

Evaluating Value-Added Models for Teacher Accountability

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EDUCATION

BOOK

Evaluating Value Added Models For Teacher Accountability

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Evaluating Value Added Models For Teacher Accountability:

Evaluating Value-added Models for Teacher Accountability Daniel F. McCaffrey, 2003 Does value added modeling VAM demonstrate the importance of teachers to student outcomes The authors clarify the primary questions raised by VAM for measuring teacher effects review the most important recent applications of VAM and discuss a variety of statistical and measurement issues that might affect the validity of VAM inferences The authors identify numerous possible sources of error and bias in teacher effects and recommend a number of steps for future research into these potential errors *Are Value-added Models for High-stakes Teacher Accountability Arbitrary and Capricious?* Leila Melanie Melhem, 2012 Value added models are complex statistical formulas that aim to isolate the effect a teacher has on student learning States and districts across the nation are adopting laws and policies that will evaluate teachers in part using the results provided by value added models In many states and districts these evaluations will be used to inform high stakes decisions about teacher salary and retention However value added models are imperfect tools for assessing teacher effectiveness and many scholars have argued that they are not appropriate for use in high stakes decisions This Article provides a brief history of the use of value added models in public education and summarizes the major criticisms of using value added models In this context the Article analyzes and evaluates the extent to which substantive due process claims brought by teachers adversely affected by the results of value added models will be successful The Article concludes that while the system as a whole is rationally related to the objective of improving the overall effectiveness of the teaching workforce in certain cases individual teachers will be able to successfully claim that the results of their value added model led to a termination that was arbitrary and capricious Finally the paper offers some recommendations to states and school districts on how to implement an evaluation system using value added models to avoid substantive due process violations **Value-added Assessment in Practice**

Daniel F. McCaffrey, Laura S. Hamilton, 2007 Value added assessment VAA systems use statistical techniques to analyze test score data VAA data is intended to help educators make more informed decisions about curriculum and instruction The authors examined the rollout of Pennsylvania's VAA program and found that in its pilot phase the program had little effect on student achievement and received limited use by most principals and teachers at schools participating in the program

Evaluating and Rewarding the Quality of Teachers: International Practices OECD, 2009-11-06 This book identifies good practices in the design and implementation of evaluation and teacher incentive systems from various perspectives through formulation stakeholder negotiation implementation monitoring and follow up Measuring Improvements in Learning Outcomes Best Practices to Assess the Value-Added of Schools OECD, 2008-10-27 This groundbreaking report provides examples of best practices in value added modelling for measuring school performance *The Future of Test-Based Educational Accountability* Katherine Ryan, Lorrie Shepard, 2010-03-17 In recent decades testing has become a much more visible and high stakes accountability mechanism that is now seen as a powerful tool that can be used to drive school

improvement The purpose of this book is to identify and analyze the key issues associated with test based educational accountability and to chart the future of educational accountability research Chapter contributions are intended to be forward looking rather than a compendium of what has happened in the past The book provides an accessible discussion of issues such as validity test equating growth modeling fairness for special populations causal inferences and misuses of accountability data Improving Large-scale Assessment in Education Marielle Simon,Kadriye Ercikan,Michel Rousseau,2013 This book focuses on central issues that are key components of successful planning development and implementation of LSAs The book s main distinction is its focus on practice based cutting edge research This is achieved by having chapters co authored by world class researchers in collaboration with measurement practitioners *Evaluating Teaching* James H. Stronge,2005-11-02 This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system **Measurement Issues and Assessment for Teaching Quality** Drew H. Gitomer,2009 A comprehensive text that allows headteachers and school managers to monitor teacher quality **Preparing the Next Generation of Teachers for 21st Century Education** Tang, Siew Fun,Lim, Chee Leong,2018-04-06 As educational standards continue to transform it has become essential for educators to receive the support and training necessary to effectively instruct their students and meet societal expectations To do this fostering education programs that include innovative practices and initiatives is imperative Preparing the Next Generation of Teachers for 21st Century Education provides emerging research on innovative practices in learning and teaching within the modern era While highlighting topics such as blended learning course development and transformation practices readers will learn about progressive methods and applications of 21st century education This book is an important resource for educators academicians professionals graduate level students and researchers seeking current research on contemporary learning and teaching practices *Left Behind in the Race to the Top* Julie A. Gorlewski,Brad J. Porfilio,2013-08-01 Public education is suffering attacks that are well funded and extraordinarily complex and multifaceted These conditions make it difficult for educators and citizens to gather the information they need to mount meaningful resistance especially since mainstream media tends to be uncritically supportive of neoliberal reforms The Orwellian language of reforms is adopted and promoted through news outlets politicians and film thus arguments against these reforms must bubble up through social media and alternative outlets By providing a coherent comprehensive description of contemporary neoliberal initiatives and analyzing their effects on students teachers administrators and teacher education this book will allow educators parents students and citizens to strengthen their resolve to save public education and potentially work to preserve the promise of democracy This book examines and uncovers the effects of standardization and privatization on public education Contributors consider the how of standardized curriculum and assessment coupled with philanthropic and corporate pressure have influenced the experiences of students parents and teachers Divided in sections

