



National Council on Teacher Quality

**Assessment in the Classroom –  
Bringing it All Together**

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National Center for the Improvement of Educational Assessments

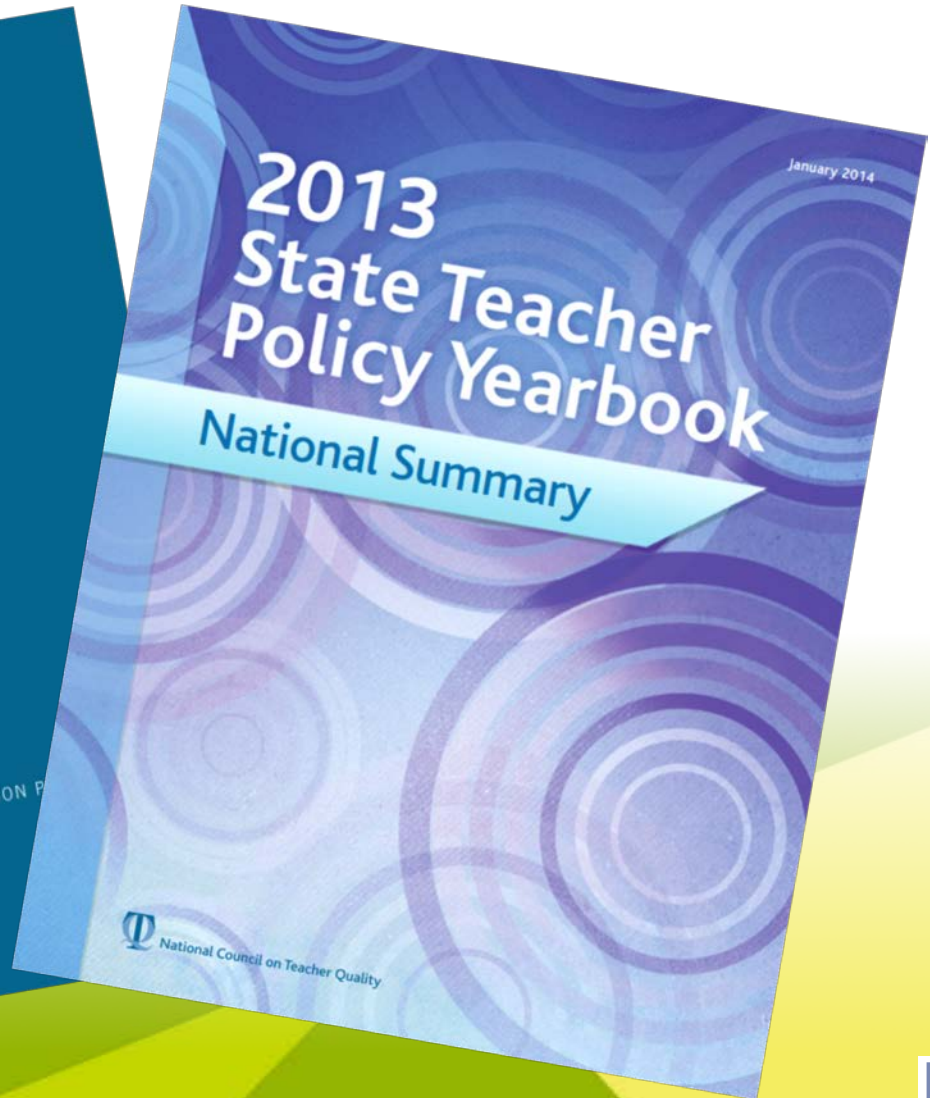
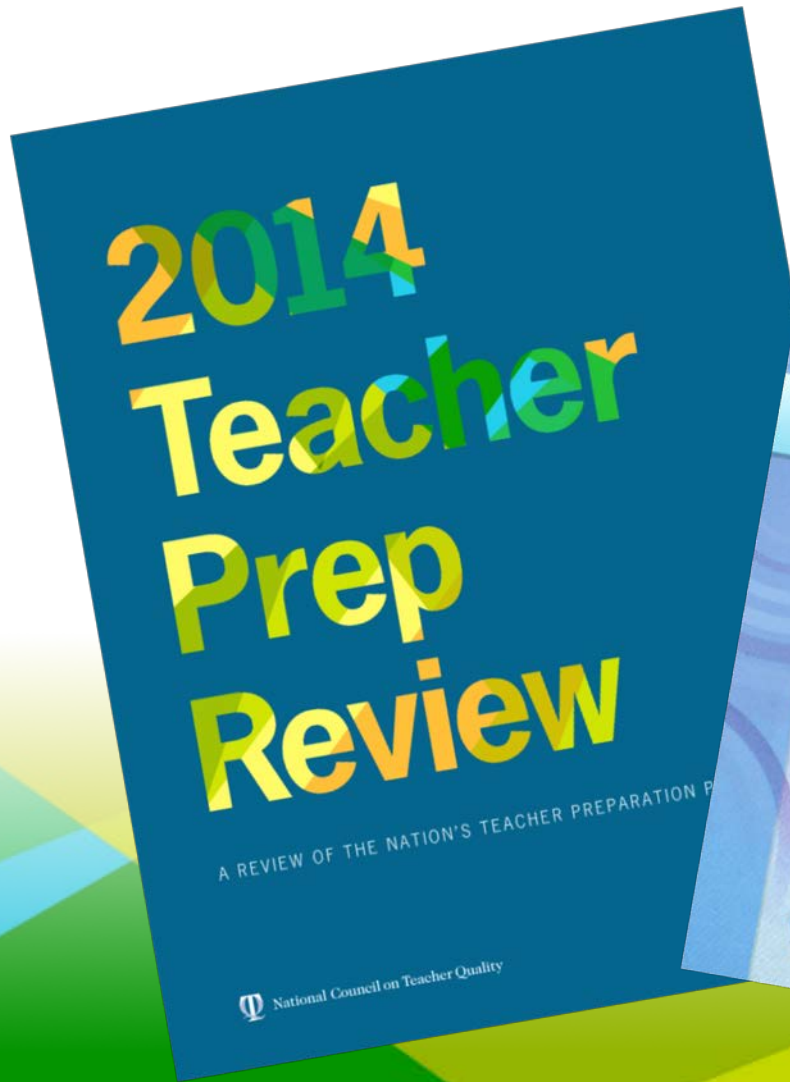
2014 Reidy Interactive Lecture Series

