessments;
- commercially-created norm-referenced or criterion-referenced assessments used to measure student academic achievement to include examples such as the Standardized

Artifacts Documenting SAP for Teacher Evaluation

- Testing and Reporting Program (STAR), Phonological Awareness Literacy Screening (PALS), International Baccalaureate (IB) exams, or Advanced Placement (AP) tests, and
- authentic assessments to include examples such as the Presidential Fitness Test, industry exams (i.e. drivers license, emergency medical technician), or competitions (i.e. Congressional Art Competition, Future Business Leaders of America National Awards Program, Piano Guild Competitions etc.).

The key to using these measures to demonstrate how the work of the teacher results in SAP is that the achievement documentation must demonstrate student growth, not simply one-time achievement scores. Thus growth can only be indicated if multiple assessment scores over time are obtained. Additionally, research and opinions vary on which category of readily available measures (national, division, school, teacher, or commercial) demonstrates SAP with the most validity and should be selected for inclusion in the portfolio (Stronge, 2010a; Guskey, 2003). If data from commercially-created assessments is included in the teacher's portfolio, additional information on each assessment's validity should be verified and noted in the portfolio.

Other valid alternative measures.

The *Guidelines* provide a third category of documentation sources to be used when growth percentiles and locally used valid quantifiable measures are not available. The seven suggested documentation sources are all goal context activities and provide evidence that the teacher uses data to set, monitor, and demonstrate achievement goals. The documentation sources include the teacher's

- goal setting form on student achievement;
- documentation of meeting established annual goals;
- chart of students' academic progress;

Artifacts Documenting SAP for Teacher Evaluation

- chart of student mastery level of key knowledge and skills;
- analysis of student grades;
- log of collegial collaboration; and
- critique of tests.

The seven suggested artifacts are not an exhaustive list and many have vague titles leading to multiple interpretations. Additionally, each is documentation of the teacher's goal setting and monitoring work, and although it may demonstrate SAP, the act of the teacher engaging in an activity to produce the artifact is not enough to link the teacher's work to resulting SAP. Evidence of how the teacher used the goal activities to (a) reflect on their teaching, (b) collaborate with others on their teaching, and (c) align goals to their teaching for the purpose of modifying their teaching must be demonstrated (Goe & Holdheide, 2011; Tucker & Stronge, 2005). This is because SAP due to a teacher's work occurs only if teachers use information learned through the activity to change their instruction (Goe & Holdheide, 2011). Thus the *Guidelines* indicate that artifacts in the portfolio must include captions to describe the artifact and the context for how it was used. The logical implication would be that teachers describe specifically how the artifact was used reflectively and in collaboration with others to assist them in making decisions about instructional modification. A second artifact demonstrating instructional changes made may warrant inclusion.

Although evidence exists on the direct relationship between the teacher's work that produces the alternative artifact and SAP, caution should be exerted. At best, the extremely limited empirical evidence available on these activities indicates a correlation, not causation, between the activity producing the alternative artifact and SAP. This is due to the difficulty in linking only one activity to SAP as other factors are always correlated. Thus most literature indicating how the activity leads to SAP is logical or opinioned, and it is not validated by experimental data.

Teacher's goal setting form on student achievement and documentation of meeting established annual goals.

Goals provide a sense of purpose and priority in one's work, and research demonstrates that setting goals has a positive impact on teacher motivation and performance (Grant & Dweck, 2003; Locke & Latham, 1990) as the process provides a tool for teachers to evaluate where their students have been and where they want them to go (Alderman, 2008). Thus the practice of completing a goal setting form allows individuals to set goals and provides a reference point for regulating performance (Locke & Latham, 1990). Hence setting goals and completing goal setting forms should be an ongoing process so teachers can consistently reevaluate their performance in reference to SAP (Fuchs, Deno, & Mirken, 1984).

Though there is no clear evidence to support one specific goal setting form, there is evidence to suggest specific elements on the form and in the goal setting process are necessary for successful attainment of goals for the purpose of SAP. The first is that an effective teacher goal setting process begins with a public affirmation of the teacher's goals. This public affirmation via a goal setting form leads to increased student achievement and allows teachers to collaborate on their goals with school administrators (Gillespie, 2005). An analysis by Robinson, Lloyd, and Rowe (2008) determined that principals in higher performing schools were active participants in the teacher goal setting process.

