**CATE Presentation on Teacher Effectiveness by Lorrie Shepard**

**September 30, 2011**

***Items referenced in presentation***

Link to EPI Briefing Report (2010)

**epi**.3cdn.net/b9667271ee6c154195\_t9m6iij8k.pdf

Downloadable presentation and executive summary from SCEE (SCEE slides referenced in Shepard presentation came from this)

http://www.cde.state.co.us/EducatorEffectiveness/Partner-SCEE.asp

CDE Link to SCEE

<http://www.cde.state.co.us/EducatorEffectiveness/Partner-SCEE-Survey.asp>

CDE Educator Standards

<http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

Assessments for Student Growth (only one piece of the menu of options)

<http://www.cde.state.co.us/cdeassess/index_assess.html>

**Closing remarks (not included in SCEE slides)**

***Validity Evaluation***

What an evaluation system needs to do?

Claims and counter-claims frame evaluation

* What is the validity evidence for each of the measures of effectiveness and for the system as a whole. Are ineffective teachers being “weeded out” of the system?
* Are effective teachers being identified and rewarded? Are they being retained in the system?
* Are effective teachers better distributed to high-needs schools?
* Are the best students (academically and with commitment) being recruited into teaching?

***Example of Validity worry***

Hill, Kapitula, Umland, AERJ (2010)

**Teacher Preparation needs to align with district measures of effectiveness**

* Coherence in quality standards and measures between teacher prep and district performance evaluation enhances professional development
* At CU Boulder we have begun using QUC and student feedback as part of candidate formative feedback
* VAM and Colorado Growth Model are more accurate in aggregate than for individual teachers and therefore better for program evaluation

Using Colorado Growth Model to evaluate TE program?