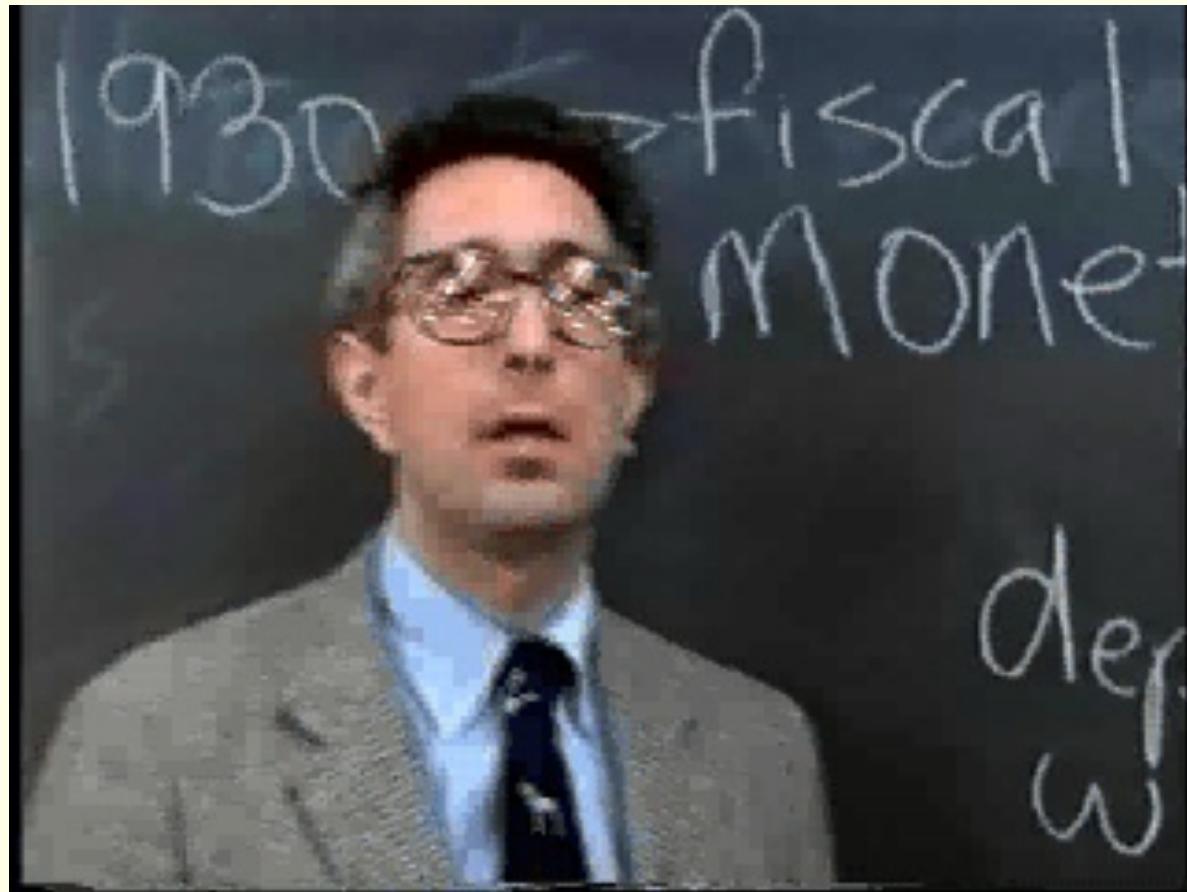

Developing and Assessing Teaching Effectiveness



The Need for More Powerful Teaching



What Do Effective and Equitable Teachers Know and Do?



Effective Teachers...

- Engage students in active learning
- Create intellectually ambitious tasks
- Use a variety of teaching strategies
- Assess student learning continuously and adapt teaching to student needs
- Create effective scaffolds and supports
- Provide clear standards, constant feedback, and opportunities for revising work
- Develop and effectively manage a collaborative classroom in which all students have membership.



Equitable Teachers ...

