



LEARNING POINT
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Evaluating Teacher Effectiveness: Research and Resources

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September 2010

Learning Point Associates

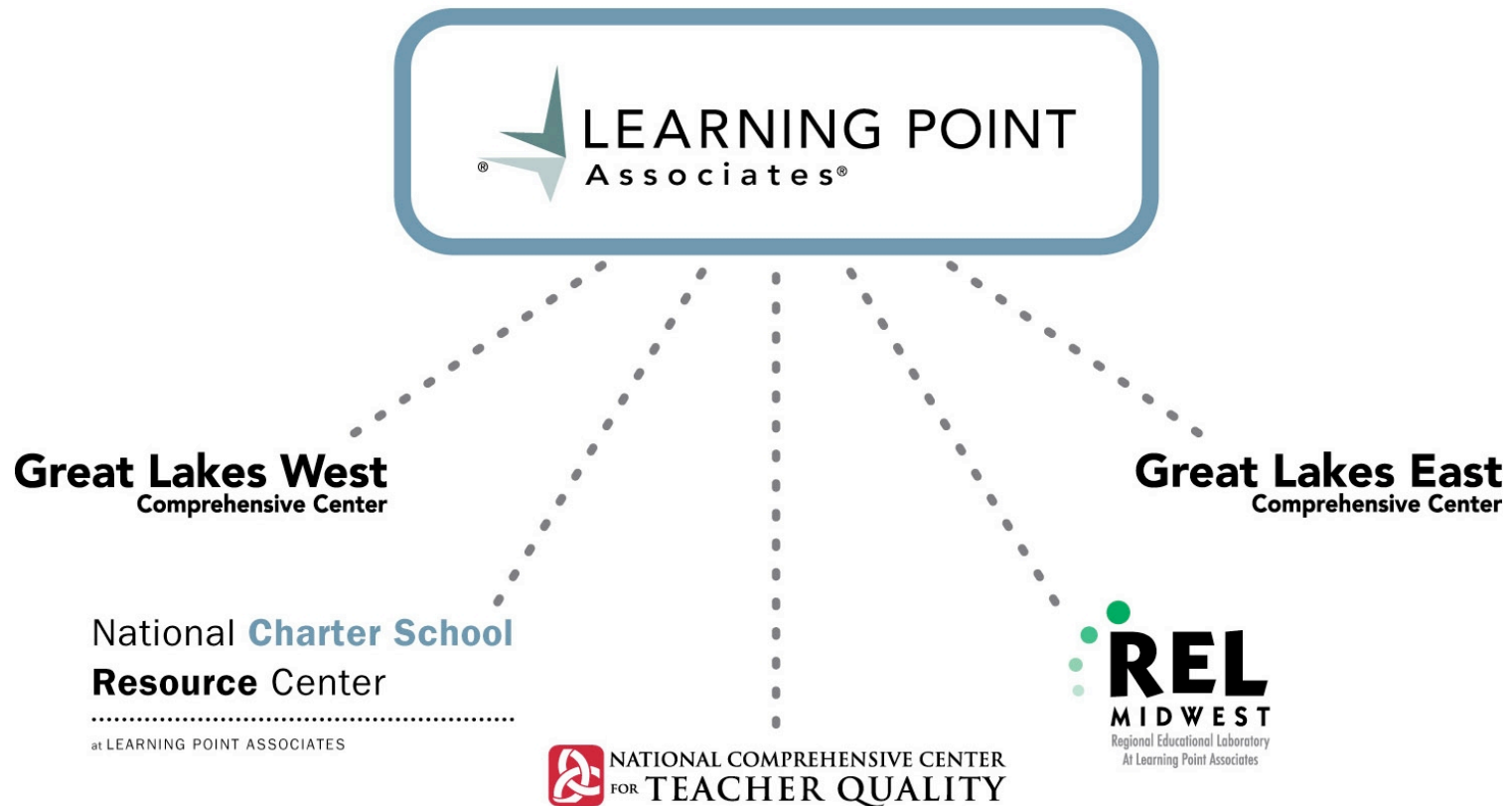


Learning Point Associates is an affiliate of American Institutes for Research.