In order for SAP to be a product of the teacher goal setting process, teachers should understand their students' economic, cultural, and academic backgrounds (Erez, 1977; Fuchs et al., 1984). In addition, teachers must also know their own strengths and weaknesses (Wright, Horn, & Sanders, 1997). Simply writing a goal without these pieces of information lends itself to lack of motivation and the inability to complete the goal (Bandura, 1977). Equally important in the process

of setting clear attainable goals is the teacher's ability to link background information to clear, specific, and focused goal content (Robinson, Lloyd, & Rowe, 2008) that relates to the organizational goals (Kerchavall & Newbill, 2005). As the *Guidelines* (2011) indicate, goal content must be SMART – specific, measurable, appropriate, realistic, and time-bound in order for teachers to achieve the SAP they desire. Additionally, Locke and Latham (2002) further determined that when higher goals are set, higher levels of achievement will occur.

In the next stage of the goal setting process, strategy development, strategies must correlate to the goal content, baseline data (Armstrong & Anthes, 2001), enhance the learning environment (Zimmerman, Bandura, & Martinez-Pons, 1992), and align to expected goal outcomes (Robinson et al., 2008). Lastly, the *Guidelines* (2011) specify the review of teacher's goals must occur twice a year. This minimum review requirement is necessary to ensure progress is being made toward meeting the projected goal of SAP (Bandura & Cervone, 1983; Erez, 1977). Reevaluating the process at intervals allows teachers to monitor student progress (Snipe, Doolittle & Herlihy, 2002; Erez, 1977) and make necessary adjustments (Robinson et al., 2008).

Chart of students' academic progress including student mastery level of key knowledge and skills.

Monitoring student progress refers to teachers using regularly administered assessments to collect student data and then data is disaggregated to look in-depth at students' specific knowledge and skills (Safer & Fleishman, 2005). Teachers who properly generate assessment data and track students' mastery of key knowledge and skills can enhance achievement (Fuchs et al., 1984). Research demonstrates that students of teachers who employ ongoing measurement and evaluation systems achieve more than students of teachers who do not (Baker & Good, 1995; Fuchs et al., 1984) and the increase in progress occurs for all learners, including at-risk students (Deno, 2003),

bilingual or English language learners (Baker & Good, 1995), and special education students (Baker & Good, 1995; Fuchs et al., 1984).

The difference in student academic progress occurs because teachers who chart data are evaluating student progress towards student goals (Fuchs et al., 1984) and identifying student needs to make decisions about appropriate instruction (Fuchs & Fuchs, 2003). Thus the process of student monitoring provides teachers with data to adjust their teaching practices (Stronge, 2010b) and has two purposes: (a) to determine if children are profiting from instruction, and (b) to increase effective instructional practices (Fuchs & Fuchs, 2003). Especially, if teachers use progress monitoring data to identify student needs, teachers know when to remediate or allow faster learners to skip ahead (Cawelti, 2004), and student academic progress in reading, spelling, and math can be significant (Fuchs & Fuchs, 2003).

Hence student progress is not impacted by the act of teachers' systemically charting student progress, but instead occurs by teachers using the data to monitor their teaching practices and make appropriate adjustments in relation to goals (Stronge, 2010b; Fuchs et al., 1984; Fuchs & Fuchs, 2003). This was confirmed experimentally when Fuchs, Deno, and Mirkin (1984) had special education teachers use a program to collect and monitor student progress while analyzing the practices and student achievement of matched teachers who followed their usual routines. The results indicated that when information was systematically collected and used to create progress monitoring charts, the teachers who used the data to evaluate instructional effectiveness and made instructional modifications increased student achievement. Teachers in the experimental group who monitored progress but made no instructional changes saw no difference in student achievement. Their data was similar to those in the control group. Ysseldyke and Bolk (2007) confirmed these findings in an experiment that involved all levels of learners in the area of math. They found that

Artifacts Documenting SAP for Teacher Evaluation

continuous progress monitoring and decision-making based on data enhanced students' progress towards meeting standards and that students' whose teachers altered their instruction due to data outperformed students whose teachers solely used math curricula.