- Learn to see, hear, and understand the child
- Find out about children's strengths, experiences, and prior knowledge
- Have many tools for scaffolding understanding
- Continually develop culturally responsive practices
- Reinforce students' competence and confidence
- Reach out to children and families



These Qualities are Embedded in Standards for Teaching

- National Board for Professional Teaching Standards (1987)
 - Portfolio used to certify accomplished teaching
- Interstate New Teacher Assessment and Support Consortium (INTASC) (1990)
 - Adopted in > 40 states including California (CSTP)
 - Basis of new licensing assessments
 - Recently revised to reflect Common Core Standards
- Standards-based Teacher Evaluation Instruments used in many districts



How Do We Develop,
Evaluate, and Ensure Effective
Teaching for Every Child?



Teaching Effectiveness Depends on Many Factors

- **Individual teacher knowledge, skills, and dispositions**

Hanushek et al. estimate the individual teacher effects component of measured student achievement is about 7-10% of the total.

- **The effectiveness of peers** – Teams of teachers collaborating and organizing curriculum across grades

- **Student availability for learning** – Prior learning, attendance, health, home context

- **Resources for learning** – Curriculum quality, materials, class sizes, specialist supports, leadership supports, etc.

Teacher Effectiveness Has Many Components

Research finds that student learning gains are related to:

- Strong academic background
- Quality preparation prior to entry
- Certification in the field taught
- Experience (> 3 years)
- National Board Certification

In combination, these predict more of the difference in student learning gains than race & parent education combined (Clotfelter, Ladd, & Vigdor, 2008).

Policies should strengthen & equalize these features.

Teachers are also more effective when...

- They loop with their students over more than one year
- They teach the same course (in secondary school) for more than one year
- They have high-quality curriculum materials that articulate well with earlier curriculum
- They work with a team planning curriculum together and diagnosing student performance

Teacher Development Can Improve Effectiveness

Well-designed professional development can improve practice and increase student achievement.

A review of experimental studies found that student achievement increased by 21 percentile points among programs offering extended PD (49 hours on average over 6 to 12 months). (Yoon et al., 2007)

One-shot workshops (PD <14 hours) had no positive effects.

Professional Learning Opportunities that Impact Practice are Generally:

- ✓ Focused on specific curriculum content
- ✓ Organized around real problems of practice
- ✓ Connected to teachers' work with children
- ✓ Linked to analysis of teaching and student learning
- ✓ Intensive, sustained and continuous over time
- ✓ Supported by coaching, modeling, observation, and feedback
- ✓ Connected to teachers' collaborative work in professional learning communities
- ✓ Integrated into school and classroom planning around curriculum, instruction, and assessment



Professional Learning Opportunities in High-Achieving Nations Abroad

High-achieving nations in Europe and Asia:

- Ensure extensive (3-4 year) initial preparation that includes clinical training in model schools
- Provide beginners with intensive mentoring.
- Offer extensive, sustained learning opportunities embedded in practice:
 - Teachers have 15-25 hours a week for collaboration plus 100 hours a year for professional learning
 - Most engage regularly in Lesson Study, Action Research, and Peer Observation and Coaching to evaluate and improve practice.

**What about Evaluation?
How can we Identify and Develop
Effective Teaching?**

Policy Context

- Focusing on teacher effectiveness through evaluation is seen as a promising path for education policy
- New teacher evaluation systems, and especially, “Value Added Models” (VAMs) are promoted as tools to accomplish this goal
- Policy needs to be informed by research about what will most improve teaching and student outcomes

Researcher Concerns

- VAM estimates of teacher effectiveness ... should not be used to make operational decisions because such estimates are far too unstable to be considered fair or reliable.
 - *National Research Council
Board on Testing and Assessment,
2009*

