<http://education.washington.edu/>> The Role of Value Added Measures in an Evidence-Based Framework for Improving Teacher Preparation and Development  
**As part of the *Teachers for a New Era*** effort at the University of Washington’s College of Education, researchers Marge Plecki and Ana Elfers have developed an initial framework for collecting and analyzing evidence of teacher and student learning for program improvement.  The framework includes evidence along the continuum of teacher activities, as teachers progress from applicant through employment into the teacher workforce.  As an illustrative case within the framework, they used state data to examine the value-added scores for 5th grade teachers statewide and asked the question:  to what extent are teachers’ years of experience and the institutions from which they obtained their teacher training predictive of student achievement using value-added measures? Their initial findings suggest that teaching experience matters.  Overall, fifth-grade teachers with less than three years of experience had lower value-added measures than more experienced teachers. They also found variation across teacher education programs in the effectiveness of the teachers they were providing to Washington schools, with some institutions graduating teachers who have a significantly greater effect on student achievement.   The researchers conclude that value-added measures can and should be part of a comprehensive evidence-based framework for improving teacher preparation and development in Washington state.  However, given significant data limitations and the need for further development of value-added methods, use of these measures has limited application at this time.  And these measures aren’t sufficient on their own; they need to part of a more comprehensive system of evidence.  The systematic collection of evidence can enable teacher preparation institutions – and others who share accountability for the development of high quality teachers – to be responsive to the needs of new teachers, as well as the schools and districts that employ them.  In the coming months, the UW College of Education aims to work with colleagues across the state to develop a more robust evidence-based framework. Read Research Brief » <[http://education.washington.edu//research/e-rtm/2011/march/TNE\_FINAL\_ResearchBrief%283-30-11%29.pdf](http://education.washington.edu/research/e-rtm/2011/march/TNE_FINAL_ResearchBrief%283-30-11%29.pdf)> Read Full Report » <[http://education.washington.edu//research/e-rtm/2011/march/Plecki&Elfers\_TNEpaper%283-30-11%29.pdf](http://education.washington.edu/research/e-rtm/2011/march/Plecki&Elfers_TNEpaper%283-30-11%29.pdf)