Research indicates key aspects of monitoring student progress must be in place for student progress to be affected. The first is that teachers should collect baseline data of student strengths and weaknesses (Fuchs & Fuchs, 2003). Subsequent data collection should be graphed in order to monitor student progress within an acceptable time frame (Safer & Fleishman, 2005). Instruction must then be adjusted (Fuchs & Fuchs, 2003; Safer & Fleishman, 2005), and teachers may require assistance in using data to make sound modifications (Fuchs, et al., 1984). Additionally, students should be aware of their progress to assist with increasing student achievement (Safer & Fleishman, 2005).

Analysis of student grades.

The *Guidelines* (2011) include analysis of grades as an artifact for teachers to demonstrate how their work resulted in SAP. However, grading in itself is subjective in nature (Guskey, 1994), and therefore a teacher analyzing grades does not lead to SAP (Jussim & Eccles, 1992). Instead, teachers may facilitate SAP by giving accurate feedback to students (Guskey, 2003; Hattie, 1992; Hattie & Timperly, 2007). Feedback requires that teachers grade, make corrections, and give specific comments to students about improvements (Paschal, Weinstein, & Walberg, 1984) and the feedback influences SAP and motivation because students believe they are held to the same standards as other students (Brookhart, 1994). Thus teachers must provide feedback and develop interventions to help students meet established goals if SAP is to occur (Grant, Hindman, & Stronge, 2009).

Log of collegial collaboration.

Collegial collaboration, which includes dialogue about teaching and learning (Stronge & Tucker, 1999), facilitates SAP by allowing teachers to first discover gaps in their knowledge base before setting goals to strengthen their own skills (Ingersoll & Strong, 2011; Langer & Colton, 2005) which should in turn lead to instructional changes and SAP. Though collegial collaboration most often occurs between teachers, some models demonstrate that outside stakeholders such as parents, students, administrators, and educational organizations can be beneficial in increasing SAP (Goe & Holdeide, 2011). Additionally, collegial collaboration for the purpose of increasing SAP necessitates that the teacher be part of an environment that is intrinsically motivating and provides a safe place to express their weaknesses, thus collegial collaboration cannot be forced and must instead develop gradually in order to facilitate trust (Zwart, Wubbels, Bergen, & Bolhuis, 2009). Unfortunately, no empirical evidence was found that links SAP to collegial collaboration logs because the logs do not directly demonstrate SAP. Instead a log with the trio of describing interactions, changes made to instruction, and achievement results would at most be a subjective link between the interaction and SAP. However, collegial collaboration logs could supplement other forms of SAP data to indicate how the work of the teacher (the collegial collaboration) caused the SAP.

Critique of tests.

The *Guidelines* (2011) do not define test and differentiate it from other forms of assessment (i.e. preassessment or formative assessments), nor do they differentiate between teacher-created tests and those created by others. Thus the *Guidelines* (2011) leave this artifact for interpretation. However, when teachers critique and analyze a test prior to administration, the act of aligning the curriculum to the test substantially promotes SAP (Black & William, 1998; Haertel, 1986). Test

Artifacts Documenting SAP for Teacher Evaluation

critique is further enhanced by collaboration between teachers and/or administrators and should include analyzing the results (Black & William, 1998; Harlan, 2005). Guskey (2003) states that teachers do the following in order to increase student academic achievement through test critiques:

- reflect on the quality of the questions;
- reflect on the quality of the teaching;
- use information to make changes for future instruction; and
- evaluate and analyze tests throughout the year, not just at the end-of-the year high stakes tests.

Teachers who look to understand the test have more value in the learning and in SAP (Harlan, 2005). However, it is not just the critiquing of the tests that leads to SAP, it is the instructional changes made in response to the critique.

Places Investigating Alternative Documentation Sources to Demonstrate

How the Work of the Teacher Led to SAP

In response to the Obama Administration's *Race to the Top* competition, which mandates the use of student performance (SAP) as a factor in teacher evaluation, Virginia's Governor McDonnell initiated a program in which 56 school divisions submitted applications to participate in a pay for performance initiative (Virginia Department of Education, 2011b).

