

## Position Statement – Value of Teacher

Research published in January of this year by “Regional Educational Laboratory West”, which serves Arizona, California, Nevada and Utah. The study states that in more than 50 percent of the cases, the growth percentile model in these states, which includes assessment scores, is due "to random and unstable sources. ... Effectiveness estimates are unlikely to provide sufficient reliability for high stakes decisions, such as tenure or dismissal." This study further warns that states should be cautious is using such scores for teacher evaluations.

Concerns that should be addressed include: They may measure general aptitude, but not necessarily what is taught in that class. Also, the rules involving evaluations and test scores are applied unevenly. In secondary school where a high percentage of teachers teach non-tested subjects. Rules in some charter schools differ greatly from those in the public schools. Teachers report difficulties administering the tests that could affect results. For example, do third graders have adequate keyboarding skills to take a test on a computer? Have we made the proper adjustments for special education students? Do students who don't speak English as their first language understand the questions?

Inaccurate year end assessment scores should not be a factor in determining teacher evaluations. Evaluations should be a fair reflection of what occurs in the classroom, not something based on random and unstable data.

Utah PTA appreciates and values the sacrifices of the many teachers of our state. Their professionalism and dedication is critical to the success of all children in Utah.