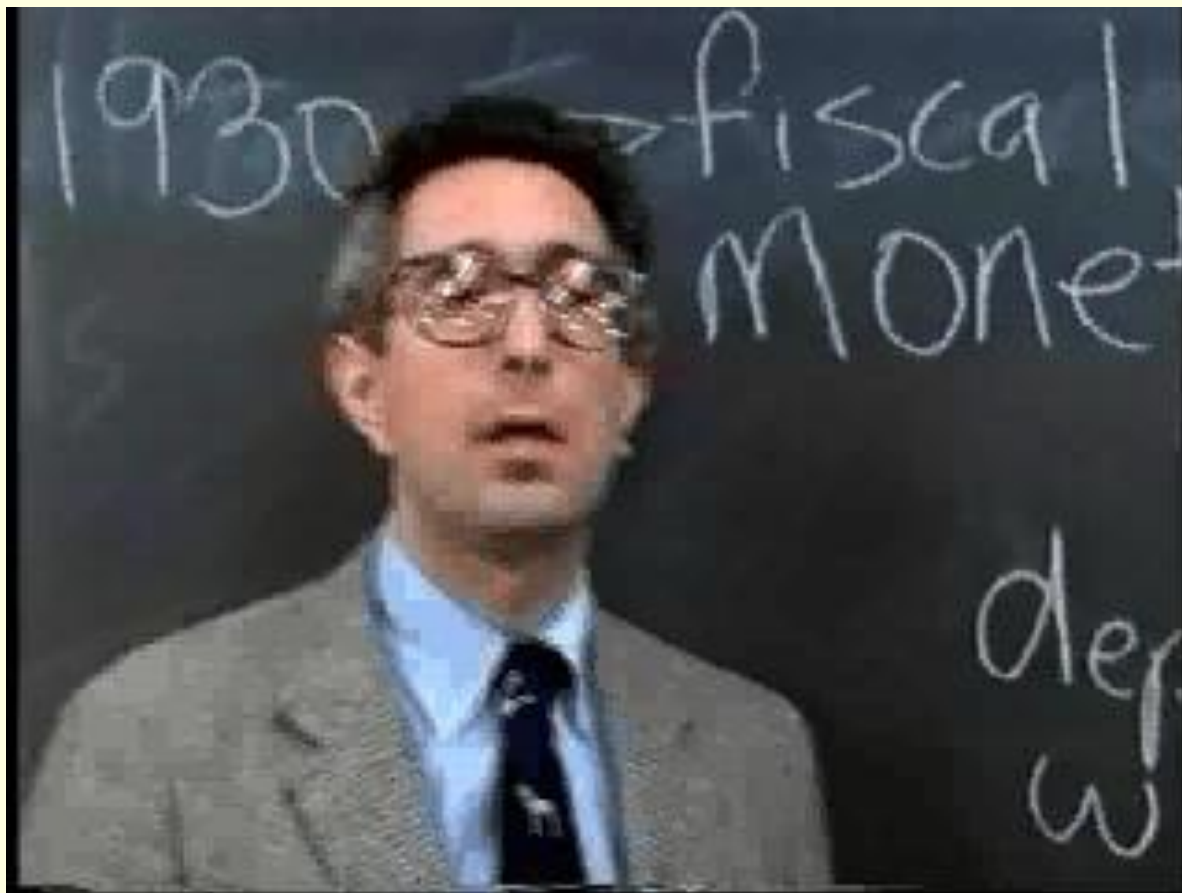


Developing and Assessing Teacher Effectiveness

Engaging in **Real** Reform

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.





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

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.

Teaching Effectiveness Depends on Many Factors

- **Teacher knowledge, skills, dispositions, and behaviors** that support the learning process.

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

- **Student availability for learning** – Prior learning opportunities, health, supportive home context, attendance, developed abilities
- **Resources for learning** – Curriculum quality, materials, class sizes, specialist supports, etc.
- **Coherence and continuity** – The extent to which content & skills are well organized and reinforced across grades and classes

Other Influences on Teaching Effectiveness

- Mentoring and professional development
- Curriculum and assessments that support meaningful instruction
- Collaborative work on planning and teaching that builds knowledge & creates coherence
- Small class sizes and personalized structures
- Availability of high-quality materials
- Administrative supports for instruction

Teacher Effectiveness in Context

Studies find that teachers' value-added "effectiveness" is influenced by:

