



ACTIVITY 3.7

Should Teachers Be Held Accountable for Assessment Competence Through Evaluation?

PURPOSE

The more frequent debate centers on whether student standardized test scores should be used as part of teacher evaluation. This leadership team activity asks you as school leaders to think about whether teachers should be evaluated for assessment competence and if so, what the criteria for that evaluation should include. Teacher evaluation criteria and instruments vary greatly and may or may not contain indicators of classroom assessment competence.

TIME

45–60 minutes

MATERIALS NEEDED

- Interactive whiteboard or flip chart
- Copies for each participant of the forms you use for teacher evaluation

SUGGESTED ROOM SETUP

Tables and chairs set for ease of discussion among participants

DIRECTIONS

Collect copies of the forms used for teacher evaluation in your school or district. Using the forms, make a separate list of the criteria that relate to assessment competence that are currently included.

In your group, discuss the following question:

Should teachers be held accountable for assessment competence through evaluation?

1. If your answer is “Yes,” begin to list criteria, in addition to what may already be included, that you believe should be part of the evaluation document. The criteria would describe the specific knowledge and/or skills that you would want teachers to be able to demonstrate routinely in assessment. In Activity 2.3, you reviewed indicators of sound classroom assessment practice. These same indicators can be underpinnings for the criteria you establish in the evaluation document.
2. If your answer is “No,” explain why you do not believe assessment competence should be part of teacher evaluation.

CLOSURE

This issue, and therefore the activity itself, may be complicated by the fact that many schools and districts no longer use a summative form or process for teacher evaluation. The traditional classroom observation by the principal and checklist with criteria/indicators used for pre- and/or postevaluation conferences about individual strengths and areas for improvement has been replaced in some schools. In many cases, evaluation systems rely more on formative processes, where the teacher selects a few, focused professional-growth goals or instructional goals, sometimes in partnership with the supervisor. Indicators of assessment competence would not necessarily be part of that model or others similar to it. If that is the case in your system, what other ways can schools and districts ensure each teacher is a competent assessor of student learning?

To assist those who wish to add assessment competence to their summative evaluation, the main question to be addressed is, “What are the indicators of competence we want to see demonstrated?” You can compare answers generated in this activity to indicators in several of the other activities in this guide, as well as to the list of principles of assessment *for* learning.