We envision an education system that works for all learners.

We deliver knowledge, strategies, and results so educators will make research-based decisions that produce sustained improvements throughout the education system.

Our Federal Contracts and Grants



Why Focus on Teacher Effectiveness?



The research and data are clear: Teacher quality is the single most important variable impacting student achievement (Rivkin, Hanushek & Kain, 2005; Rockoff, 2004).

Research on Teacher Evaluation

- On average, nontenured teachers are evaluated twice a year and tenured teachers once every three to five years (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007).
- Approximately 59% of teachers report that there are a few teachers in their building who “fail to do a good job and are simply going through the motions”; 18% report that there are more than a few of such teachers (Public Agenda & Learning Point Associates, 2009).

School Improvement Grants

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- A. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates
- B. Are designed and developed with teacher and principal involvement

School Improvement Grants

1. Identify and reward school leaders, teachers, and other staff who increase student achievement and high school graduation rates
2. Identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
3. Provide ongoing, high-quality, job-embedded professional development
4. Implement financial incentives, increased opportunities for promotion and career growth, or more flexible work conditions

Measuring Educator Effectiveness

There is no universally accepted method for estimating teacher effectiveness.



Many instruments are not validated, and many use poorly developed instruments (Donaldson, 2010).

Why Evaluate Teachers and Leaders?



The ultimate goal of all evaluation should be...
to improve teaching and learning.

Factors Affecting the Measurement of Educator Effectiveness

The measurement of educator effectiveness is affected by various factors:

- What is valued
- Current technological advances and limitations
- Data, evidence, and information
- Resources (staff, money, time, policy levers)
- The cooperation of the teachers themselves
- The availability of quality measures/rubrics



Definition of Effective Teachers

Goe, Bell, and Little (2008, p. 8) provide a five-point definition of *effective teachers*:

- “Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.”
- “Effective teachers contribute to positive academic, attitudinal, and social outcomes for students, such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.”

Definition of Effective Teachers...

- “Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.”
- “Effective teachers contribute to the development of classrooms and schools that value diversity and civic mindedness.”

Definition of Effective Teachers...

- “Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.”

Measures of Teacher Effectiveness

- Value-added models
- Classroom observations
- Portfolios
- Analysis of teachers' assignments or students' work
- Documentation of teachers' positive contributions to the school
- Teacher self-reports of practice
- Student and parent surveys
- Documentation of teacher leadership and mentoring