# About NCTQ


- Non-partisan, non-profit research and policy group
- Committed to increasing the accountability and transparency of the institutions having the greatest impact on teacher quality:
  - States
  - Teacher preparation programs
  - Teacher unions
  - School districts



# Related NCTQ Work



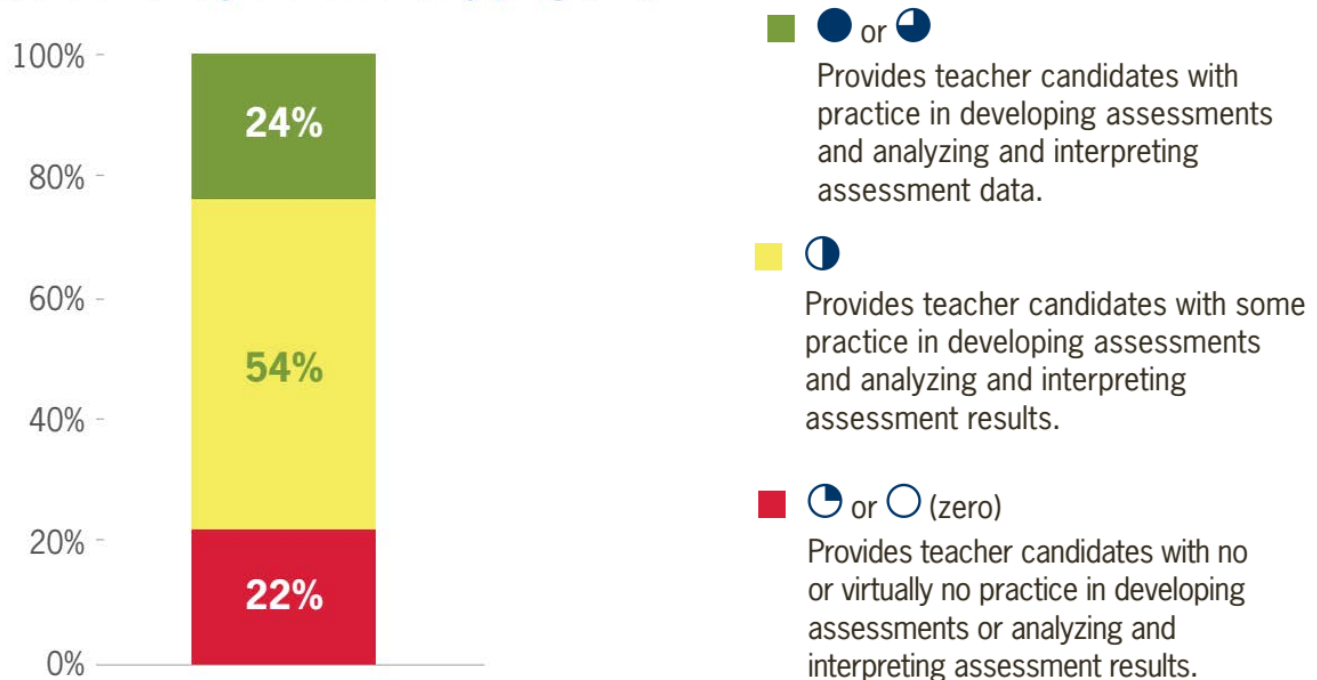
# Building a Culture and Capacity for Effective Assessment Use

- Starts with teacher prep, continues once teachers are in the classroom
  - Recognition that assessment is fundamental part of teaching and learning
  - Takes leadership, ongoing support, and time
- 


# Teacher Preparation

- Most programs provide insufficient preparation in assessment and data use.