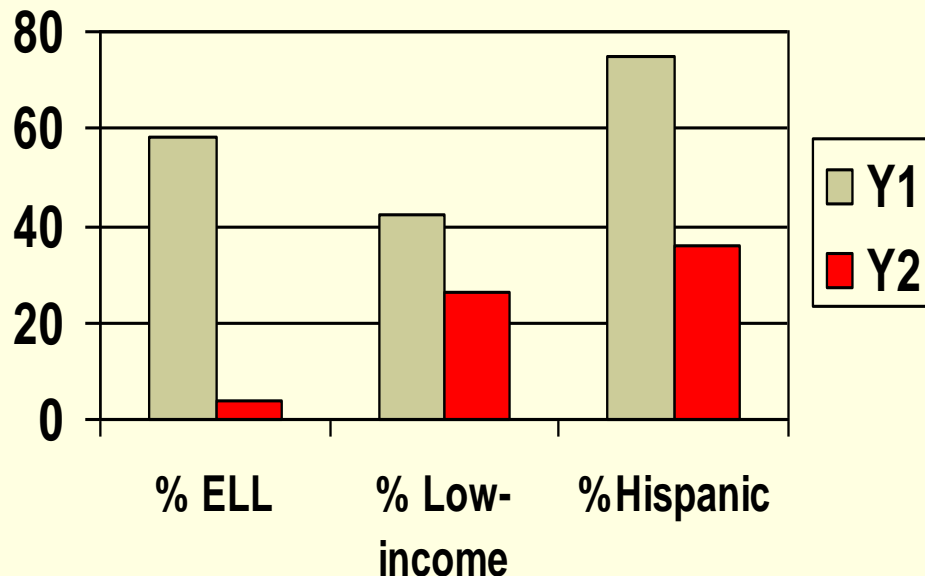
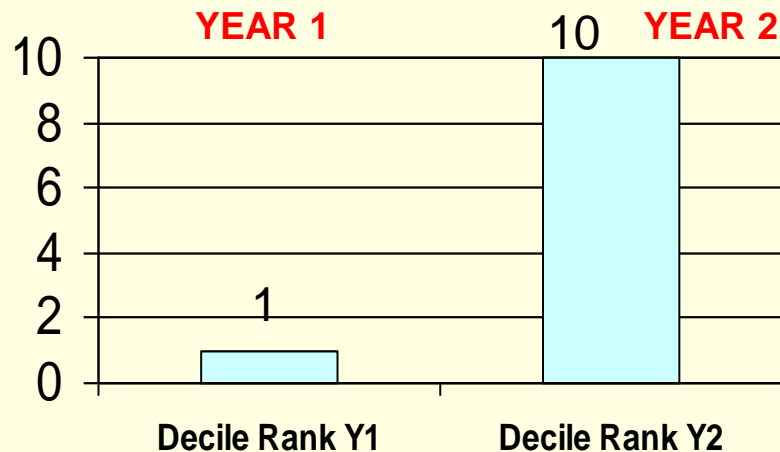
- The effectiveness of their peers
- Class size and amount of time spent with students
- Tutoring and out-of-school learning
- Student characteristics and attendance
- The measure of achievement used and its appropriateness for the content and students taught

Value-Added Measures of Teacher Effects are Not Highly Stable

	By at least 1 decile	By at least 2 deciles	By at least 3 deciles
Across statistical models*	56-80%	12-33%	0-14%
Across courses*	85-100%	54-92%	39-54%
Across years*	74-93%	45-63%	19-41%

*Depending on the model

A Teacher's Measured "Effectiveness" Can Vary Widely Depending on these Factors



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

So How Should We Evaluate and Support Teacher Effectiveness?

Combine Evidence of Practice, Performance, 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, and
- Student learning / growth at the classroom and school level in relation to teaching practices, curriculum goals, and student needs.

