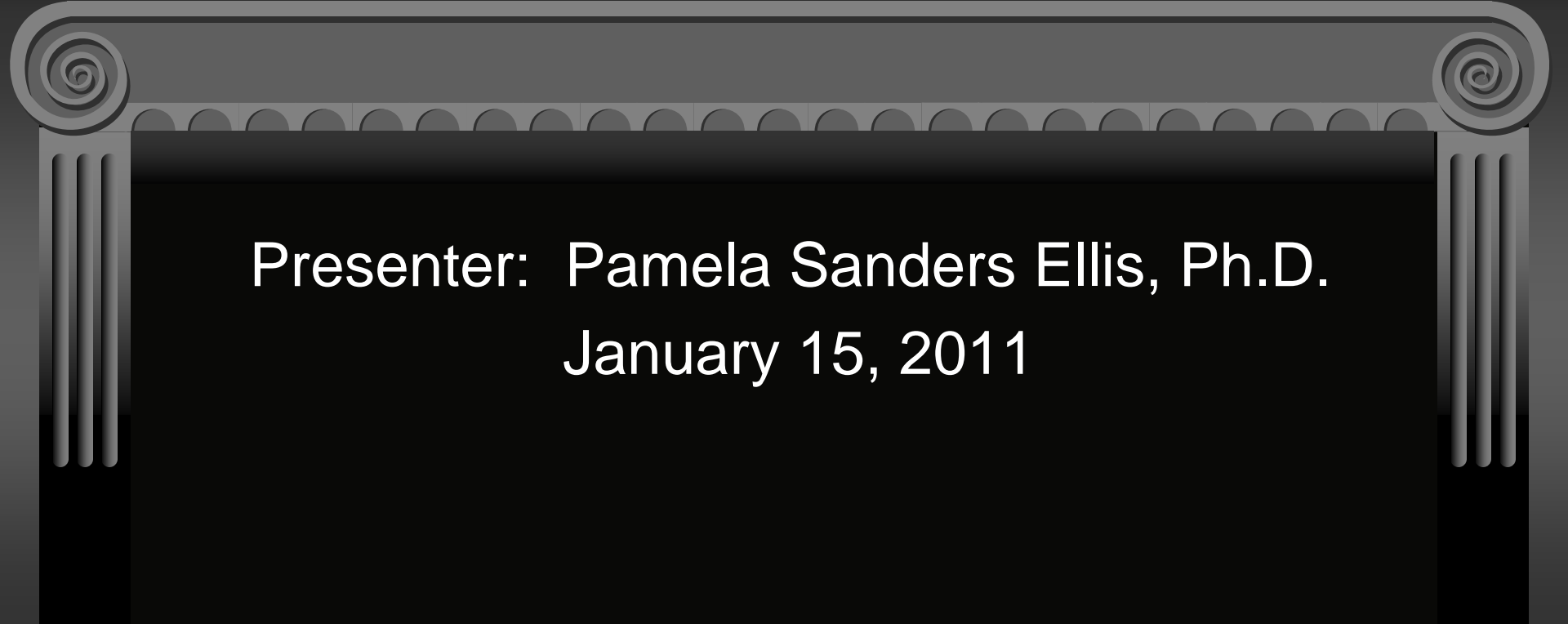
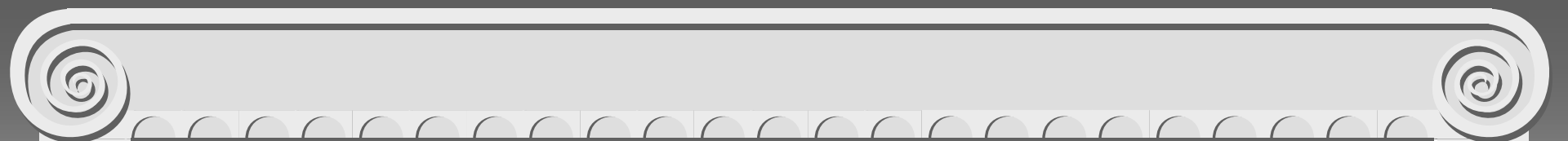


Making the Grade: The Seven C's of Teacher Evaluations

Morgan State University



Presenter: Pamela Sanders Ellis, Ph.D.
January 15, 2011



What Does It Take to be a Top
STEM Teacher in the 21st
Century?

