

Considering What Works in Educator Effectiveness: Current Federal Insights and Resources

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Levels of Evidence (According to IES)

A Quick Review

➤ “Gold Standard”

- Experimental Designs
- Regression Discontinuity
- Propensity Score Matching (sometimes)

➤ Everything Else...

- Quasi-Experimental
- Correlational
- Case Study
- Etc...

Federal Funding – Types of Studies Supported

- Goal 1
 - Identification Projects
- Goal 2
 - Development Projects
- Goal 3
 - Efficacy and Replication Trials
- Goal 4
 - Scale-up Evaluations
- Goal 5
 - Measurement Tools

Putting it Together

Goal 1	Goal 2	Goal 3	Goal 4
Mixed Methods		Quasi-experimental to Experimental	

What it means

IES is more focused on
“Does Intervention A Cause
Outcome B?”

Areas Funded

➤ Research Grant Topics

- Teacher Quality – Reading and Writing
- Teacher Quality – Mathematics and Science Education
- Social and Behavioral Context for Academic Learning
- Education Leadership
- Middle and High School Reform
- Interventions for Struggling Adolescent and Adult Readers and Writers

➤ New Centers Being Sponsored (2009)

- Center on Teacher Effectiveness
- Center on Rural Education
- Center on Turning Around Chronically Low Achieving Schools

Current Resources

- National Comprehensive Center for Teacher Quality
 - TQ Source
 - <http://www.tqsource.org/>
 - Upcoming Report
 - “Value Added Models and Other Approaches to Evaluating Teacher Effectiveness”

Current Resource

➤ TQ Center (continued)

- Effective teachers...
 - Have high expectations and help students learn
 - Contribute to positive academic, attitudinal, and social outcomes
 - Use diverse resources, monitor progress formatively, adapt instruction, and evaluate learning using multiple sources of evidence
 - Create classrooms that value diversity and civic-mindedness
 - Are highly collaborative with all stakeholders

Current Resources

➤ What Works Clearinghouse

- <http://ies.ed.gov/ncee/wwc/>
- Reviews based on strict criteria
- Practice Guides
 - Turning Around Chronically Low Performing Schools
 - Encouraging Girls in Math and Science
 - Organizing Instruction and Study to Improve Student Learning
 - Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

Current Research

➤ Doing What Works

- <http://dww.ed.gov/>
- Early Childhood
- English Language Learners
- Math and Science
- Types of Information
 - Intervention Reports
 - [Essential Concepts](#)
 - Recommended Practice
 - Planning Template

Preschool Language and Literacy

1 RECOMMENDED PRACTICE Phonological Awareness

SOUND AWARENESS

SAY BEGINNING SOUND

Top. Say the first sound in top.

BLEND ONSET-RIME

S....am. Say it fast.

SEGMENT SOUNDS IN WORDS

Dog. Say the sounds you hear in dog.

MATCH LETTERS AND SOUNDS

What sound does the letter 'p' make?

MANIPULATION OF SOUNDS

ASSOCIATION OF SOUNDS WITH SYMBOLS



Preparing Children
for Literacy Success

2 RECOMMENDED PRACTICE Interactive and Dialogic Reading

TEACHER AS GUIDE

TEACHER:
What do you think will happen next?

CHILD:
The ducks won't cross the street. They're afraid.

TEACHER:
How will they get to their new home?

CHILD:
The policeman will help...See, the policeman stops the traffic. The drivers are laughing at the duck parade...The little ducklings like swimming with the Big Swan Boats.

TEACHER AND CHILD
ENGAGE IN DIALOGUE

CHILD AS STORYTELLER

Current Resources

➤ Regional Educational Labs

- REL Midwest
 - Teacher Evaluation Practices in the Midwest
 - <http://ies.ed.gov/ncee/edlabs/projects/index.asp>

➤ Comprehensive Assistance Centers

- Great Lakes West
 - Teacher Quality Resources
 - <http://www.learningpt.org/greatlakeswest/resources/tq.php>



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