Concerns Raised about Value-Added Measures

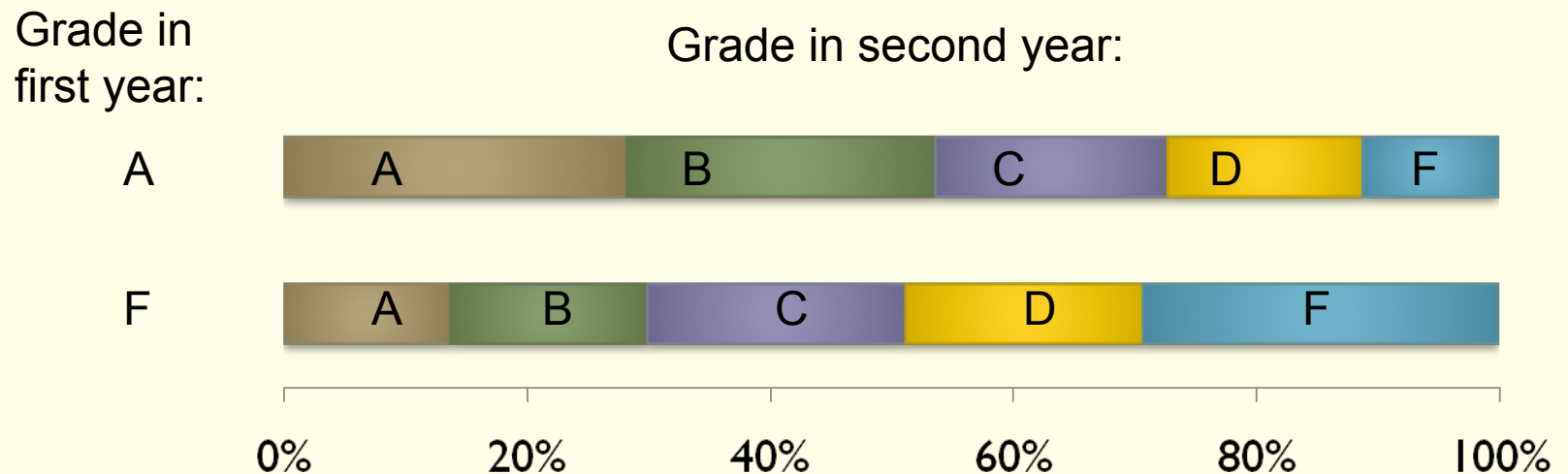
Teachers' value-added "effectiveness" ratings have been found to vary substantially, influenced by:

- The statistical model used
- The measure of achievement used
- Class size, curriculum, instructional supports, and time spent with students
- Tutoring and parent supports
- Student characteristics and attendance

Some findings suggest the measures may be biased by student assignments.

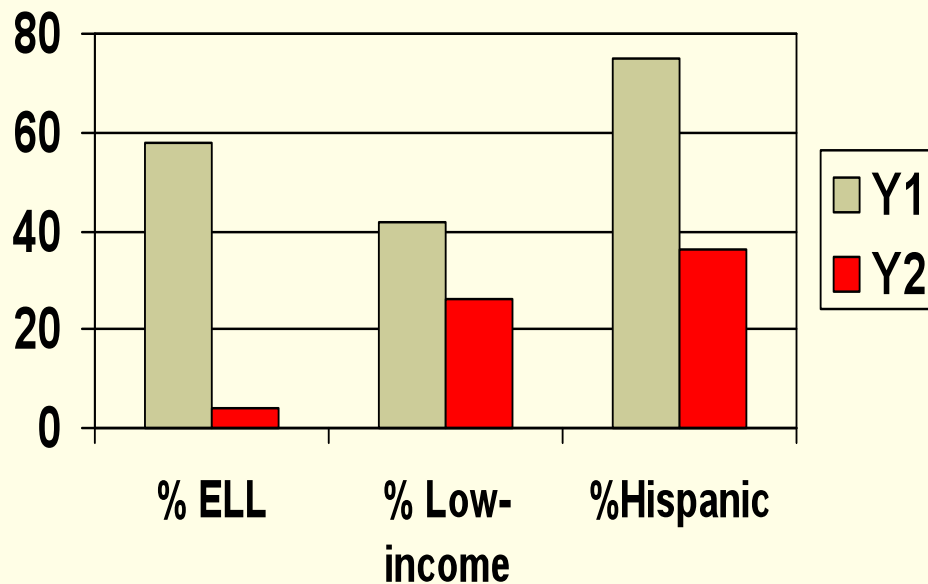
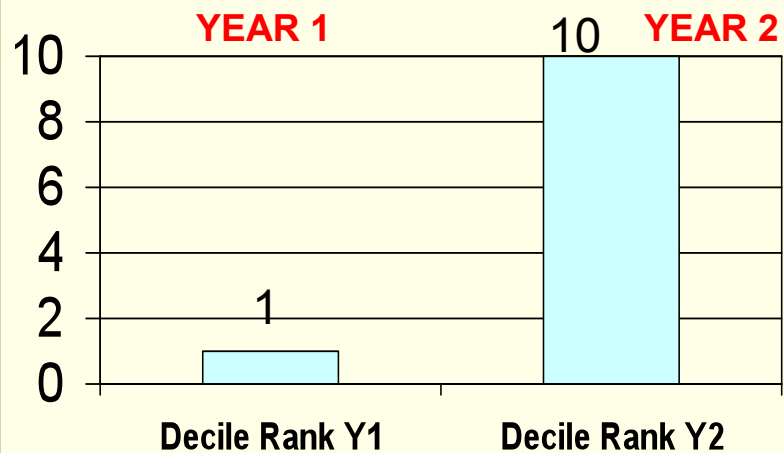
Many teachers indicated as effective or ineffective in one year are not for others