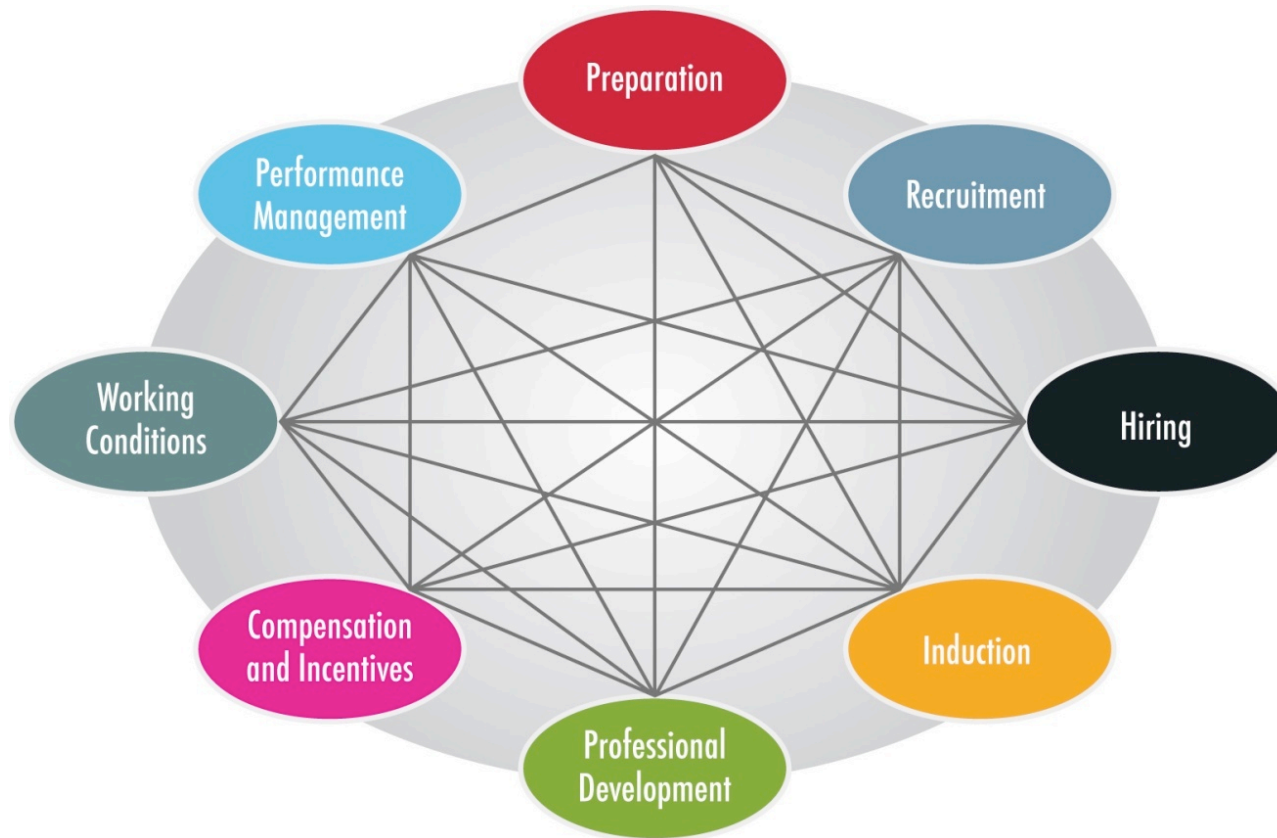
Source: Goe, Bell, and Little (2008)

Examples of These Measures

<http://www3.learningpt.org/tqsource/GEP/>

The screenshot displays the website for the National Comprehensive Center for Teacher Quality. The page is titled "Guide to Teacher Evaluation Products" and features a navigation menu on the left with links such as Home, About Us, TQ Connections, Technical Assistance, and Toolbox. The main content area is divided into two columns. The left column, titled "Types of Evaluation Products", lists various measures including Classroom Observations, Instructional Artifacts, Portfolios, Teacher Self-Report Measures, Student Surveys, Value-Added Models, Student Performance Measures, and Combination Models. The right column, titled "Search Evaluation Products", contains a search form with dropdown menus for "By Evaluation Type", "By Subject", "By Grade", and "By Use of Evaluation", along with a "By Keyword" field and a "Search" button. The website is viewed in a Windows Internet Explorer browser window, with the address bar showing the URL <http://www3.learningpt.org/tqsource/GEP/>. The Windows taskbar at the bottom shows the Start button and several open applications, including an Outlook inbox, a PAEC document, and the current website.

Interconnected Components Help Teachers and Leaders Thrive



Source: Behrstock, Meyer, Wraight, & Bhatt (2009, p. 6)

Building a New System of Performance Management

The six-step process:

