
Tucker and Stronge focus on four assessment systems that use student learning as a gauge of teacher efficacy. The authors examine the strengths of each system’s approach, report on insights provided by teachers and administrators working with each of them, and discuss ways to implement similar methods in other schools and districts.

**Oregon Teacher Work Sample Methodology.** This qualitative approach examines students’ progress based on teachers’ desired outcomes for these students. The system requires teacher documentation of an “extended sample” of work, including elements such as expected learning outcomes, results from an assessment of students prior to instruction, a description of the context in which teaching and learning occur, and a student-by-student assessment of growth in learning.

**Thompson School District Professional Evaluation System.** Tucker and Stronge characterize this Colorado system as “straightforward and considerably less complex and expensive to implement than many models.” The approach links teacher performance standards, teacher evaluation, and professional development/performance improvement efforts. Student progress is gauged using pre- and post-instruction standards-based measures.

**Performance Evaluation Program (PEP).** This system, developed by the Alexandria, Virginia, School District, includes four key elements: formal observations; informal observations; portfolios; and academic goal-setting. Teachers set annual quantifiable goals related to student progress each year, and then provide information about how well each of these goals was met during the evaluation process.

**Tennessee Value-Added Assessment System.** This much talked-about approach was developed to provide an accountability mechanism for schools and districts. However, the teacher-level data made available through the system can be used by teachers for self-assessment and by principals as they work with individual teachers.

Resources: [www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RP_Summer04.pdf](http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RP_Summer04.pdf)

Posted at this site is “Teachers Matter: Evidence from Value-Added Assessments,” an article published in *Research Points* by the American Educational Research Association. Although brief, the article provides a helpful overview of how value-added assessment works and presents some potential advantages and disadvantages if used with teacher evaluation.