Are teachers’ impacts on students’ test scores, commonly known as “value-added” models, a good measure of teacher quality? The keynote address will present a non-technical overview of the results of recent research on this question, highlighting areas of consensus and contention in the research community. I will discuss recent work with my colleagues, John Friedman and Jonah Rockoff, in which we track two and one-half million children from childhood to adulthood to assess the impacts of elementary school teachers on student’s earnings and other long-term outcomes. I will also compare other measures of teacher quality, such as principal evaluations, to value-added metrics. The talk will conclude with a discussion of implications for education policy.