Distribution of scores on Std. 12: Assessment and Data  
(N=690 elementary and secondary programs)



# Program Weaknesses

- Few assignments that require teacher candidates to analyze data and use data to plan instruction.
  - Almost all assessments activities require only individual, not collaborative, practice..
  - Rare to see full range of classroom assessments addressed.
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# Standardized Tests

- Half the programs in our sample have standardized tests as a topic in coursework.
- Often the only type of assessment specifically identified in course materials.
- Not uncommon to see anti-testing bias of instructors clearly articulated in course materials.

# Policy Levers

- Teacher Preparation and Performance Standards identify assessment as a priority.
- Licensure tests and performance assessments to measure whether teachers have assessment knowledge and skills.
- High quality professional development focused on assessment and data use is promoted and supported.
- Assessment and data use are part of teacher performance evaluations.



# Removing barriers


- Assessment is not a dirty word!
  - Parents and policymakers need to understand what assessment is – and isn't – so they will support it.
- Don't ignore teacher weaknesses
  - Some teachers lack vocabulary to be able to talk about and share assessment strategies.
  - Some teachers are lacking important assessment skills.
- Don't ignore teacher strengths
  - Identify and maximize assessment experts
  - Encourage collaborative efforts

# Entrenched obstacles

- Data for data's sake
- Not enough time in the day



# Sustaining efforts

- Teacher prep-district-state alignment
  - Support new teachers so they are not reinventing wheels
  - Document and share successes, not just problems
  - Thoughtful approach to continuous improvement
- 

# Yearbook Dashboard

## Policy Issue: Teacher Preparation

Policy Issues Findings

Policy Grades

Choose Policy Issue

Teacher Preparation

Choose a Sub issue

Admission into Teacher Prep

Optional - choose a state

GO »

share »

### State Policy on Admission into Teacher Prep

Timeframe for testing  
teacher candidates'  
academic proficiency



**29 States** require a test before admission to prep program

Testing candidates'  
academic proficiency



**5 States** require a test normed to college-bound population prior to admission to prep program

Minimum GPA required  
for admission to teacher  
prep



**7 States** require a GPA 3.0 or higher

These data were published in January 2014.

see details »

# Teacher Prep Review Website

National Takeaways

Top Ranked Elementary Programs

Top Ranked Secondary Programs

Special Education

Regional Findings

State Findings

Standard Reports

SEARCH 2014 FINDINGS:

» BY INSTITUTION

» BY STATE OR ZIP

» BY STANDARD

» ADVANCED SEARCH

## What's New

### *Teacher Prep Review 2014 Report*

Teacher Prep Review 2014 is the second edition of NCTQ's annual assessment of the nation's 2,400 teacher prep programs. The Review uncovers early evidence that teacher prep programs are beginning to make changes. It arrives at a time of heightened, unprecedented activity across the nation to improve teacher preparation.

### *Roll Call: The importance of teacher attendance*

This report breaks down teacher attendance for 40 districts in the nation's largest cities in the 2012-2013 school year. We identify districts with the greatest

## 2014 Teacher Prep Review Findings

### By National Ranking

#### ELEMENTARY EDUCATION

Dallas Baptist University	TX
Texas A&M University	TX
Ohio State University	OH
Northwestern State University of Louisiana	LA
University of Dayton	OH

#### SECONDARY EDUCATION

Western Governors University	UT
Lipscomb University	TN
Fort Hays State University	KS
College of William and Mary	VA
Furman University	SC

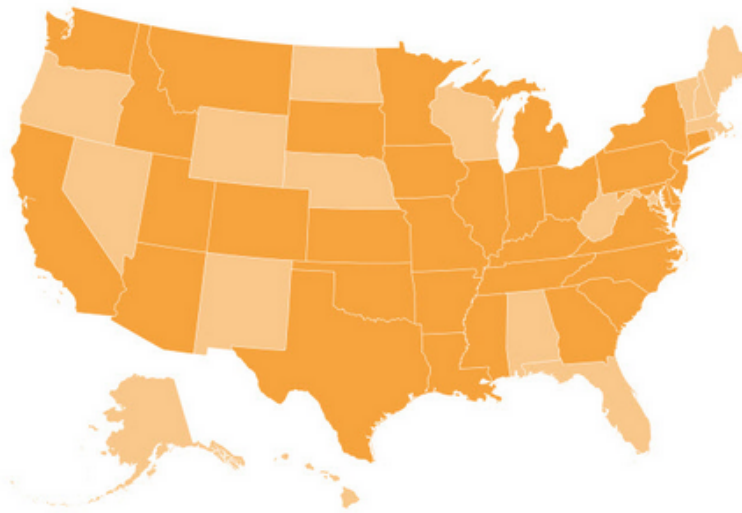
» [View all 412 ranked programs](#)

» [View all 430 ranked programs](#)

### By State

■ States with Top Ranked Programs

Hovering over a state on the map below will reveal that state's Top Ranked programs (if any) as well as its five highest ranked programs. Click on a state for detailed findings about its programs, institution-specific information and specific teacher prep policy recommendations.





*State Teacher Policy Yearbook*

[www.nctq.org/stpy](http://www.nctq.org/stpy)

*Teacher Prep Review 2014*

[www.nctq.org/TeacherPrep](http://www.nctq.org/TeacherPrep)

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