

# Assessing Teacher Effectiveness

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# The Complexity of Teaching

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“After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

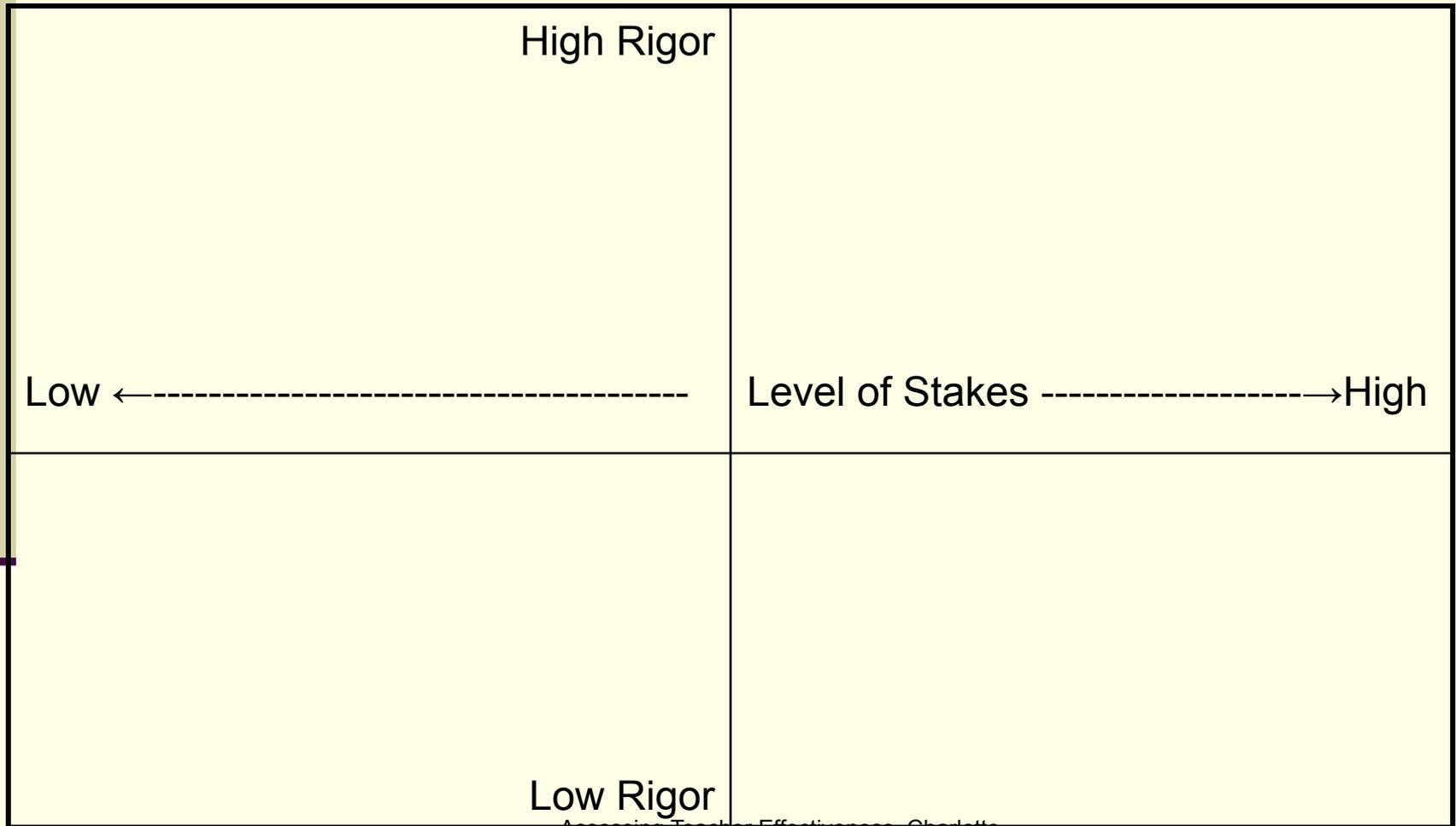
Lee Shulman, *The Wisdom of Practice*

# Why Assess Teacher Effectiveness?

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- Quality Assurance
- Professional Learning

# Teacher Evaluation System Design



# Teacher Evaluation System Design



# Defining Effective Teaching

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Two basic approaches:

- Teacher practices, that is, what teachers *do*, how well they do the work of teaching
- Results, that is, what teachers *accomplish*, typically how well their students learn

# Defining What Teachers *Do*

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Two basic approaches:

- As judged by internal assessors, within the school or district, based on specific criteria
- As judged by external assessors, for example National Board Certification

# Defining What Teachers *Do*

## The Four Domains

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Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

# The Framework for Teaching

## Second Edition

### **Domain 1: Planning and Preparation**

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

### **Domain 3: Instruction**

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

### **Domain 2: The Classroom Environment**

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

### **Domain 4: Professional Responsibilities**

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

# Common Themes

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- Equity
- Cultural sensitivity
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology
- Student Assumption of responsibility

# Domain 2: The Classroom Environment

## 2a: Creating an Environment of Respect and Rapport

Figure 4.2b

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT**  
 Elements:  
 Teacher interaction with students • Student interaction *with one another*

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student Interactions with one another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

# Features of The Framework for Teaching

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- Comprehensive
- Grounded in research
- Public
- Generic
- Coherent in structure
- Independent of any particular teaching methodology

# Assumptions of Defining Teacher Effectiveness Based on What Teachers Do

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- There is consensus on what excellent teachers do, that is, on standards of practice
- Teachers and administrators can accurately identify examples of practice in different contexts
- Administrators have the skill to evaluate performance accurately and consistently based on evidence

These assumptions are difficult, but not impossible, to realize.