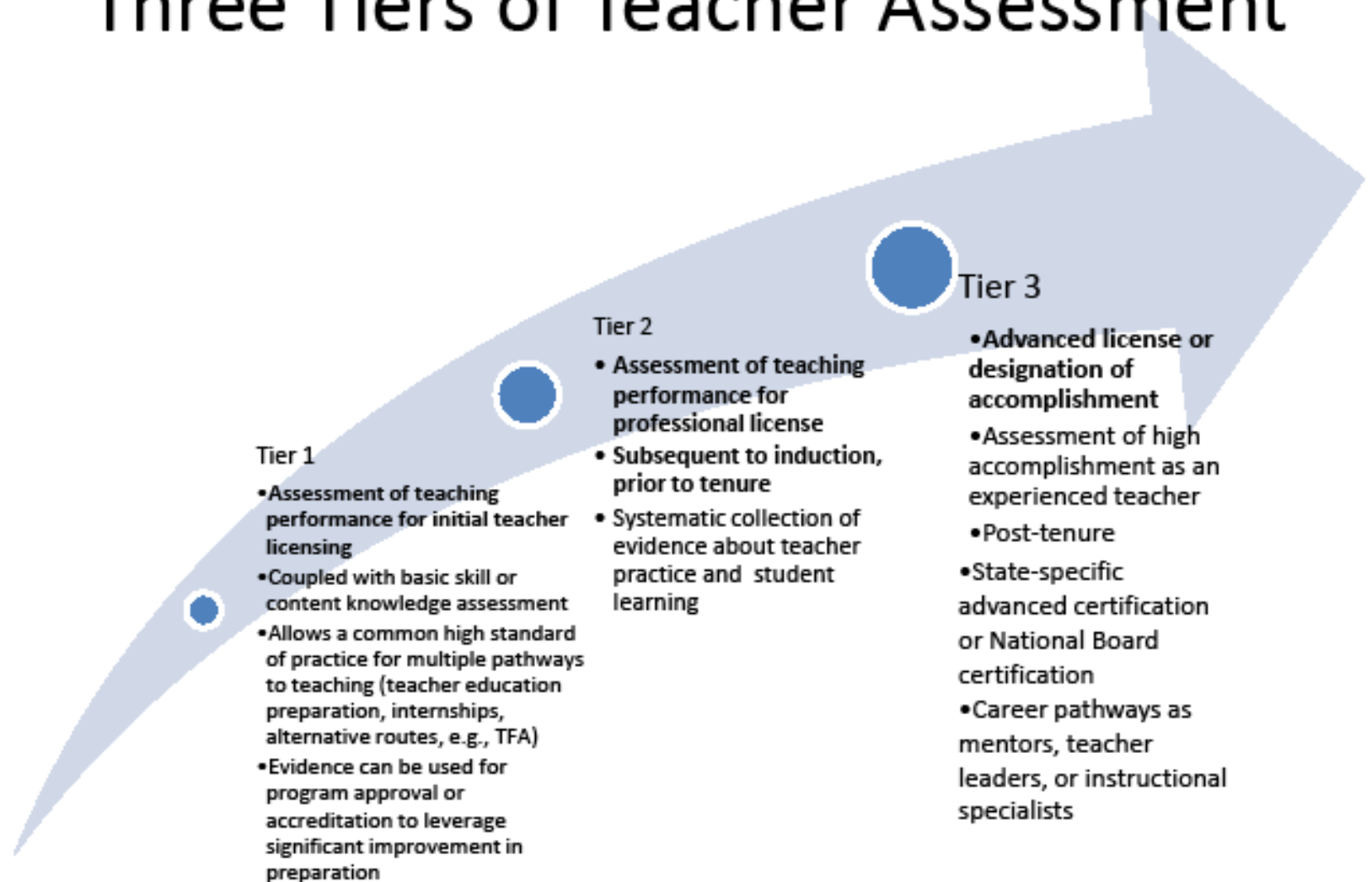
Examine What Matters

- Standards-based observation (in person and/or using video) on factors that matter for effectiveness
- 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. against learning progressions, classroom or school pre- and post-measures tied to curriculum, exhibitions of mastery, as well as annual tests)

Changes Needed: An Extreme Makeover for Educator Evaluation

- Look at actual performance for licensing
- Create shared, clear, meaningful standards that are made concrete
- Find time for evaluation and feedback
- Develop and access expertise
- Get beyond the “limits of looking”
- Examine student learning from many perspectives
- Develop courage and structures to support strong professional decisions

