

RESEARCH-BASED TEACHER EVALUATION

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Research Based Teacher Evaluation

G Orfield



Research Based Teacher Evaluation:

Research-Based Teacher Evaluation Richard L. Schwab, 2012-12-06 *Getting Teacher Evaluation Right* Linda Darling-Hammond, 2013-05-26 EDUCATION Educational Policy Reform General **Multidisciplinary Perspectives on Teacher Evaluation** Morgaen L. Donaldson, 2020-11-26 In the wake of national interest in teacher evaluation this book examines what we have learned about how and whether teacher evaluation holds teachers accountable and improves their practice Drawing on literature in psychology economics and sociology this multi disciplinary and multi perspectival book explores teacher evaluation s intended goals of development and accountability as well as its unintended consequences especially as they relate to equity Blending theory from diverse disciplines with decades of research this book provides new insights into how teacher evaluation has played out in schools across the United States and offers recommendations for research policy and practice in the years to come Insights include how to embed teacher evaluation in a larger culture of continuous learning rethinking assumptions on accountability and development aims and highlighting the importance of equity in the design implementation and outcomes of teacher evaluation Every chapter concludes with practical recommendations informed by theory and research to guide policymakers researchers and district and school leaders as they seek to understand design and implement better teacher evaluation systems Everyone at the Table Ellen Behrstock-Sherratt, Allison Rizzolo, Sabrina W. Laine, Will Friedman, 2013-05-01 A proven method for working with teachers to design better evaluations There is no magic formula for successfully designing a teacher evaluation system However there is abundant evidence that suggests involving teachers in the process will reduce the likelihood of opposition gridlock and reform failure Everyone at the Table provides materials to genuinely engage teachers in the evaluation process The book is a research based and field tested practical guide for school leaders With this resource educators will have the tools they need to develop meaningful teacher evaluations Offers a collaborative approach to designing teacher evaluations Includes a companion web based resource with video This research based program outlines a solid plan for improving teacher effectiveness through evaluation reform **Defensible Teacher Evaluation** Rick Stiggins, 2014-03-11 Meaningful teacher evaluation starts with visible student growth Annual standardized test scores cannot provide evidence of student growth needed to evaluate teacher performance But consider student growth in the form of evidence derived from classroom assessment and you re on to something For assessment expert Rick Stiggins this can form the basis for a truly productive teacher evaluation strategy This revolutionary book helps you bring classroom assessment to bear for real school improvement with A plan for teacher evaluation based in part on dependable evidence of student growth Strategies for improving the assessment literacy of teachers and school leaders Five steps for developing and implementing productive local district assessment systems Practical tools that teachers and their evaluators can put to use immediately In this era of aggressive teacher evaluation reform where teachers are charged with preparing ALL students to master 21st century

proficiencies the measurement of teacher success must start where learning happens in the classroom Developing a fair practical and effective teacher evaluation system is like climbing a high mountain it s impossible until someone finds a route That s what Rick does in this book He identifies the immense challenges associated with using evidence on student learning as the principal criteria in teacher evaluation and then offers practical guidance for overcoming those challenges He hasn t made the climb easy but he shows us the way Thomas R Guskey Professor of Educational Psychology University of Kentucky Rick Stiggins builds a compelling case for the development of a solid foundation of assessment competence throughout our educational system Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University **"MET"**

Made Simple TNTP.,2012 There is no shortage of research on the importance of good teaching For decades study after study has shown that there are large differences in effectiveness from one teacher to another and that these differences can have a lifelong impact on students A recent study that tracked 2 5 million students over 20 years determined that those with highly effective teachers are more likely to attend college earn higher salaries live in better neighborhoods and save more for retirement They are also less likely to have children as teenagers Yet there has been little research on exactly how schools can get an accurate picture of their teachers performance in the classroom States and school districts have been left largely to their own devices when it comes to this singularly important task The results have been disastrous As documented in 2009 study The Widget Effect Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness most teachers are evaluated infrequently and according to low standards They rarely receive feedback that helps them improve Nearly every teacher is labeled good or great no matter how much progress their students are making In the end the entire profession has suffered from this negligent approach Groundbreaking new findings from the Bill and Melinda Gates Foundation s Measures of Effective Teaching MET project hold the potential to answer crucial questions about how to assess teachers performance For the past two years MET researchers have conducted a research project of unprecedented scope involving 3 000 teachers in six school districts across the country Using gold standard research methods they have tested a number of evaluation approaches including student achievement data classroom observations and surveys of students Their most recent report Gathering Feedback for Teaching provides a wealth of practical implications for improving teacher evaluations This paper is intended for policymakers who are developing better teacher evaluations and are looking for ways to apply new research findings quickly It summarizes the lessons from MET and provides recommendations on how these lessons can be applied right now Contains 16 footnotes *Evaluating What Good Teachers Do* James Stronge,2013-08-06 This book is based on author James H Stronge s 20 plus years of consulting with school districts and other educational organizations in designing piloting and training educators in the use of teacher performance evaluation systems Its primary purpose is to help both teachers and their evaluators collect more comprehensive and accurate assessment data for judging teacher effectiveness The author provides field tested teacher evaluation systems based on performance standards which

include data collection tools and performance appraisal rubrics

The New Handbook of Teacher Evaluation Jason Millman, Linda Darling-Hammond, 1989-12-01 Now available in paper this version is the first comprehensive look at the process of selecting, assessing, and assisting teachers in nearly a decade. Since the publication of the first Handbook, the profession of teaching has witnessed dramatic change, including a greater awareness of teacher accountability, an increase in teacher testing, and the development of teaching incentives. At the same time, the political, social, and organizational factors affecting the performance and evaluation of teachers have been subjects of intensive scrutiny. Reflecting these changes, the new Handbook contains 25 new chapters and explores current practices, issues, and controversies related to the evaluation of teachers at elementary and secondary levels.