# Unintended (but negative) Consequences of Assessing Teacher Practice

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In their concern to “look good” on the rubric, especially if the stakes are high:

- Teachers become “legalistic,” parsing the words, defending their performance
- Teachers adopt a low-risk approach, not willing to try new approaches
- Teachers are unwilling to accept challenging students in their classes
- Teachers may be reluctant to share materials, expertise, etc.

# Unintended (but positive) Consequences of Assessing Teacher Practice

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- Training for teachers and assessors encourages them to better understand good teaching
- Results of the assessment provide specific feedback for teachers on where they should focus their improvement efforts
- The assessment procedures themselves can promote professional learning

# The Nature of Professional Learning

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- Trust
- Self-assessment and self-directed inquiry
- Reflection on practice
- Collaboration and conversation
- A community of learners

What is the evidence?

Questioning and Discussion

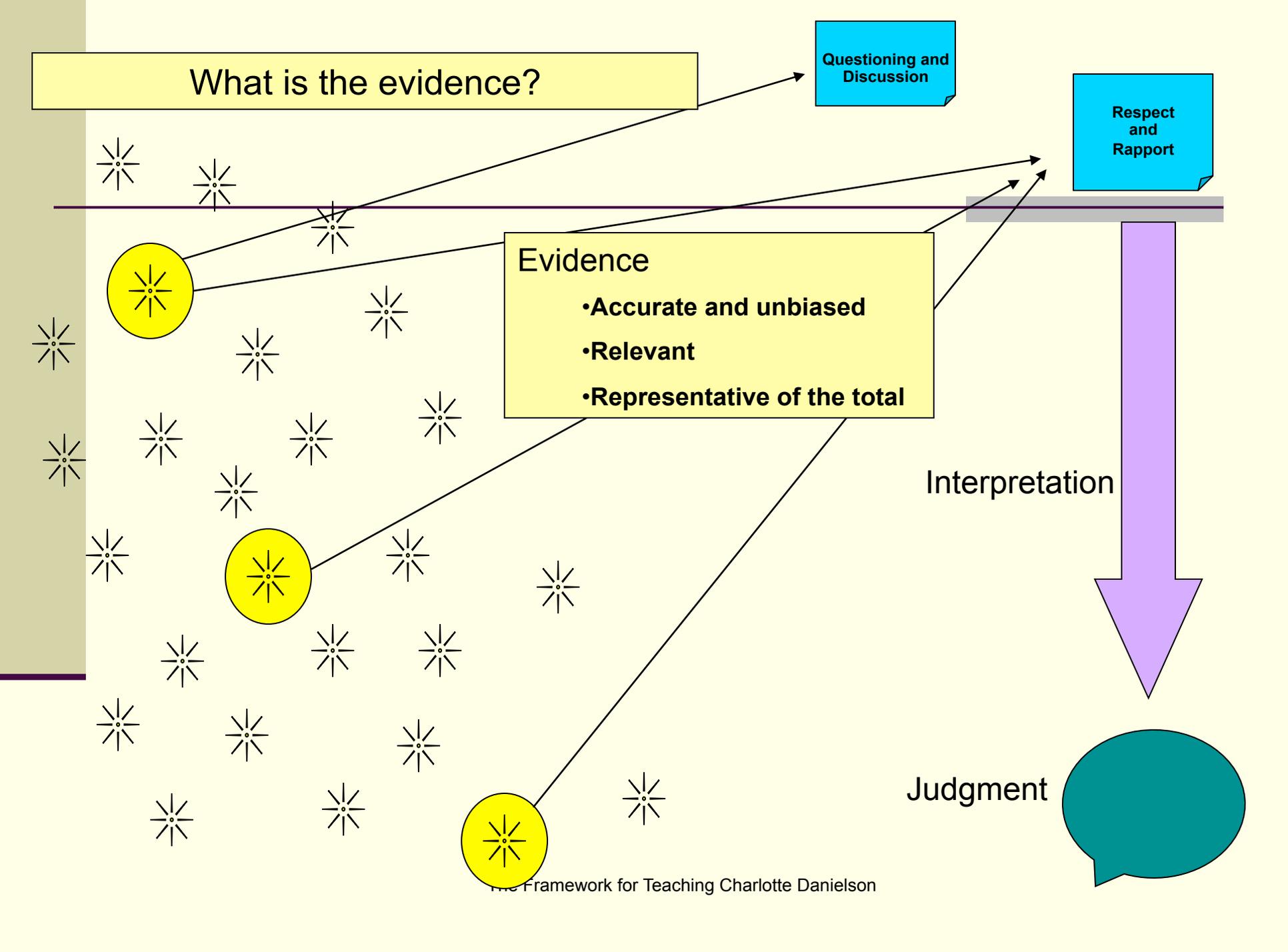
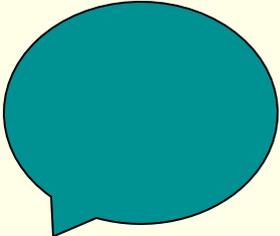
Respect and Rapport

Evidence

- Accurate and unbiased
- Relevant
- Representative of the total

Interpretation

Judgment



# The Classroom Environment

**Figure 6.7**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT**  
 Elements:  
 Teacher interaction with students • Student interaction

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	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

# Challenges in Implementing Robust Teacher Evaluation Systems

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- Clearly defining good teaching
- Building understanding and consensus on the description of good teaching
- Developing instruments and procedures to capture evidence of practice
- Training (and certifying) evaluators
- Structuring expectations to permit time for high-quality evaluation, including time for professional conversation