entitled *Testing Testing Privatization and Militarization Redefining Schools Alienation Displacing Students and Teachers and Resistance Opting Out and Hope for Change* this text offers a combination of information and inspiration for teachers teacher educators policymakers parents and anyone interested in understanding the current state of public education Getting Teacher Evaluation Right Linda Darling-Hammond, 2015-04-28 Teacher evaluation systems are being overhauled by states and districts across the United States And while intentions are admirable the result for many new systems is that good often excellent teachers are lost in the process In the end students are the losers In her new book Linda Darling Hammond makes a compelling case for a research based approach to teacher evaluation that supports collaborative models of teacher planning and learning She outlines the most current research informing evaluation of teaching practice that incorporates evidence of what teachers do and what their students learn In addition she examines the harmful consequences of using any single student test as a basis for evaluating individual teachers Finally Darling Hammond offers a vision of teacher evaluation as part of a teaching and learning system that supports continuous improvement both for individual teachers and for the profession as a whole *Rethinking Value-Added Models in Education* Audrey Amrein-Beardsley, 2014-04-24 Since passage of the No Child Left Behind Act in 2001 academic researchers econometricians and statisticians have been exploring various analytical methods of documenting students academic progress over time Known as value added models VAMs these methods are meant to measure the value a teacher or school adds to student learning from one year to the next To date however there is very little evidence to support the trustworthiness of these models What is becoming increasingly evident yet often ignored mainly by policymakers is that VAMs are 1 unreliable 2 invalid 3 nontransparent 4 unfair 5 fraught with measurement errors and 6 being inappropriately used to make consequential decisions regarding such things as teacher pay retention and termination Unfortunately their unintended consequences are not fully recognized at this point either Given such the timeliness of this well researched and thoughtful book cannot be overstated This book sheds important light on the debate surrounding VAMs and thereby offers states and practitioners a highly important resource from which they can move forward in more research based ways **Advances in Multilevel Modeling for Educational Research** Jeffrey R. Harring, Laura M. Stapleton, S. Natasha Beretvas, 2015-12-01 The significance that practitioners are placing on the use of multilevel models is undeniable as researchers want to both accurately partition variance stemming from complex sampling designs and understand relations within and between variables describing the hierarchical levels of these nested data structures Simply scan the applied literature and one can see evidence of this trend by noticing the number of articles adopting multilevel models as their primary modeling framework Helping to drive the popularity of their use governmental funding agencies continue to advocate the use of multilevel models as part of a comprehensive analytic strategy for conducting rigorous and relevant research to improve our nation's education system *Advances in Multilevel Modeling for Educational Research Addressing Practical Issues Found in Real World Applications* is a resource intended for advanced

graduate students faculty and or researchers interested in multilevel data analysis especially in education social and behavioral sciences The chapters are written by prominent methodological researchers across diverse research domains such as educational statistics quantitative psychology and psychometrics Each chapter exposes the reader to some of the latest methodological innovations refinements and state of the art developments and perspectives in the analysis of multilevel data including current best practices of standard techniques We believe this volume will be particularly appealing to researchers in domains including but not limited to educational policy and administration educational psychology including school psychology and special education and clinical psychology In fact we believe this volume will be a desirable resource for any research area that uses hierarchically nested data The book will likely be attractive to applied and methodological researchers in several professional organizations such as the American Educational Research Association AERA the American Psychological Association APA the American Psychological Society APS the Society for Research on Educational Effectiveness SREE and other related organizations

