



NATIONAL COMPREHENSIVE CENTER  
FOR **TEACHER QUALITY**

# Evaluating Teacher Effectiveness

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# Teachers differ in effectiveness

- There are huge differences among teachers when you look at their students' achievement growth (within schools, not just between schools)
- “Very little teacher effectiveness is explained by observable characteristics, and while teachers vary in their contribution to students' achievement score gains, researchers did not know what caused the variation” (Rivkin et al., 2005)

# We are not very good at identifying the reasons for differences

- Teachers differ in effectiveness, but we don't know why (Goe, 2007)
- A few studies suggest a correlation between teacher observation scores and student learning growth (e.g., Kane et al., 2010)
- Using teacher observations may help identify incompetent teachers, but it's less useful in distinguishing those whose students are learning more than predicted

# Race to the Top definition of effective & highly effective teacher

**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. (pg 7)

**Highly effective teacher** students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice).

# Race to the Top definition of student achievement

**Student achievement** means—

- (a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- (b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

# Race to the Top definition of student growth

- **Student growth** means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms. (pg 11)

# Measures of teacher effectiveness

- **Evidence of growth in student learning and competency**
  - Standardized tests, pre/post tests in untested subjects
  - Student performance (art, music, phys ed, etc.)
  - Curriculum-based tests given in a standardized manner
  - Classroom-based tests such as DIBELS & DRA
- **Evidence of instructional quality**
  - Classroom observations
  - Quality of assignments and resulting student work
- **Other evidence (varies, based on local values)**
  - Administrator/supervisor reports
  - Surveys of students and/or parents
  - An “evidence binder” created & presented by the teacher

# Gates MET study

- “Measures of Effective Teaching” study compares results from the following measures
  - Student feedback through surveys
  - Student work
  - Supplemental student assessments
  - Videotaped classroom lessons
  - Teacher reflections on their videotaped lessons
  - Assessment of teachers’ ability to recognize and diagnose student problems
  - Teacher surveys on working conditions

# Delaware

- One of the two winners in the first round of Race to the Top
- Teacher (and union) buy-in and a great data system were key to success
- Current evaluation system is great, but they are struggling with how to measure student learning growth
- Engaged in collaborative process to determine how to measure growth in all subjects, not just “tested” subjects

# References / Resources

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<http://www.cecr.ed.gov/guides/other69Percent.pdf>

*Race to the Top Application*

<http://www2.ed.gov/programs/racetothetop/resources.html>

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