Divisions who met the criteria received a portion of \$3 million dollars to facilitate the use of the *Guidelines* (2011) within their school division as well as award exemplary teachers a \$5000 bonus (Virginia Department of Education, 2011a).

Of the 56 identified divisions, 25 divisions throughout the Commonwealth were chosen to participate in the pilot program. Awarded divisions must implement the mandate that 40% of teacher evaluation be based on student academic progress, Performance Standard 7 (Virginia

Department of Education, 2011a). These divisions fully piloting the implementation of the *Guidelines* (2011) throughout the 2011-2012 school year were offered training sessions on teacher evaluation during the summer of 2011 at The College of William and Mary (Virginia Department of Education, 2011a). Though the program is in its pilot stages, all Virginia school divisions will be required to implement the *Guidelines* (2011) in the fall of 2012 (Virginia Department of Education, 2011a).

Several Virginia school divisions including Alexandria Public Schools previously have implemented teacher evaluation systems similar to those described in the *Guidelines* (2011) and used alternative SAP measurement tools. Alexandria Public Schools developed the Performance Evaluation Program (PEP) that linked goal setting to teacher evaluations in the area of student achievement (Tucker & Stronge, 2005). PEP incorporates data collection and feedback thus allowing teachers and students to take corrective action in the learning environment (Tucker & Stronge, 2005). No clear evidence exists to support PEP, but teacher and administrator interviews have found numerous advantages to PEP including the use of data driven decision making, collegial collaboration and the active participation of teachers in the evaluation process (Tucker & Stronge, 2005). Participants have also recognized PEP's disadvantages including time, stress and the need to focus on the product, not the process (Tucker & Stronge, 2005).

Virginia is not the only state linking teacher evaluations to student performance. Baltimore City Public Schools has implemented PBES or the Performance Based Evaluations System (National Council on Teacher Quality, 2010). PBES requires teachers look at student data, develop plans and strategies for improvement, and collaborate with administrators for two yearly reviews (National Council on Teacher Quality, 2010). Documentation for BPES includes not only test scores, but classroom based artifacts demonstrating SAP; combined they will count as 50% of the

Artifacts Documenting SAP for Teacher Evaluation

teacher evaluation (National Council on Teacher Quality, 2010). In Miami Dade County Public Schools, linking teaching and learning is the focus of teacher evaluations (Ellett & Teddlie, 2003). The division uses a teacher evaluation system known as Professional Assessment and Comprehensive Evaluation System (PACES) which enhances teacher reflection and collegial collaboration (Ellett & Teddlie, 2003) as well as a value added model to demonstrate SAP (Isensee, 2011). The value added model uses a statistical formula that incorporates state assessment scores, English language skills, and special needs in order to determine the value the teacher brings to the classroom (Isensee, 2011). Based on Florida requirements, 35% of the Miami Dade teacher evaluations must be linked to the statistical model and in areas where test data is not available, teacher scores are linked to the school's reading scores (National Council on Teacher Quality, 2011; Isensee, 2011).

The National Council on for Teacher Quality released the 2011 *State of the States: Trends and Early Lessons on Teacher Evaluations and Effectiveness Policies*. This summary identified 26 states working towards meeting the guidelines of linking teacher evaluations to SAP set forth by *Race to the Top* (RTT). The summary details individual state teacher evaluation processes as well as key ideas that all states need to think about when incorporating RTT guidelines. The summary found that all states incorporating or planning to incorporate SAP within teacher evaluations must approach it in a “measured, realistic, and transparent way” as well as “focus on the behaviors and results that will move them forward” in the evaluation process (National Council on Teacher Quality, 2011, p.38).

Conclusion

Linking student academic progress to the work of the teacher is a national, state, and local level conversation. As districts explore how to link SAP to individual teachers and their

Artifacts Documenting SAP for Teacher Evaluation

evaluations, artifacts other than state supplied student growth percentiles will need to be included in teachers' evaluations; thus the *Guidelines* (2011) provide 15 suggestions. Though some teachers may have locally used data to document SAP, most teachers will need to provide alternative documentation of how their work in a goal setting context increased SAP (Appendix B provides practitioner resources on this topic.). The little empirical literature on artifacts of the goal setting process demonstrates that these artifacts must be more than teachers supplying documentation of work. The artifacts should be individualized, living, reviewed regularly, done in collaboration with others, used for teacher reflection, part of a process not product, and provide a basis for making instructional changes. The key to linking SAP to the teacher's work is that the teacher used data to make instructional changes. Thus a description of the instructional changes and what led to them should be included with the documentation and supplied as part of the teacher evaluation process.