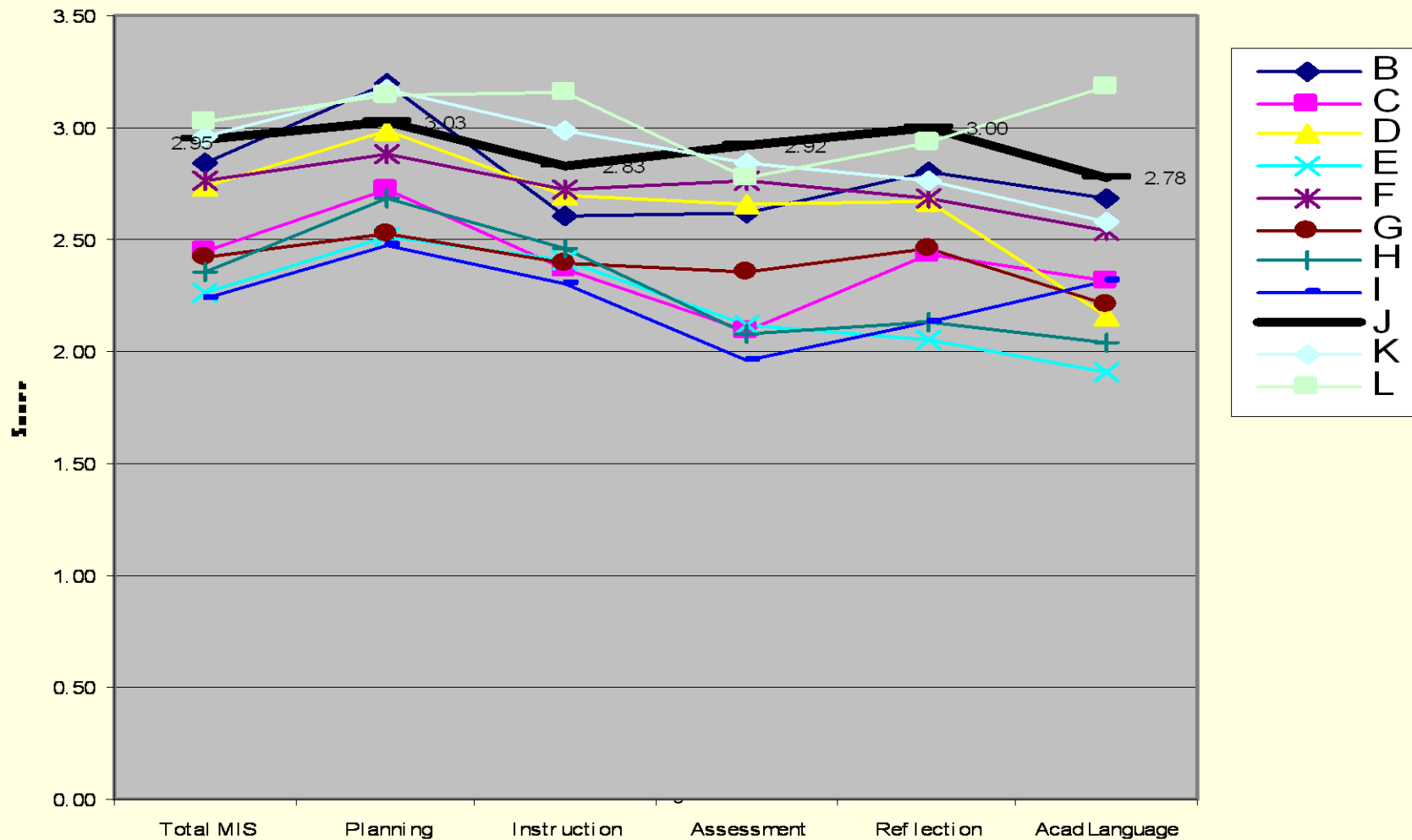
Three Tiers of Teacher Assessment



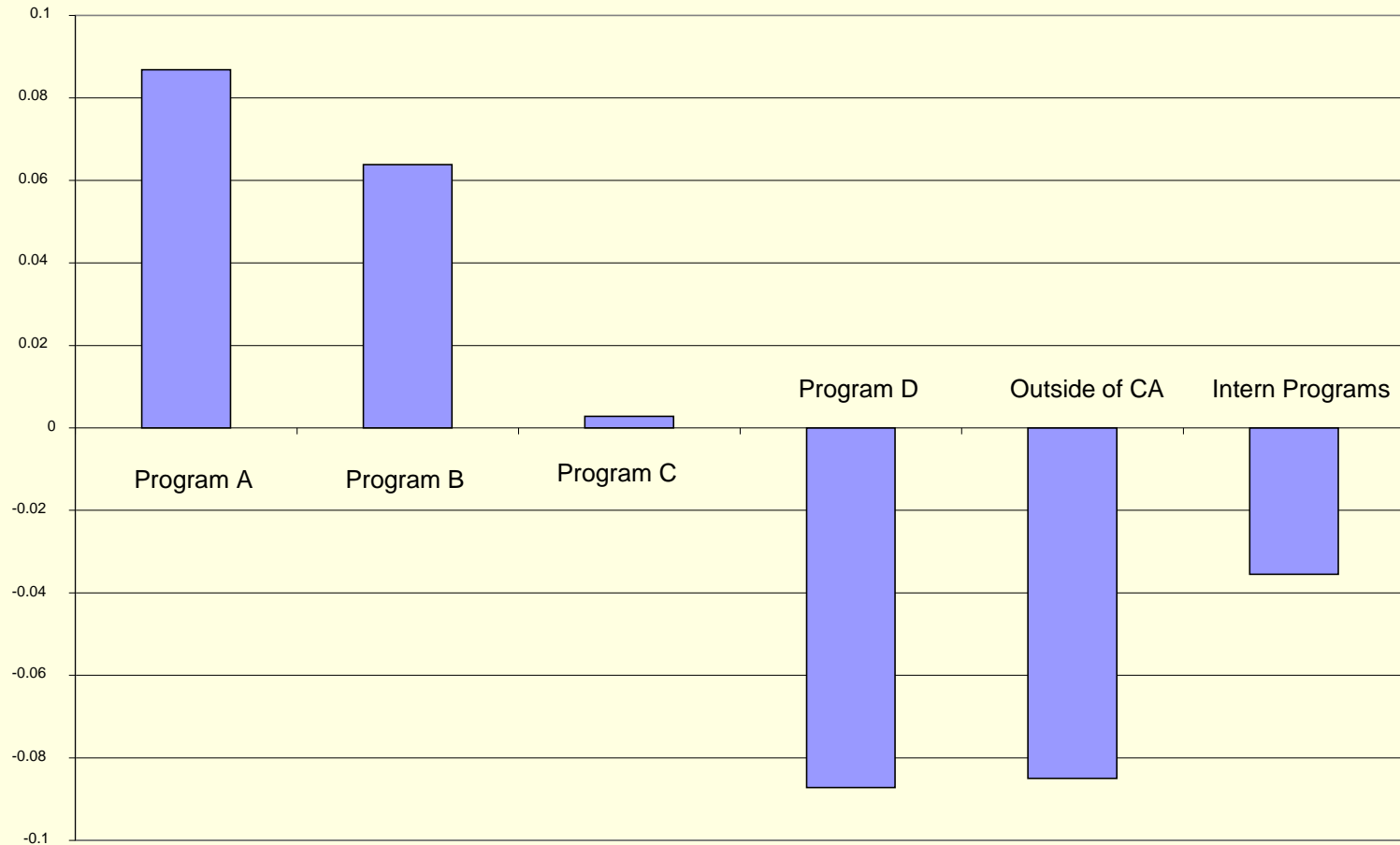
The Initial Teacher Performance Assessment (PACT)

- Subject-Specific Collection of Evidence
- Completed at end of student teaching or internship
- Modeled after National Board Certification
- “Teaching Event” includes
 - Plans for a standards-based unit of instruction
 - Adapted for special needs students and ELs
 - Videotaped instruction with commentaries over 5 days
 - Evidence of student learning during unit
 - Overall analysis of learning and teaching
- Scored by trained assessors with strong reliability
- Influences candidates, assessors, & program quality

PACT Scores by Teaching Dimension and Institution



High School Student Value-Added Achievement for Graduates of Teacher Education Programs / Pathways In Bay Area Schools



Create a Performance Assessment for the Professional (Clear) License

- Like the initial performance assessment, include evidence of practice based on teaching standards
- Include more evidence of teachers' contributions to student learning, based on a variety of measures including classroom work and test scores where appropriate
- Include evidence of teachers' contributions to the team and the school as a whole


Action Steps: Expand High-Quality Pathways to Teaching



- **Evaluate all preparation and induction programs** based on results of
 - teacher performance assessments (TPA)
 - graduates' contributions to student learning
 - retention rates in teaching
- **Use results in program approval / accreditation decisions**
- **Study features of successful programs** & create incentives for other programs to adopt these features
- **Expand successful programs and eliminate those that don't improve**

Action Steps: Improve Induction, Evaluation, and Professional Learning

- Ensure that induction includes coaching and collaborative planning
- Organize mentoring around a serious teacher performance assessment
- Involve mentors, principals, and teacher educators as assessors
- Introduce performance-based licensure for school leaders based on understanding teaching



After Evaluation, Then What? How Do we Develop Effective Teaching?

What Research Tells Us

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

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

One-shot workshops do not have 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



So What are we Doing about This?

- While there is strong consensus that teaching quality is the key, the U.S. has been falling further behind in both international achievement and access to high-quality teacher learning.
- What's ahead will depend on new policy in Race to the Top, ESEA, and the Common Core Standards movement

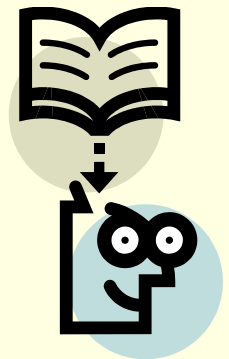
Professional Learning Opportunities in High-Achieving Nations Abroad

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.