- Value-added estimates are highly unstable.
- Consider classification of teachers into 5 categories (A-F) in two consecutive years.



Grades A-F correspond to quintiles 1-5. Source: Tim Sass (2008).

A Teacher's Measured "Effectiveness" Can Vary Widely



- Same high school
- Same course (English I)
- Not a beginning teacher
- Model controls for:
 - Prior achievement
 - Demographics
 - School fixed effects

Recent findings from Houston

- Teachers teaching in grades in which English Language Learners (ELLs) are transitioned into mainstreamed classrooms are the least likely to show “added value.”
- Teachers teaching larger numbers of special education students in mainstreamed classrooms are also found to have lower “value-added” scores in those years.
- Teachers teaching gifted students have small gains because their students are near the top.

(Amrein-Beardsley & Collins, Educational Policy Analysis Archives, 2012)



**SO HOW SHOULD WE
EVALUATE AND SUPPORT
TEACHER EFFECTIVENESS?**

Build a Standards-Based Evaluation System That Incentives Effectiveness

Combine Evidence of Practice and Outcomes in an *Integrated* Evaluation System that looks at

- Teaching practice in relation to standards, curriculum goals, and student needs
- Contributions to colleagues and the school,
- Student learning in relation to teaching practices, curriculum goals, and student needs, and
- Accomplishment of individual and group goals

Standards-Based Evaluations

- Use structured observations of teaching, based on professional standards, along with other evidence of practice (e.g. lesson plans, student work)
- Offer stable evidence over time
- Are related to student learning gains
- Help teachers become more effective when they are the source of continuous feedback (Milanowski, Kimball, & White, 2004).

Examples

- Evaluation systems in San Mateo, Long Beach, Poway, San Francisco, Cincinnati, Denver, Rochester, New Mexico
- Teacher Advancement Program
- A number of systems incorporate evidence of student learning drawn from classroom work and classroom / school / district assessments in an integrated fashion

1. Engaging and Supporting All Students in Learning

Element	Unsatisfactory	Satisfactory	Accomplished	Exemplary
1.1 The teacher builds on the students' prior knowledge, life experiences, and interests to achieve learning goals.	Makes limited connections between the learning goals and students' prior knowledge, life experiences, and interests. Does not encourage student questions or comments during a lesson.	Makes acceptable connections between the learning goals and students' prior knowledge, life experiences, and interests. Elicits some questions from students during a lesson to monitor student understanding.	Makes substantial connections between the learning goals and students' prior knowledge, life experiences, and interests. Elicits and uses questions and comments from students during a lesson to extend their understanding.	Employs strategies that allow all students to connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. Builds on students' questions and comments during lessons to modify instruction.
1.2 The teacher uses a variety of instructional strategies and resources that respond to students' diverse needs.	Uses limited instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. Few adjustments are made to respond to students' needs.	Uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals. They may lack variety or be less than responsive to students' needs.	Uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries out these strategies thoughtfully, making some adjustments that are responsive to students' needs.	Makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, making adjustments while teaching to respond to students' needs.