Rethinking Teacher Evaluation in Chicago Lauren Sartain, Sara Ray Stoelinga, Eric R. Brown, Stuart Luppescu, 2011-11-18 Teacher evaluation is arguably the hottest issue in education right now. Because of *Race to the Top*, many states and districts around the country are designing and implementing new teacher evaluation systems that for the first time ever evaluate teachers based on how much their students learn. However, there is limited research on how to build an evaluation system centered on classroom observations that can distinguish between effective and ineffective teaching. This report from the University of Chicago Consortium on School Research focuses on Chicago, but the lessons learned have significant applicability to districts across the country. The report is one of the first to provide research-based evidence showing that new teacher observation tools, when accompanied by thoughtful evaluation systems and professional development, can effectively measure teacher effectiveness and provide teachers with feedback on the factors that matter for improving student learning. This is especially relevant for those districts that are implementing the Charlotte Danielson Framework for Teaching, including Arkansas, Delaware, Florida, Idaho, Illinois, New Jersey, New York, South Dakota, Washington, Los Angeles, and Pittsburgh.

Research-Based Options for Education Policymaking William Mathis, 2012 Teachers are important, and policies mandating high-stakes evaluations of teachers are at the forefront of popular school reforms. Today's dominant approach labels teachers as effective or ineffective based in large part on a statistical analysis of students' test score performance. Teachers judged effective are rewarded, and those found ineffective are sanctioned. While such summative evaluations can be useful, lawmakers should be wary of approaches based in large part on test scores: the error in the measurements is large, which results in many teachers being incorrectly labeled as effective or ineffective. Relevant test scores are not available for the students taught by most teachers, given that only certain grade levels and subject areas are tested, and the incentives created by high-stakes use of test scores drive undesirable teaching practices, such as curriculum narrowing and teaching to the test. This paper presents key research points and advice for policymakers. Contains 23 notes and references.

Improving Teacher Evaluation Systems Jason A. Grissom, Peter Youngs, 2016 This is the first book to gather and address what we have learned about the impacts and challenges of data-intensive teacher evaluation systems, a defining characteristic of the current education policy landscape. Book Features Contributions by

scholars working at the cutting edge of research and pioneering leaders directly involved in the implementation of teacher evaluation systems Examination of the challenges and impact multiple measures based evaluations are having on teaching and learning Empirical research on the reliability and validity of evaluation measures including classroom observation instruments value added measures student surveys and teacher portfolios Contributors include Ryan Balch Marisa Cannata Casey D Cobb Julie Cohen Sean P Corcoran Morgaen L Donaldson Tim Drake Dan Goldhaber Ellen Goldring Bridget K Hamre Gary T Henry Nathan D Jones Venessa A Keesler Susanna Loeb Robert C Pianta Min Sun Andrea Whittaker Grissom and Youngs collect our best research based knowledge on the topic in a smart accessible volume that sets the standard in the field John Tyler Brown University An insightful guide to new teacher evaluation systems The contributions from individual authors couple what we know about measurement quality in these systems with a valuable first look at on the ground implementation Heather Hill Harvard Graduate School of Education One of the most significant recent changes in school district administration has been the widespread development and implementation of teacher evaluation systems based on pupil performance and other measures This book brings together top scholars who identify key issues providing insights into possible benefits and perils Robert E Floden Michigan State University [The Case for Commitment to Teacher Growth](#) Richard J. Stiggins, Daniel L. Duke, 1988-04-20 Most evaluations of teacher performance are brief superficial pro forma affairs involving a few moments of classroom observation every year or two followed by the completion of required evaluation forms Not surprisingly much of what has been written about teacher evaluation over the past decade reflects the dissatisfaction of teachers the frustration of administrators and the confusion of all parties as to the proper purposes for and methods of teacher evaluation In this long awaited book Richard J Stiggins and Daniel L Duke approach teacher evaluation from a positive perspective They present the results of three unique studies from over a three year period designed to uncover the inherent problems in current evaluation practices and find potential solutions to those problems Relying on ethnographic case study methodology Study One focuses on the procedures and concerns in the teacher evaluation systems of four school districts uncovering barriers to teacher growth Study Two also relies on case study methodology to highlight the keys to success for a few teachers who experienced significant professional growth as a result of a good quality evaluation event Study Three uses an instrument the Teacher Evaluation Profile to explore and analyze the evaluation experiences of over 400 teachers The result is a book that gives a clear insight into the important attributes of positive growth producing evaluation events Implications of these studies for future teacher evaluation programs in terms of research policy and practice are also included in this valuable resource book The topic is very timely The significance of this work is that the effort begins linking staff development participation to teacher evaluation **Handbook on Teacher Evaluation with CD-ROM** James Stronge, Pamela Tucker, 2020-10-14 Easy to use authoritative and flexible the tools in this book and CD ROM have been developed over the last 15 years and have been field tested in over 500 schools These tools will empower you to do your