Student Assessment Systems Abroad Also Support Effective Teaching

- Assessments measure – and encourage - the full range of knowledge and skills represented in standards.
- Learning progressions allow teachers to see where students are and where they are going.
- Teacher scoring supports professional learning
- PD focuses on student learning through action research and examination of student work
- School-based assessments support good instruction and enhance curriculum equity.



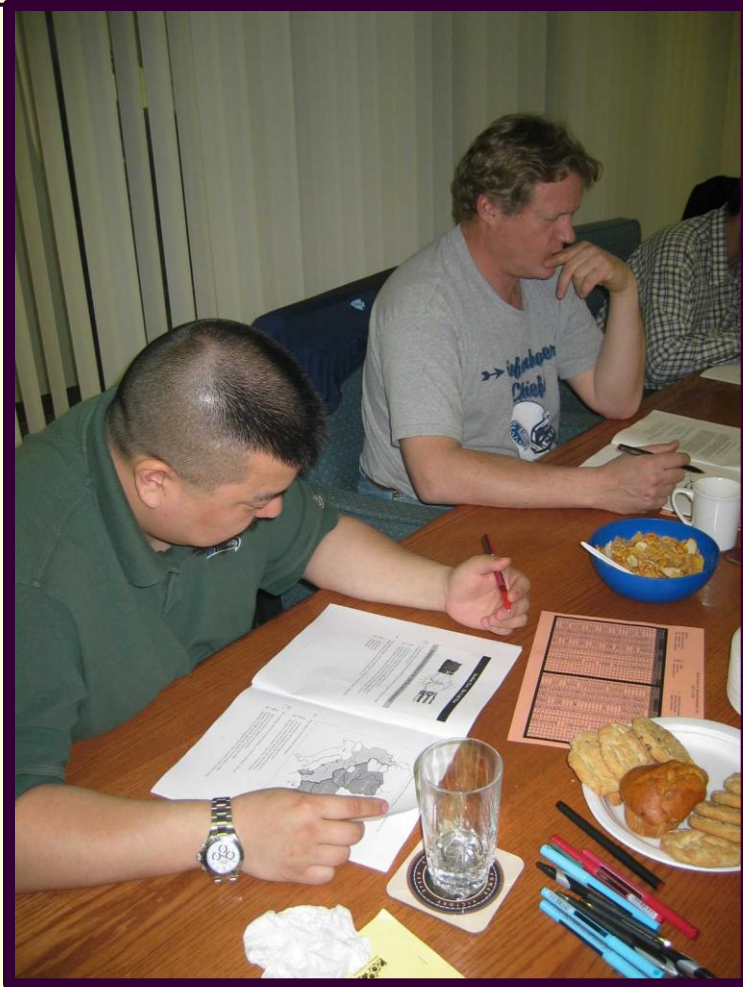
Teacher Collaboration: Test Design

[from Alberta, Canada]

- Identify student characteristics
- Assist in exam blueprint development
- Ensure curricular “fit” of the exam
- Write and pilot prototype multiple-choice and written response forms
- Help develop writing assignments and their scoring criteria



Teacher Collaboration: Reviewing Tests



- Each new examination form is reviewed by a committee that includes classroom teachers.
- The committee examines both the written response and multiple-choice sections to ensure that the examination is fair, and demonstrates fidelity to the curriculum.

Teacher Collaboration: The Marking Process

- Teachers help select student work for use in setting benchmarks and training scorers.
- Teachers meet together to mark the written responses in a moderated process.
- Scores are reviewed, benchmarked, and calibrated reviewed to achieve consistency.