References

- Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning*. New York, NY: Routledge.
- Aleamoni, L. (1981). Student ratings of instruction. In J. Millman (Ed.), *Handbook of teacher evaluation* (pp. 110-145). Beverly Hills, CA: Sage.
- Allinder, R. M. (1995). An examination of the relationship between teacher efficacy and curriculum based measurement and student achievement. *Remedial and Special Education, 16*, 247-254.
- Armstrong, J. & Anthes, J. (2001). How data can help: putting information to work to raise student achievement. *American School Board Journal, 11*(11), 1-4.
- Baker, S. K., & Good, R. (1995). Curriculum-based measurement of English reading with bilingual Hispanic students: A validation. *School Psychology Review, 24*, 561-576.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*, 191-215.
- Bandura, A., & Cervone, D. (1983). Self-evaluative and self-efficacy mechanisms governing the motivational effects of goal systems. *Journal of Personality and Social Psychology, 45*, 1017-1028.
- Berman, P., McLaughlin, M. W., Bass, G., Pauley, E., & Zellman, G. (1977). *Federal programs supporting educational change, volume VII: Factors affecting implementation and continuation* (Report No. R-1589/7-HEW). Santa Monica, CA: Rand.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*, 139-148.

- Brookhart, S. M. (1994). Teachers grading: Practice and theory. *Applied Measurement in Education*, 7, 279-301.
- Cawalti, G. (Ed.). (2004). *Handbook of research on improving student achievement* (3rd ed.). Arlington, VA: Educational Research Service.
- Deno, S. L. (2003). Developments in curriculum-based measurements. *The Journal of Special Education*, 37(3), 184-192.
- Ellett, C. D., & Teddlie, C. (2003). Teacher evaluation, teacher effectiveness and school effectiveness: Perspectives from the USA. *Journal of Personnel Evaluation in Education*, 17(1), 101-127.
- Erez, M. (1977). Feedback: A necessary condition for the goal setting-performance relationship. *Journal of Applied Psychology*, 62, 624-627.
- Fuchs, L., Deno, S., & Mirkin, P. (1984). The effects of frequent curriculum based measurement and evaluation on pedagogy, student achievement and student awareness of student learning. *American Educational Research Journal*, 21, 499-460.
- Fuchs, L. S., & Fuchs, D. (2003). *What is scientifically-based research on progress monitoring?* Washington, DC: National Center on Student Progress Monitoring.
- Gillespie, J. Z. (2005). A motivated action theory account of goal orientation. *Journal of Applied Psychology*, 90, 1096-1127.
- Goe, L., & Holdheide, L. (2011). *Measuring teachers' contributions to student learning growth for nontested grades and subjects*. Washington, DC: National Comprehensive Center for Teacher Quality.
- Grant, H., & Dweck, C. (2003). Clarifying achievement goals and their impact. *Journal of Personality and Social Psychology*, 85, 541-553.

- Grant, L. W., Hindman, J. L., & Stronge, J. H. (2010). *Planning, instruction, and assessment: Effective teaching practices*. Larchmont, NY: Eye on Education.
- Guskey, T. (1994). Making the grade: What benefits students. *Educational Leadership*, 52(2) 14-20.
- Guskey, T. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(5), 6-11.
- Haertel, E. (1996). The valid use of student performance measures for teacher evaluation. *Educational Evaluation and Policy Analysis*, 8(1), 45-60.
- Harlan, W. (2005). Teachers' summative practices and assessment for learning – tensions and synergies. *The Curriculum Journal*, 16, 207-223.
- Hattie, J. (1992). Measuring the effects of schooling. *Australian Journal of Education*, 36(1), 5-13.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Ingersoll, R. M., & Stong M. (2011). The impact of induction and mentoring programs on beginning teachers: A critical review of research. *Review of Educational Research*, 81(2), 201-233.
- Isensee, Laura. (2011, September 3). Teacher pay, evaluations linked to student data. *The Miami Herald*. pp. 1.
- Jussim, L., & Eccles, J. (1992). Teacher expectations II: Construction and reflection of student achievement. *Journal of Personality and Social Psychology*, 63, 947-961.
- Kercheval, A., & Newbill, S. L. (2002). *A case study of key effective practices in Ohio's improved school divisions*. Bloomington, IN: Indiana Center for Evaluation.