evaluations based on current thinking and best practices

The Case for Commitment to Teacher Growth Richard J. Stiggins, Daniel L. Duke, 1988-04-20 Most evaluations of teacher performance are brief superficial pro forma affairs involving a few moments of classroom observation every year or two followed by the completion of required evaluation forms Not surprisingly much of what has been written about teacher evaluation over the past decade reflects the dissatisfaction of teachers the frustration of administrators and the confusion of all parties as to the proper purposes for and methods of teacher evaluation In this long awaited book Richard J Stiggins and Daniel L Duke approach teacher evaluation from a positive perspective They present the results of three unique studies from over a three year period designed to uncover the inherent problems in current evaluation practices and find potential solutions to those problems Relying on ethnographic case study methodology Study One focuses on the procedures and concerns in the teacher evaluation systems of four school districts uncovering barriers to teacher growth Study Two also relies on case study methodology to highlight the keys to success for a few teachers who experienced significant professional growth as a result of a good quality evaluation event Study Three uses an instrument the Teacher Evaluation Profile to explore and analyze the evaluation experiences of over 400 teachers The result is a book that gives a clear insight into the important attributes of positive growth producing evaluation events Implications of these studies for future teacher evaluation programs in terms of research policy and practice are also included in this valuable resource book The topic is very timely The significance of this work is that the effort begins linking staff development participation to teacher evaluation

Handbook of Research on Teaching Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields

A Teacher Evaluation System That Works. Research Brief National Institute for Excellence in Teaching (NIET), 2010 Teachers are the most important school related factor for student achievement gains but evaluation of teacher performance is seldom conducted in any rigorous way As policymakers call for a better approach to teacher evaluation the 10 year history of TAP™ The System for Teacher and Student Advancement provides an example of an integrated system for teacher evaluation and support TAP teachers are evaluated every year through multiple classroom observations by trained and certified raters and through their contributions to student achievement growth Based on data from TAP schools research shows that 1 TAP teacher evaluations provide differentiated feedback on teacher performance 2 TAP classroom evaluations are aligned with value added student achievement outcomes 3 TAP teachers become more effective over time and 4 TAP schools show higher retention of more

effective teachers and higher turnover of less effective teachers Creating the capacity for evaluation and evaluation guided improvement in schools requires the right tools as well as the sustained engagement of teachers and leaders The example of TAP implies that teacher evaluation should not be pursued as a one time one size fits all policy prescription but should be integrated within a comprehensive site based system with specific practical elements to support teachers and improve teaching and learning in the classroom Contains 7 figures and 5 footnotes For A Teacher Evaluation System That Works Working Paper see ED533380

Evaluating Teaching James H. Stronge,1997-06-20 This book presents current research and thinking about teacher evaluation and provides a coherent and comprehensive approach to designing implementing and monitoring quality teacher evaluation systems

Impacts of Teacher Evaluation and Professional Development on Student Outcomes Edward Crowe,Rena F. Subotnik,2012-07-01 This particular case study is designed to explore the extent to which a teacher evaluation system is effective It also addresses the challenge of measuring student achievement gains when the students in question are already at the high end of the scale a different yet important problem in an era when many concentrate on low hanging fruit or students on the bubble between failure and marginal performance By presenting a realworld case various research methods for studying issues raised by the case and the interchange among scholars engaged in this effort this volume will allow educational policymakers and practitioners to decide if a proposed approach is compelling and relevant for their settings Concurrently a comparison of various research methods addressing a real school based problem provides an important learning tool for the research community and for those who study and make policy We also believe that the case study and the research designs will be useful for those with responsibility for framing and funding a research agenda in education that utilizes strong research designs applied to topics that matter to student outcomes at all levels of the U S education system and at all levels of pupil performance And finally we hope that doctoral programs that seek to prepare the next generation of education researchers will find our approach helpful in their work

Evaluating Teaching James H. Stronge,2005-11-02 This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system

Evaluating America's Teachers W. James Popham,2013-04-10 When teacher evaluations are fair everyone wins Poor evaluation systems don't just hurt teachers they hurt students too That's why America can't afford to wait for the teacher evaluation problem to be solved To provide balanced accurate and rigorous evaluations that take into account each teacher's particular circumstances only one system can work evidence governed collegial judgment This book includes A discussion of common evaluation systems including testing value added models and observations Analysis of federal guidelines and state responses Action steps teachers and school leaders can take to influence policy A clear rationale and strategies for implementing a teacher evaluation model based on human judgment

Decoding **Research Based Teacher Evaluation**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Research Based Teacher Evaluation**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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