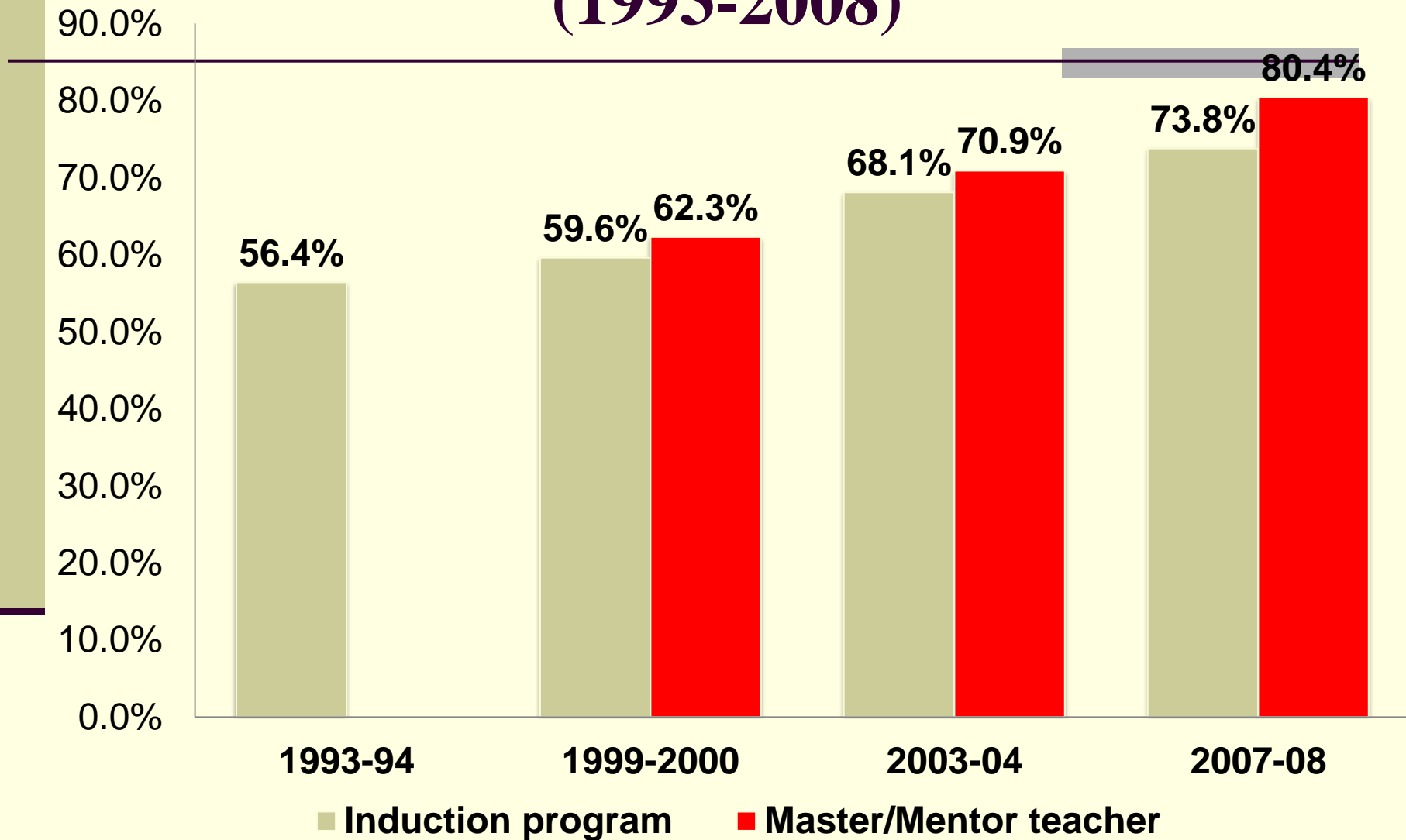


The Good News: Progress in Beginning Teacher Support

Beginning teachers increasingly experience induction programs

- 74% of those with <5 years of experience participated in induction in 2008 as compared to 56% in 1994.
- 80% of new teachers now have some kind of mentor assigned to them.
- However, many fewer have a mentor in the same subject who is frequently available, and few participate in shared planning with colleagues.

Induction and Mentorship (1993-2008)