Artifacts Documenting SAP for Teacher Evaluation

- Langer, G. M., & Colton, A. B. (2005). Looking at student work. *Educational Leadership*, 62(5), 22-27.
- Locke, E.A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal theory and task motivation. *American Psychologist*, 57, 705-717.
- National Council on Teacher Quality. (2010). *Building teacher quality in Baltimore public schools*. Washington, D.C. Retrieved from:
http://www.nctq.org/p/publications/docs/nctq_baltimore_teacher_quality.pdf
- National Council on Teacher Quality. (2011). *State of the states: Trends and early lessons on teacher evaluations and effectiveness policies*. Washington, D.C. Retrieved from:
http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf
- Paschal, R., Weinstein, T., & Walberg, H. J. (1984). Effects of homework: A quantitative synthesis. *Journal of Educational Research*, 78, 97-104.
- Peterson, K. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices* (2nd ed.). Thousand Oaks, CA: Corwin.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership. *Educational Administration Quarterly*, 44, 635-676.
- Safer, N., & Fleishman, S. (2005). Research matters: How student progress monitoring improves instruction. *Educational Leadership*, 62(5), 81.

- Snipe, J. I., Doolittle, F., & Herlihy, C. (2002). *Foundations for success: Case studies of how urban school systems improve student achievement*. New York, NY: Manpower Demonstration Research Corporation.
- Stronge, J. H. (2010a). *Effective teachers - student achievement: What the research says*. Larchmont, NY: Eye on Education.
- Stronge, J. H. (2010b). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye on Education.
- Stronge, J. H., & Tucker, P.D. (1999). The politics of teacher evaluation: A case study of new design and implementation. *Journal of Personnel Evaluation*, 13(4), 339-359.
- Tucker, N. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). *Handbook on teacher portfolios for evaluation and professional development*. Larchmont, NY: Eye on Education.
- Virginia Department of Education. (2011a). *Career resources & initiatives: Virginia performance-pay incentives*. Retrieved from:
http://www.doe.virginia.gov/teaching/career_resources/performance_pay/index.shtml
- Virginia Department of Education. (2011b). *Governor McDonnell announces performance-pay pilot schools* [Press release]. Retrieved from
http://www.doe.virginia.gov/news/news_releases/2011/july21_gov.shtml
- Virginia Department of Education. (2011c). *Guidelines for uniform performance standards and evaluation criteria for teachers*. Richmond, VA: Author.
- Virginia Department of Education. (2011d). *Virginia standards for the professional practice of teachers*. Richmond, VA: Author.

White House, Office of the Press Secretary. (2009). *Fact Sheet: Race to the Top* [Press Release].

Retrieved from

http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI_Fact%20Sheet_The_Race_Top.pdf

Wilkerson, D. J., Manatt, R. P., Rogers, M. A., & Maughan, R. (2000). Validation of student, principal, and self-ratings in 360 degree feedback for teacher evaluation. *Journal of Personnel Evaluation in Education*, 14(2), 179-192.

Wright, P., Sanders, W. L., & Horn, S. P. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personal Evaluation in Education*, 11, 57-67.

Ysseldyke, J., & Bolt, D. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. *School Psychology Review*, 36(3), 453.

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29, 663-676.

Zwart, R.C., Wubbels, T., Bergen, T., & Bohuis, S. (2009). Which characteristics of a reciprocal peer coaching context affect teacher learning as perceived by teachers and their students? *Journal of Teacher Education*, 60, 243-257.