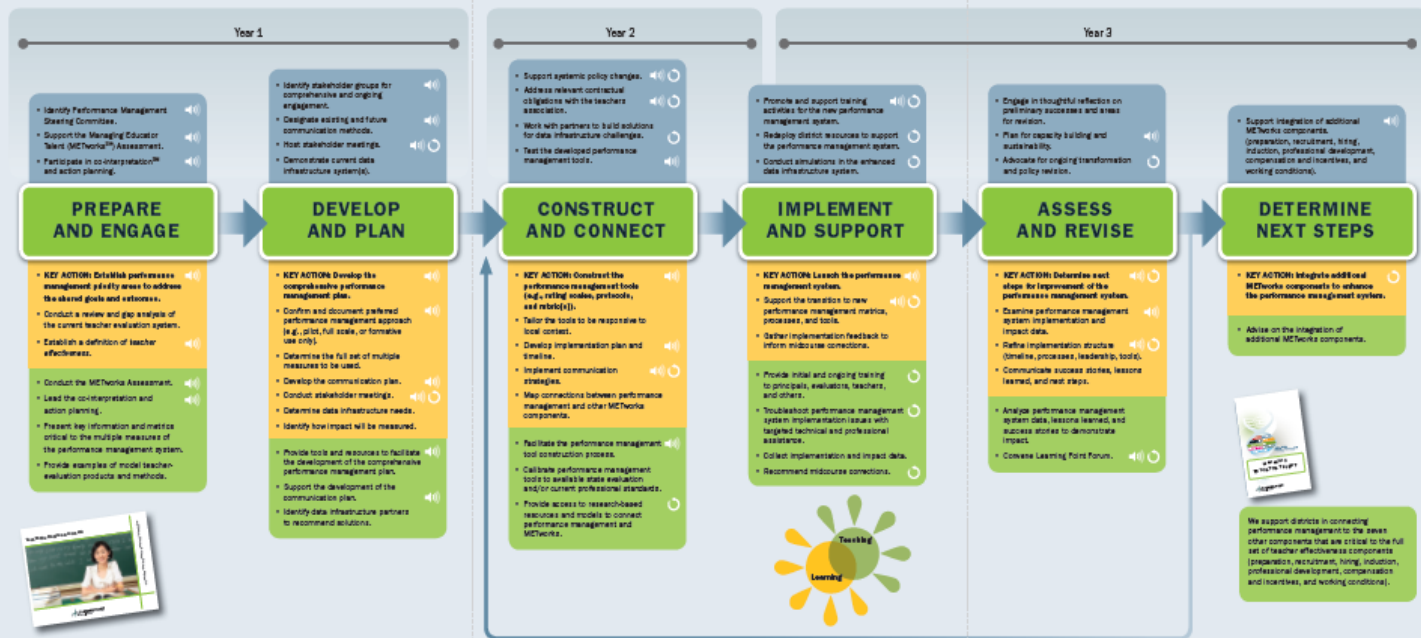
- Prepare and engage
- Develop and plan
- Construct and connect
- Implement and support
- Assess and revise
- Determine next steps

The Path to a New System for Performance Management

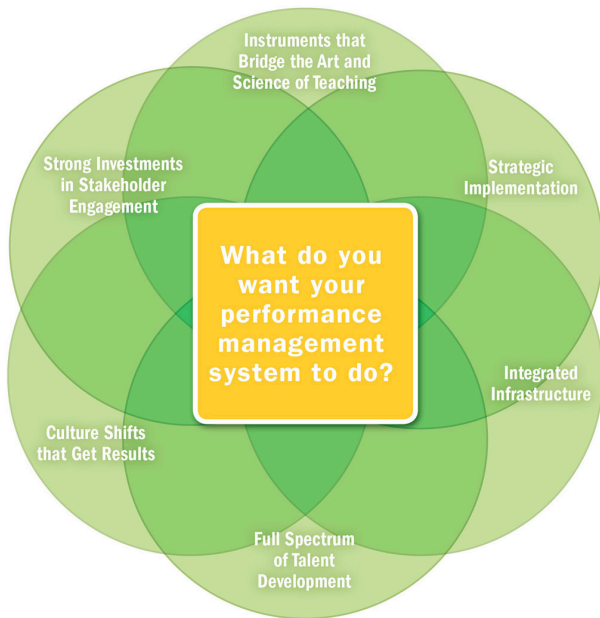
PERFORMANCE MANAGEMENT ADVANTAGE

The Performance Path

The Performance Path illustrates the collaborative journey that our staff travel with districts to create smart evaluations, bridging the art and science of teaching.



Key Elements Required



- Strong investments in stakeholder engagement
- Full spectrum of talent development
- Instruments that bridge the art and science of teaching
- Integrated infrastructure
- Culture shifts that get results
- Strategic implementation

References

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