

Talking Points: Assessing Student and Teacher Performance

- **Value standardized assessments for their original purpose**, as measures of educational attainment and to measure effectiveness of the school community as a whole, identifying gaps in education across schools, districts and demographic sub-groups.
- **Order the:**
 - **Reduction of the “seat time”** devoted to Math and ELA testing in grades 3-8
 - **Suspension of links between teacher performance and student test results** until all planned instructional reforms have been implemented
 - **Appropriation of \$8.4 million requested by the Education Department** to eliminate stand alone field testing and increase the amount of test feedback available to teachers and parents
- **Implement the use of NYS Teaching Standards and Performance Indicators** adopted by the Regents in 2011 as the primary basis for assessing individual teacher performance as well as for building and delivering effective professional development programs.
- **Create an environment that:**
 - **Judges the performance of individual educators** based on how each teacher or principal uses diagnostic data to improve instruction
 - **Holds local administrators responsible** for productive performance review of the teachers they supervise
 - **Rejects the Governor’s proposal** to base 35% of a performance review on outside observer judgment
- **Employ** rubrics that make teacher performance assessment more objective and develop the skills of local administrators to use them.