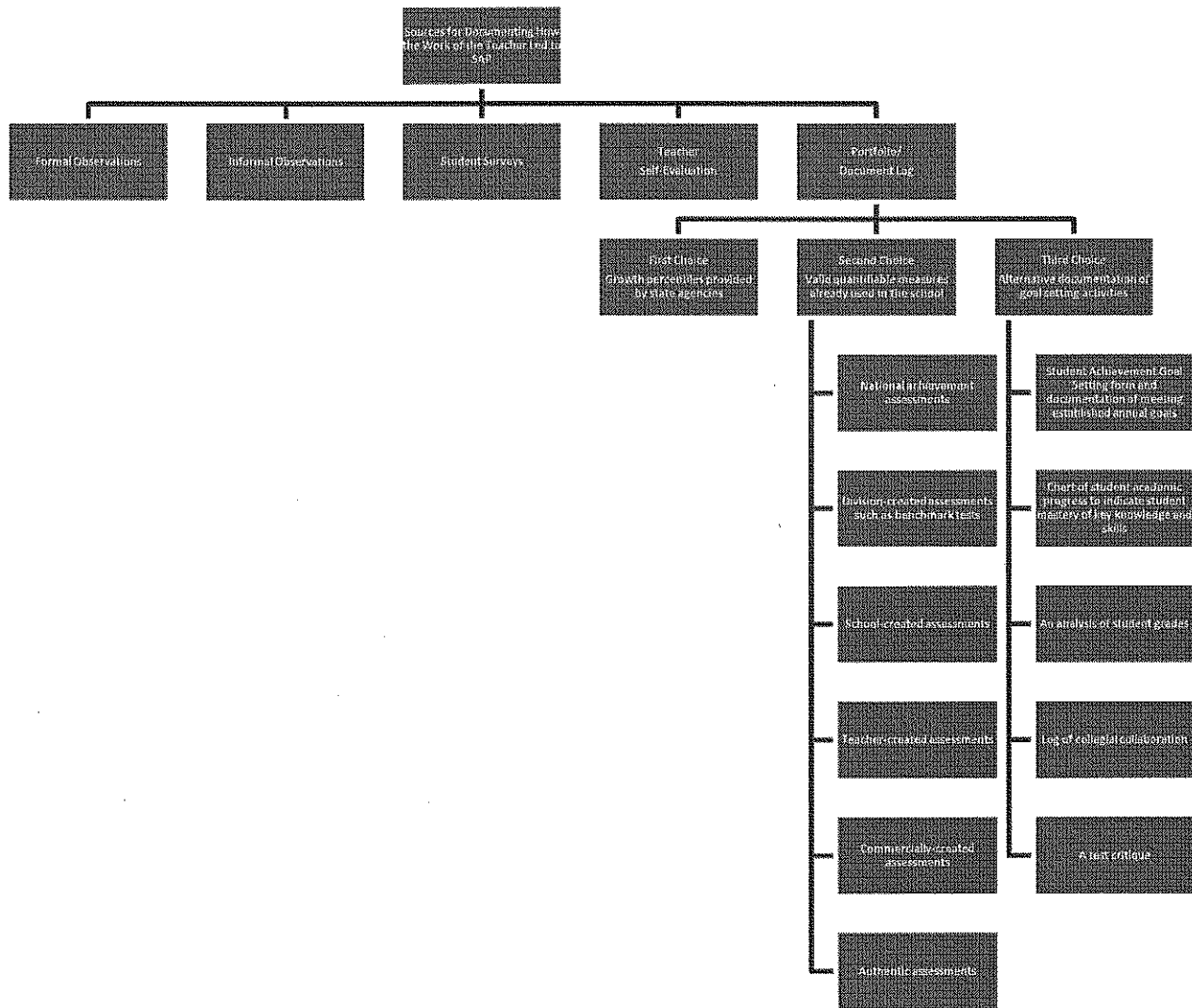
Appendix A

Flow Chart of Artifacts that Can Document How the Work of the Teacher

Led to Student Academic Progress



Artifacts Documenting SAP for Teacher Evaluation





Appendix B

Practitioner Resources



Practitioner Resources

Stronge, J. H. (Ed.). (2006). *Evaluating teaching: A guide to current thinking and best practice* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.

Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). *Handbook on teacher portfolios for evaluation and professional development*. Larchmont, NY: Eye on Education, Inc.