



Effective Teachers & Leaders: Research and Strategies

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National Comprehensive Center for Teacher Quality (the TQ Center)

- The National Comprehensive Center for Teacher Quality (TQ Center) is a federally funded partnership whose mission is to help regional comprehensive centers and states carry out the teacher quality mandates of the current reauthorization of the Elementary and Secondary Education Act (ESEA).
- Partners:
 - Learning Point Associates
 - Vanderbilt University
 - ETS

ARRA

- Dual education focus codified in the American Recovery and Reinvestment Act (ARRA):
 - Teacher effectiveness
 - Equitable distribution of teachers

Great Teachers and Leaders

- The Great Teachers and Leaders section of the RTTT application is a clear make or break for states.
- It is the most important single assurance area in terms of points assigned.
- It alone can earn a state 138 points out of the 500 total points for the application, more than a quarter of the entire RTTT point allocation.

Why focus on Great Teachers?

- The research and data are clear—teacher quality is the single most important variable impacting student achievement.
- “Everything else—educational standards, testing, class size, greater accountability is background...(U)ltimately, the success of U.S. public education depends upon the skills of the 3.1 million teachers managing classrooms in elementary and secondary schools around the country” (Gordon, Kane and Staiger, 2006).

Why focus on Great Leaders?

- There is growing agreement that to have every child succeed, every child needs an effective teacher.
- And it is the principal who is best positioned to ensure that teaching and learning are as good as they can be throughout entire schools.
- “How Leadership Influences Student Learning” (Wallace Foundation, 2004), makes the point:
 - “...there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.”

Looking at Effectiveness

- If teachers and leaders have that much influence on students' academic success, it is imperative that we understand what highly effective educators do. But, how do we accurately identify the best educators, and what can we learn from them?
- Fundamental to this question is the need for accurate data and information to more precisely measure teachers' and leaders' influences on student learning.
- Yet few districts or states are measuring effectiveness in a systematic and on-going process.

Research on Great Teachers and Leaders

- Administrators are the most common evaluators, according to study of 140 districts (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007).
- On average, non-tenured teachers are evaluated twice a year and tenured teachers once every three to five years (Brandt et al., 2007).
- 59% of teachers report that there are a few teachers in their building who “fail to do a good job and are simply going through the motions”; 18% report that there are more than a few of such teachers (Public Agenda & Learning Point Associates, 2009).

Inequitable Distribution

- Research consistently finds that high-poverty, high-minority students are:
 - Less likely to be taught by highly qualified or experienced teachers.
 - Less likely to be taught by teachers who attended more selective colleges or universities.
 - More likely to be taught by out-of-field teachers.
 - More likely to be subjected to higher teacher turnover rates. (Peske & Haycock, 2006)

RTTT Elements of Great Teachers and Leaders

- Alternative Pathways
- Teacher & Leader Effectiveness
- Equitable Distribution of Teachers & Leaders
- Pre-Service Programs
- Professional Development

Why measure teacher effectiveness?

- There are many valid reasons, both formative and summative, to measure teacher effectiveness
- But the **ultimate** goal of all measurement of teacher effectiveness should be...

TO IMPROVE TEACHING AND LEARNING

- An evaluation system should be designed to improve teaching, not “rate” or “rank” teachers

How do we measure teacher effectiveness?

➤ "It's a hard nut to crack. The things that are easy to measure don't matter that much, and the things that matter aren't easy to measure."

Adam Gamoran, interim dean at the University of Wisconsin School of Education, talking to *Teacher Magazine* in December 2008

Measuring Teacher Effectiveness

- How we measure teacher effectiveness is affected by the following:
 - What is valued
 - Our technological advances and limitations
 - Data, evidence, and information
 - Resources (staff, money, time, policy levers) The cooperation of the teachers themselves
 - Motivation for measuring effectiveness

Measures of teacher effectiveness

- Value-Added Models
- Teacher Observations
- Portfolios
- Analysis of teachers' assignments or students' work
- Documentation of teachers' positive contributions to the school
- Student and parent surveys or reports,
- Documentation of teacher leadership and mentoring

* Goe, Bell, and Little (2008).

Measuring Teacher Effectiveness: System Design Suggestions

- Building a system should be a collaborative effort among the state, districts, teachers, administrators, other education stakeholders
 - The system will drive improvement because teachers will strive to improve in areas that they know will be measured
- Continue to evaluate the system and make adjustments based on new evidence
 - Research is underway that will help establish the correlations and validity of various measures

Measuring Teacher Effectiveness: System Design Suggestions

- Recognize the changing demographics of the teaching workforce:
 - Differentiate your evaluation system to recognize the different stages of teacher development.
- Consider using pilot models to get started

Measuring Teacher Effectiveness: System Design Suggestions

- Connect teacher evaluation with professional development
 - Give teachers opportunities to improve in areas in which they score poorly
 - Provide assistance in determining problem areas and planning strategies to address them
 - Provide support, resources, and time to help them improve
 - Mentors or expert teachers (and time to observe them and be observed by them)
 - *Targeted, sustained* professional development

Sample State Teacher Evaluation Models

- **Delaware's** Performance Appraisal System II is based, in part, on Charlotte Danielson's Framework for Teaching. The state's model is a continuous process of professional improvement for educators.
- Peer Assistance and Review. **California** introduced a statewide peer assistance and review (PAR) program in 1999. PAR has two goals: supporting teacher professional growth, and assessing whether teachers meet performance standards.
- Assisting, Developing, and Evaluating Professional Teaching. **South Carolina's** (ADEPT) program creates a seamless feedback continuum for educators, including both classroom-based teachers and special area educators, such as guidance counselors, library media specialists, and speech-language therapists.

Sample District Teacher Evaluation Strategies

- Denver ProComp is a teacher evaluation and compensation system that replaces the traditional salary schedule with additional pay for building teacher knowledge and skills, receiving satisfactory evaluations, fostering student growth, and teaching in hard-to-staff positions.
- Teacher Advancement Program (TAP) promotes classroom evaluation of teachers at multiple points in time, based on multiple measures, and by more than one trained evaluator. NIET developed a teacher evaluation tool that is based on a set of standards known as the TAP Teaching Skills, Knowledge and Responsibility Standards.

Upcoming Resources

- Guide to Evaluation Products
- Critical Issues Guide to Teacher Effectiveness
 - Engaging Stakeholders
 - Developing a Communication Plan
 - Starting the Conversation
 - Measuring Teacher Effectiveness
 - Finding Funding
 - Developing a Data Infrastructure
 - Using Data to Inform Decisions
 - Evaluating the Teacher Effectiveness System
- Critical Issues Guide to Equitable Distribution

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