

Measures of Teaching Effectiveness PEPSC Pilot-Framing Workgroup Recommendation

1. Articulation of the purpose of the measures as related to informing teaching effectiveness
 - a. The measures provide metrics/evidence for teachers that demonstrate teaching effectiveness.
2. Identification of components of a menu of multiple tools to produce evidence of teaching effectiveness
 - a. Content and pedagogy components as delineated by the INTASC standards and can or should be evaluated with the following measures:
 - i. Examinations: edTPA/PPAT and/or Praxis II/Pearson
 - ii. State-created suite of Micro-credentials
 - iii. Multi-observer Performance Review (tools designed to provide evidence of mastery in the classroom setting to include administrator observation, advanced teacher (AL) feedback, peer evaluations, student surveys)
 - iv. EVAAS or other measures of academic growth
 - v. Completion of a SBE-approved Educator Preparation Program
 - vi. Other tools designed to determine competency in content and/or pedagogy
3. Establish the connection between measures and the INTASC standards to ensure that they are meeting the intended standards for a particular license level.

INTASC Learning Progressions for Teachers 1.0: A resource for ongoing teacher development (2013) will serve as the basis for developmental structure and language of practice across the pathways

 - a. Apprentice: Associate's degree (or commensurate number of credit hours); 60 semester hours toward a bachelor's degree.
 - b. License I: Determination of which standards and/or at what level of competence to qualify - bachelor's degree added
 - c. License II: Determination of which standards and/or at what level of competence to qualify
 - d. License III: All ten standards at least at the proficient level
 - e. License IV: All ten standards at the proficient level with selected standards at the mastery level
4. Articulation of basic expectations to establish validity and reliability of the tools
 - a. Ensure that the created tool has been validated by experts and educators in the field
 - b. Reliability of the data obtained from validated measures to be determined in pilot phase
 - c. The validity and reliability of an individual measure should be in place prior to that measure being used to determine compensation or licensure status.

Working Group Addendum

- Measures are equal in importance to move from one license level to another level. One isn't viewed as better or more rigorous.
- Different assessment pathways to a particular licensure level should reflect equivalent levels of teaching effectiveness.
- Multiple measures could be used to meet all INTASC standards.