

How we measure teacher effectiveness is influenced by various factors.

- What is valued
- Our technological advances and limitations
- The data, evidence, and information we have or can acquire
- Availability of rubrics with demonstrated validity
- Understanding of what it takes to do evaluation rigorously
- The resources (staff, money, time, policy levers) available to us
- The cooperation of the teachers themselves
- Our motivation for measuring effectiveness

Teacher Evaluation

Poor

- Evaluator (administrator, peer, district evaluator) gets test scores, does evaluation → puts results in a file cabinet and forgets them

- Discusses results with the teacher → then puts them in a file cabinet and forgets them

- Discusses results with the teacher → they collaboratively decide on a development plan

- Discusses → development plan → provides the teacher with the necessary support, resources, and time to carry out the plan

Best

- Discusses → development plan → support, resources, and time → accountability for progress (for *both* teachers & administrators)

Federal View of Teacher Effectiveness (Race to the Top)

- **Effective teacher:** students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance. (p. 7)

The quandary

- Tension between federal (and sometimes state) pressures and teacher (and sometimes union) beliefs about what should constitute measures and evidence
- Teachers want a greater focus on the job they are doing (instructional quality)
 - Assumes shared responsibility for student learning
- Federal pressures are toward a greater focus on outcomes (student learning)
 - Assumes that teachers are primarily responsible for student learning

Logic Model: Improving Student Achievement by Focusing on Improving Instructional Quality

Evaluate teacher performance using multiple measures

Using results, help *all* teachers identify areas where they can improve instruction

Provide teachers with time, resources, and support to increase knowledge & improve instruction

Teacher instruction improves with support and access to time and appropriate resources

As instruction improves, student learning improves—reflected in tests, other outcomes

Using Evidence to Improve Instruction

- Value-added models (such as Sanders' model) is too far away from the classroom to provide *actionable* evidence to improve learning.
- Standardized test scores (broken down by domains) can tell you a lot about students' knowledge and skills but little about teaching.
- *However, student learning improves because of what teachers do in the classroom.*
- Thus, it is necessary to evaluate *teaching practice* in order to improve student learning.

Measures of Teacher Effectiveness

➤ Evidence of growth in student learning and competency

- Standardized tests, pre/post tests in untested subjects
- Student performance (art, music, etc.)
- Curriculum-based tests given in a standardized manner
- Classroom-based tests such as DIBELS

➤ Evidence of instructional quality

- Classroom observations
- Lesson plans, assignments, and student work

➤ Other evidence (varies, based on local values)

- Administrator/supervisor reports
- Surveys of students and/or parents
- An “evidence binder” created and presented by the teacher

New TQ Center Issue Brief

- Croft, A., Coggshall, J., Dolan, M., & Powers, E. (with Killion, J.) (2010). *Job-embedded professional development: What it is, who is responsible, and how to get it done well*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 3, 2010, from <http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf>

Forthcoming TQ Center Resources

- Goe, L., & Croft, A. (2010, June). *Comprehensive teacher evaluation systems: Methods, measures, and models for improving teaching and learning.*
- Archibald, S., & Goe, L. (2010, June). *Paying for high-quality, sustainable professional development.*