



Understanding Teacher Effectiveness

Significant State Data Capacity Is Required to Measure and Improve Teacher Effectiveness

DATA FOR ACTION 2012

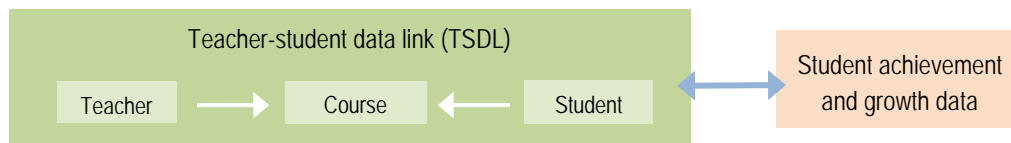
Why This Matters

- States are increasingly focused on understanding and improving teacher effectiveness.
- There are several funding opportunities that incentivize states to use data to inform measurements of teacher effectiveness.
- Local, state, and federal efforts support using data to improve teacher preparation programs.
 - > Preparation programs seek “access to data and other measures used to evaluate the performance of their graduates . . . to improve the quality and effectiveness of these programs” (American Association of Colleges for Teacher Education [AACTE] 2011).
 - > Using these high-quality data enables states to *foster continuous improvement, develop accountability, and provide program transparency around performance.*
- States need significant data capacity to do this work.
 - > The linchpin of efforts to improve teacher effectiveness is that states must reliably link students and teachers in ways that capture the complex connections that exist in schools.
 - > Teacher effectiveness data can be leveraged to target professional development, inform staffing assignments, tailor classroom instruction, prepare educators, enlighten research, and otherwise support teachers.

Just the Facts

Q: What does a high-quality teacher-student link look like?

A: A high-quality teacher-student data link (TSDL) connects students and teachers in ways that capture the complex connections that exist in schools. The recommended practices and processes (summarized in the tables below) help to ensure that data from the teacher-student link are accepted as high-quality, reliable, and fair by critical stakeholders—particularly teachers.



Q: Can states measure teachers’ impact on student growth?

A: **28 states** connect teachers to student growth, **10** of which do so using a value-added model.

Q: Are states’ teacher-student data links high-quality and reliable?

A: High-quality teacher-student data links include a statewide definition of *teacher of record*, the ability to link multiple teachers to a student for a particular course, and accurate and up-to-date data.

Recommended Practice

National Landscape

Create statewide definition of teacher of record: To accurately attribute student learning to the appropriate educators, the state needs a statewide definition of *teacher of record* that clearly defines how to allocate responsibility for students’ learning to specific teachers.

31 states have a statewide definition of teacher of record, 20 of which reflect instruction and are considered best practice: **AZ, AR, CA, CO, CT, DE, FL, HI, ID, KS, KY, LA, MI, NY, NC, OH, RI, TN, VA, and WY**

Link multiple teachers to a student for a particular course: To capture complex relationships, the state’s data system must be able to link more than one educator per student per course.

35 states have the ability to link multiple teacher to a student for a particular course: **AL, AZ, CT, DE, FL, GA, HI, ID, IN, KS, KY, LA, MA, MI, MN, MS, MO, NC, NH, NJ, NM, NY, OH, OK, OR, RI, TN, TX, UT, VA, VT, WA, WI, DC, and PR**



Ensure accurate and up-to-date state data:

Create roster verification process: To ensure data quality and assure teachers that decisions are based on valid, reliable, and fair information, teachers and principals must be given an opportunity to verify their student rosters and submit corrections.

Collect data multiple times: Students' and teachers' schedules often change during the school year, so states must collect data multiple times during the year.

22 states have a roster verification process: AZ, AR, DE, FL, GA, HI, ID, IN, KY, LA, MS, NC, NY, OH, RI, SC, TN, UT, VA, WV, DC, and PR

33 states collect data multiple times per year: AL, AR, AZ, DE, FL, HI, IA, ID, IL, IN, KY, MA, MD, NC, ND, NE, NH, NM, NV, NY, OH, OK, RI, SC, TN, UT, VA, WA, WI, WV, WY, DC, and PR

Q: Do states have the capacity to link teacher performance data to teacher preparation programs?

A: Many states have this capacity:

- 32 states connect their teacher-student data link to the name of the teacher preparation program.
- 23 states connect their teacher-student data link to the program specialty within the teacher preparation program.

Q: Do states leverage this capacity to provide feedback to preparation programs about their teachers' impact on students?

A: Many states have the technical ability to connect their TSDL to teacher preparation programs, but far fewer actually use the connection to promote effective data use:

- 8 states share teacher performance, as measured through students' performance, with in-state teacher preparation programs.

LOOKING AHEAD

- State policymakers can advocate that measuring and understanding teacher effectiveness is about more than just high-stakes evaluations: these data can be used to inform class assignments, target professional development opportunities, and help teachers improve their practice.
- State policymakers can ensure that measurements of teacher effectiveness are paired with access to data and data-literacy professional development so that teachers have the opportunity to continuously inform their own practice.
- The important work of sharing data with teacher preparation programs requires trust, communication, and collaboration. As further evidence of how hard this work is, just 13 percent of teacher preparation programs report to AACTE that they are receiving data from the state about their graduates. These partnerships are critical for states and teacher preparation programs alike.

States to Watch

- Seven states—**Arkansas, Colorado, Florida, Georgia, Kentucky, Louisiana, and Ohio**—are participating in the Teacher-Student Data Link Project (www.tsdl.org), a cross-state, collaborative effort focused on developing a common, best-practice definition of *teacher of record* and business processes for collecting and validating linked teacher and student data.
- The **District of Columbia** is further along in this work than many states and is in its fourth year of using teacher performance data to make critical personnel decisions; **Tennessee** is currently in its second year.
- **Tennessee** and **Louisiana** provide public report cards about teacher preparation programs.

Related and Cited Resources

- AACTE, *Transformations in Educator Preparation: Effectiveness and Accountability* (2011).
- Data Quality Campaign, *ED's Notice of Intention to Develop Proposed Regulations Regarding Teacher Preparation Reporting Requirements: DQC Comments to Share Knowledge on States' Data Capacity* (2011).
- Data Quality Campaign, *Leveraging State Longitudinal Data Systems to Inform Teacher Preparation and Continuous Improvement: A Data-Sharing Template to Prompt Discussion and Strategic Planning* (2010).
- Data Quality Campaign, *Using Data to Improve Teacher Effectiveness: A Primer for State Policymakers* (2012).
- Aimee Guidera, "Moving Beyond the Single Data Point," *Education Week*, August 6, 2012.
- National Council on Teacher Quality, *Trends and Early Lessons on Teacher Evaluation and Effectiveness Policies* (2011).

The Data Quality Campaign's Data for Action is a series of analyses that highlight state progress and key priorities to promote the effective use of data to improve student achievement. For more information, and to view Data for Action 2012: DQC's State Analysis, please visit www.DataQualityCampaign.org. Scan the QR code for supplementary materials.

