



# Draper Notes

December 8, 2014

## Teacher Evaluation and High Stakes Testing

It was interesting to read the superintendent's comments in the *Charlotte Sun Herald* regarding the DeSoto teacher evaluation scores for the 2013.2014 school year. These scores were specifically compared by the superintendent to the 2012.2013 scores. The superintendent was pleased with the improvement despite the fact that all DeSoto elementary schools received an **F** for 2013.2014.

Perhaps the superintendent should read *Evaluating Teacher Evaluation* by Linda Darling-Hammond, who states, *Using Value Added Models* (such as Florida's high stakes testing program) *for individual teacher evaluation is based on the belief that measured achievement gains for a specific teacher's students reflect that teacher's effectiveness. This attribution, however, assumes that student learning is measured well by a given test, is influenced by the teacher alone, and is independent from the growth of classmates and other aspects of the classroom contact. None of these assumptions is well supported by current evidence.*

The superintendent should advocate against the use of tests correlated to FCAT or the Common Core (Florida Standards) as a measure of teacher effectiveness. In addition, the use of these evaluation categories from Highly Effective to Unsatisfactory are controlled by locally established cut points developed by the superintendent for each category. This means that each Florida school district has different cut points for the Highly Effective to Unsatisfactory categories. These cut points are controlled by the local superintendent.

Evaluating teachers by student performance on high stakes testing is a flawed concept. This is evidenced by falling school grades with increased teacher performance.

[The Phi Delta Kappan](#), Vol. 93, No. 6 (March 2012), pp. 8-15 (Linda Draling-Hammond, 2012)