The Bad News

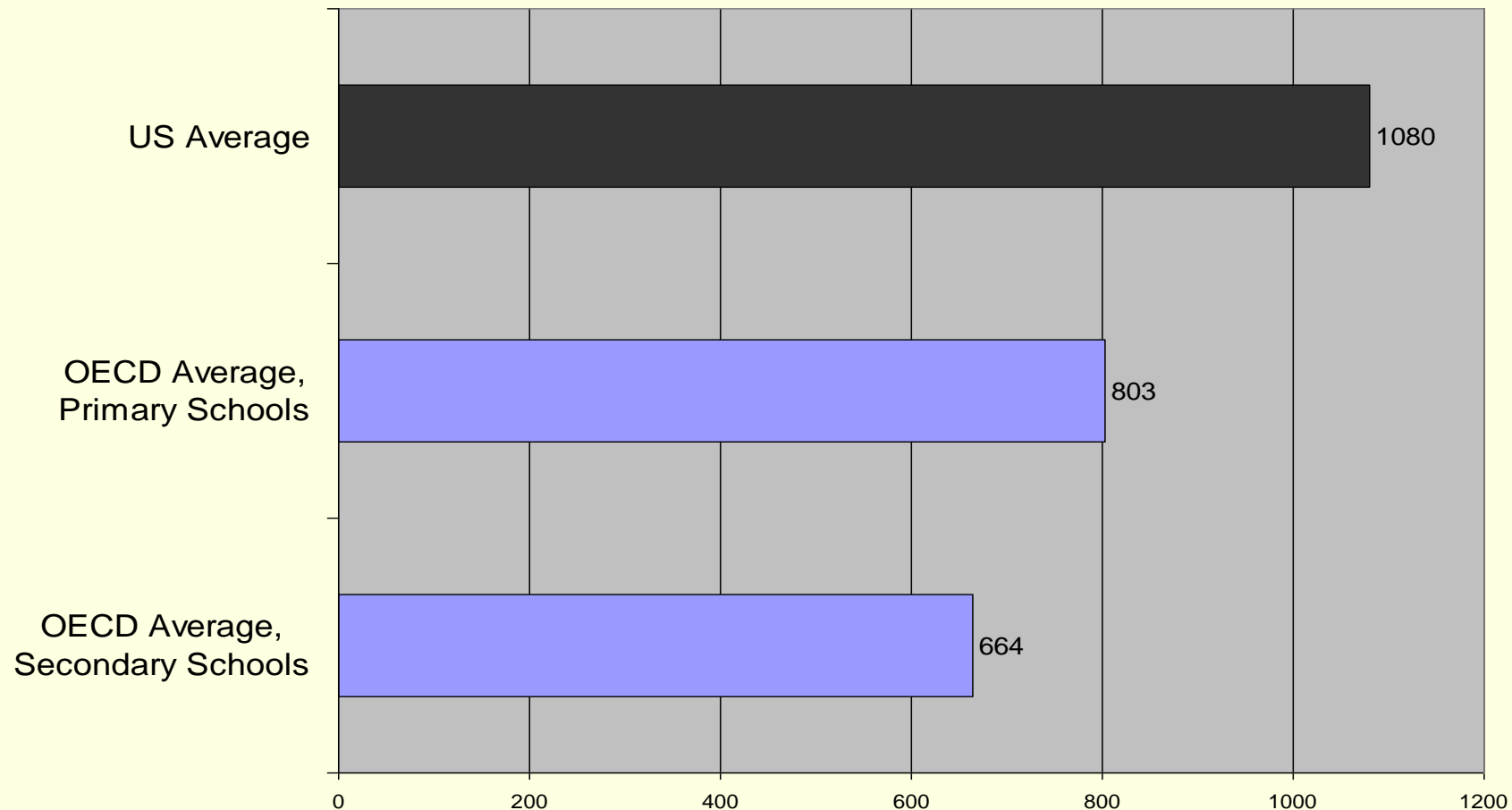
- Induction support is less available to teachers in high-need schools
- With the exception of Content Area Professional Development, increases in teachers' participation in PD over the last 4 years have been primarily increases in one-shot workshops
- Sustained professional development has decreased in most areas.

The Status of Professional Development in the United States

- Effective professional development is better understood but still relatively rare in the U.S.
- Most teachers (>90%) participate in 1 to 2 day workshops and conferences.
- Fewer than half are involved in collaborative research, mentoring or coaching, or observations of other schools.
- Only 17% of U.S. teachers reported a great deal of cooperative effort among staff members in 2004. This percentage shrank to 15% in 2008.

US Teachers Spend Much More Time Instructing and Much Less Time Planning

Number of Hours Teachers Spent in Instruction Annually



Source: OECD, Education at a Glance, 2007

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Creating Internationally Benchmarked Teaching and Learning Systems

Extensive teacher preparation and development and teacher involvement in:

- Designing curriculum aimed at higher order skills
- Developing and sharing exemplars of curriculum and assessments
- Helping to develop and score assessments that include school-based components
- Evaluating student learning to inform classroom teaching and school reform

What We Need In Order to Achieve Teaching Quality & Equity

- Student performance assessments that shape productive learning and teaching
- Teacher performance assessments to improve preparation, licensure, and accreditation
- High-quality preparation and mentoring for all beginning teachers
- Sustained, practice-based collegial learning opportunities for teachers
- Teaching careers that reward, develop, and share expertise
- Preparation and support for expert school leaders

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.”

Tackling the Agenda that Matters Most

"On some positions, Cowardice asks the question,
'Is it safe?'

Expediency asks the question, 'Is it politic?'

And Vanity comes along and asks the question,
'Is it popular?'

But Conscience asks the question 'Is it right?'

And there comes a time when one must take a position that
is neither safe, nor politic, nor popular, but he must do it
because Conscience tells him it is right."

-- Martin Luther King, 1968