

NIAGARA REGION PTA

APRIL 10, 2014

RESOLUTION:

WHEREAS, 40 percent of a teacher's evaluation in New York State is made on the basis of student performance on State and local measures, and the evaluation of teachers based on student test scores has been shown to be both invalid and unreliable, and therefore inappropriate tools for evaluating teacher quality and decisions affecting employment (1, 2, 3, 4);

RESOLVED, that the NYS PTA call on the Governor of the State of New York, the Board of Regents of the State University of New York, and the Commissioner of the State Education Department to institute a delay on the use of students' test scores to evaluate and make employment decisions about teachers; and be it

RESOLVED, that the NYS PTA call on the Governor of the State of New York, the Board of Regents of the State University of New York, and the Commissioner of the State Education Department to institute an independent and comprehensive review of current teacher evaluation policy in New York State and alternative teacher evaluation systems.

SUMMARY STATEMENT:

There is a near universal agreement among testing experts and social scientists that inferences about teacher quality on the basis of student test scores are both invalid and unreliable for making high stakes employment decisions. Standardized tests and Student Learning Objectives (SLOs) are not designed as teacher evaluation tools, and therefore should not be used for that purpose.

There is a need for accurate and fair evaluations of teachers. For these evaluations to support the development of a world-class teacher corps in New York State, a thorough review of best practices in evaluation must be undertaken, and include all stakeholders. The results of this independent review should inform the development of state policy.

Citations

1. NYS Code, 3012c: <http://schools.nyc.gov/Offices/advance/Background/Policy+Context/default.htm>
2. Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Linn, R. L., ... Shepard, L. A. (2010). Problems with the use of student test scores to evaluate teachers. EPI Briefing Paper # 278, Economic Policy Institute. Retrieved from <http://www.epi.org/publication/bp278>
3. Baker, B. D., Oluwole, J. O., & Green, P. C. I. (2013). The legal consequences of mandating high stakes decisions based on low quality information: teacher evaluation in the race-to-the-top era. *Education Policy Analysis Archives*, 21. Retrieved from <http://epaa.asu.edu/ojs/article/view/1298>
4. Edward H. Haertel. (2013). Reliability and validity of inferences about teachers based on student test scores. Educational Testing Service. Retrieved from <http://www.ets.org/Media/Research/pdf/PICANG14.pdf>