Use Multiple Data Sources to Reflect Practice and Learning

- Standards-based observation (in person or video) by experts trained in evaluation and, ideally, the content area
- Examination of curriculum plans, assignments, and student work samples
- Evidence of practices that support student learning both in and outside of the classroom (including work with parents & colleagues)
- Evidence of student learning measured in a variety of ways (e.g. work samples, learning progressions, pre- and post-measures tied to curriculum, exhibitions of mastery, as well as tests)

Develop Evaluation Expertise and Systems

- Train evaluators
- Release and fund expert mentors to offer assistance
 - to beginners
 - to teachers who need additional coaching
- Create evaluation panels and processes for making decisions about tenure and continuation in cases of intervention (e.g. Peer Assistance and Review systems)

Create an Integrated *System*

- Link the implementation of common core standards to educator support and evaluation
- Train and assess prospective and current principals for teacher evaluation and support
- Use professional development policies and compensation to support assessment
- Involve senior teachers, mentors, principals, and teacher educators as assessors

Use Formal Performance Assessments at Key Junctures

Performance assessments have been found to predict teacher effectiveness:

- Teacher Performance Assessment for entry and licensure
- Connecticut BEST portfolio before tenure
- National Board Certification for designation of accomplishment and for professional learning and school turnaround

**Developing an
Effective Teaching Context
WHAT MATTERS AND
WHAT WORKS?**

High Schools for Equity

Policy Supports for Student Learning
in Communities of Color



Diane Friedlaender • Linda Darling-Hammond
with the assistance of
Alethea Andree • Heather Lewis-Charp • Laura McCloskey
Nikole Richardson • Ash Vasudeva

A Study by the School
Redesign Network at Stanford University
Sponsored by Justice Matters

Personalization

- Small Schools and Learning Communities
- Advisory Systems
- Long-term Relationships
- Close work with families



Rigorous & Relevant Instruction



- College Prep coursework made relevant, interdisciplinary, and problem-oriented
- Internships
- Project-Based Learning
- Performance Assessment & Portfolios
- A Culture of Revision and Redemption

Professional Collaboration & Learning

- Intensive retreats
- Shared planning time
- Teaching teams
- Regular professional development
- Inquiry about student learning
- Leadership focused on instruction



"It's all about co-planning, co-teaching and analyzing, and having time out of the regular teaching day to do these analyses."

**— A Sacramento District Official
on New Tech High**

An Effective Teacher Evaluation System Should ...

1. Be based on professional teaching standards.
2. Include evidence of teacher practice, student learning, and professional contributions considered in an integrated fashion.
3. Ensure that evaluators are knowledgeable about instruction and well trained in evaluation, feedback, and teacher development.

An Effective Teacher Evaluation System Should...

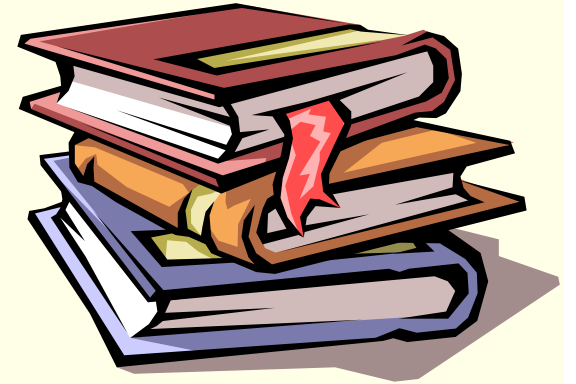
4. Be connected to relevant professional development and coaching.
5. Value and encourage teacher collaboration.
6. Include expert teachers in the assistance and review process for new & struggling teachers.
7. Be overseen by panels of teachers and administrators to ensure that it reflects good teaching, operates effectively, provides due process, is tied to useful learning, and produces results that can be acted upon.

If We Took Teaching Effectiveness Seriously, We Would Ensure...

- High-quality preparation and mentoring for all beginners
- Teaching assignments and conditions that support success for students and teachers
- Sustained, practice-based collegial learning opportunities for teachers
- Well-designed schools with thoughtful, coherent curriculum
- Evaluation systems that are
 - Standards-based, integrating practice and outcome data
 - Linked to coaching and professional development
 - Rigorous at tenure and other key junctures
 - Able to provide assistance, due process, & timely decisions

A goal for high-achieving 21st century nations:

- “Those who can, do. Those who understand, teach.”



- “Those who can, teach.

Those who can't go into a less significant line of work.”