ABSTRACT

DISSERTATION: Teacher Perception of Locally Developed Value-Added Measures

STUDENT: Jack S. Pettit

DEGREE: Doctor of Education in Leadership

COLLEGE: Teachers College

DATE: December 2019

PAGES: 117

Value Added Measures (VAMs) have been developed to measure teacher, school, and district effectiveness for state and federal accountability purposes. Previous VAM research has focused on defining, justifying, critiquing, and exploring the statistical validity of VAMs. This study will attempt to bridge the literature gap regarding implications of VAMs on teaching practice. The research methods utilized in the study are mixed, and a case study format is used. The population of the study consists of teachers in the United States who work in a school in which a VAM is utilized. However, the case study is delimited to a single setting. The setting for the study is a high-achieving, suburban, high school in Northwest Indiana with approximately 2,750 students. The quantitative research question of the study examined how the adoption of a single high school’s VAM shaped and influenced teacher practice. Quantitative results indicate that teacher practices only changed in two areas (1) the use of strategies in which teachers asked students to revise knowledge and, (2) teachers developing lessons in which students had to identify their own learning resources. Qualitative research examined any changes that occurred since VAM implementation. Teacher responses indicated that there have been changes in teacher practice, but not due to VAM. Technology and student performance on high-stakes, end-
of-course assessments were cited as the two factors most responsible for change in teacher practice.