The Metrics of Teacher Effectiveness and Teacher Quality Research Andrew Skourdoumbis, Shaun Rawolle, 2020-03-05 Most developed nations measure the performance of teachers in audit evaluations of school productivity Accountability metrics such as teacher effectiveness and teacher quality dominate evaluations of student outcomes and shape education policy The Metrics of Teacher Effectiveness and Teacher Quality Research explores how these metrics distort analyses of student achievement sideline broader contextual and systemic influences on learning reinforce input output analysis of schooling and skew the educational debate Focusing on recent phases of school education policy reform this book utilizes qualitative data from classroom teacher participants to examine how and why issues of teacher effectiveness and teacher quality figure so prominently in policy reform and why pressing matters of social class school funding and broader contextual influences are downplayed The authors use this information to suggest how teachers can develop their role as pedagogic experts in a highly scrutinized environment This book will be of great interest to education academics and postgraduate students specializing in teacher performance accountability and governance

Psychometrics C.R. Rao, Sandip Sinharay, 2007 This volume representing a compilation of authoritative reviews on a multitude of uses of statistics in epidemiology and medical statistics written by internationally renowned experts is addressed to statisticians working in biomedical and epidemiological fields who use statistical and quantitative methods in their work While the use of statistics in these fields has a long and rich history explosive growth of science in general and clinical and epidemiological sciences in particular have gone through a sea of change spawning the development of new methods and innovative adaptations of standard methods Since the literature is highly scattered the Editors have undertaken this humble exercise to document a representative collection of topics of broad interest to diverse users The volume spans a cross section of standard topics oriented toward users in the current evolving field as well as special topics in much need which have more recent origins This volume was prepared especially keeping the applied statisticians in mind emphasizing applications

oriented methods and techniques including references to appropriate software when relevant The contributors are internationally renowned experts in their respective areas This volume addresses emerging statistical challenges in epidemiological biomedical and pharmaceutical research It features methods for assessing Biomarkers analysis of competing risks clinical trials including sequential and group sequential crossover designs cluster randomized and adaptive designs and structural equations modelling and longitudinal data analysis

How Interval and Fuzzy Techniques Can Improve Teaching Olga Kosheleva, Karen Villaverde, 2017-10-23 This book explains how to teach better and presents the latest research on processing educational data and presents traditional statistical techniques as well as probabilistic interval and fuzzy approaches Teaching is a very rewarding activity it is also a very difficult one because it is largely an art There is a lot of advice on teaching available but it is usually informal and is not easy to follow To remedy this situation it is reasonable to use techniques specifically designed to handle such imprecise knowledge the fuzzy logic techniques Since there are a large number of statistical studies of different teaching techniques the authors combined statistical and fuzzy approaches to process the educational data in order to provide insights into improving all the stages of the education process from forming a curriculum to deciding in which order to present the material to grading the assignments and exams The authors do not claim to have solved all the problems of education Instead they show using numerous examples that an innovative combination of different uncertainty techniques can improve teaching The book offers teachers and instructors valuable advice and provides researchers in pedagogical and fuzzy areas with techniques to further advance teaching

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and

online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Assessing Teachers for Professional Certification Lawrence Ingvarson, John Hattie, 2008-02-04 The National Board for Professional Teaching Standards NBPTS in the USA is the most ambitious and successful attempt by any country to establish a certification system for recognizing and rewarding teachers who reach high professional standards This book focuses on The National Board for Professional Teaching Standards NBPTS

How to Create World Class Teacher Compensation Allan Odden, 2008 This presentation is based on the following principles 1 The key accountability for schools is to improve student performance 2 Teachers in the classroom including those in hard to staff fields such as math and special education and their instructional practice are the single most important factors that will lead to improved student performance 3 Teacher compensation is the single biggest part of the education budget often more than 60% 4 Therefore linking pay to teacher performance instructional practice that produces student learning gains is the best way to expend money in a way that ultimately improves student performance This book shows how the connections among those principles are playing Web ed

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