The Golden Apple

*I'd Like to Thank My Master Teachers, My
Principal And, of Course, My Students Who
Made This All Possible..*

The National Council on Teacher Quality Bulletin 12/13/2010



What is the Societal Expectation for Teachers?



Daily Schedule in a South Korean High School

8:20 to 9:10 - Study period for the college entrance exam

9:20 to 10:10 - First period

10:20 to 11:10 - Second period

11:20 to 12:10 - Third period

12:20 to 1:10 - Fourth period

1:10 to 2:10 - Lunch

2:10 to 3:00 - Fifth period

3:10 to 4:00 - Sixth period

4:00 to 4:20 - Cleaning time - Students do chores around school

4:20 to 5:10 - Seventh period

5:20 to 6:10 - Study for the college entrance exam

6:10 to 7:10 - Dinner

7:10 to 8:20 - Study for the college entrance exam

8:20 to 8:40 - Break

8:40 to 10:00 - Study for the college entrance exam

10:00 to 11:00 - Extra study time for students applying to select colleges
(Chandler, 2010).



Are You Open to Innovation?

Absolutely



BTU Field Representative, John Casey and
Baltimore Teachers (Hulland, 2010).

Highlights of the New Baltimore Teachers Contract

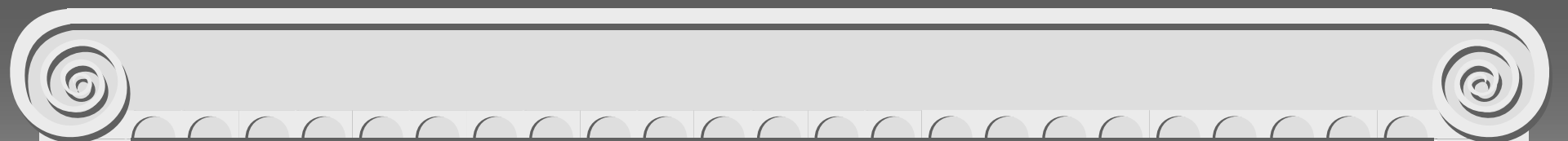
- ◆ A 2 percent, retroactive pay increase and a \$1,500 stipend, which takes effect in this school year.
- ◆ Pay in the last two years of the contract will be based on a yet-to-be-determined system that ties student performance to teacher evaluations (Green & Bowie, 2010).

Highlights of the New Baltimore Teachers Contract

- ◆ Teachers will climb a four-tiered career ladder that will pay some more than \$100,000 and encourage more pursuit of professional development and school-based leadership.
- ◆ All schools will employ "school-based options" in the third year of the contract — a plan under which 80 percent of teachers in a school could help set working conditions not outlined in the general contract, such as a longer workday or more planning time (Green & Bowie, 2010).

The Four Steps of Advancement

- ◆ new standard teachers
- ◆ professional tenured teachers
- ◆ model teachers
- ◆ one leader teacher per building
- ◆ In three years, a teacher who becomes a lead teacher could earn up to \$100,800 (McClatchy-Tribune News Service, 2010).



How will the fairness of the
teacher evaluation system,
ultimately adopted,
be certified?

Baltimore Professional Practices And Student Learning Program(BPPSLP)

The Board and the BTU believe that the BPPSLP will:

- ◆ encourage teacher and staff leadership.
- ◆ give teachers and staff decision making responsibilities.
- ◆ reward teachers and staff for the valuable work they do (Baltimore Teachers' Union, 2010).

Evaluations

The process for evaluations shall remain the same:

- ◆ teachers shall continue to be evaluated by school-based personnel.
- ◆ In accordance with State guidelines, the Baltimore Teachers Union and the Board shall negotiate that portion of the evaluation tool that is not determined at the State Level (Baltimore Teachers' Union, 2010).



**THE MEASURES OF EFFECTIVE
TEACHING (MET) PROJECT**

THE MEASURES OF EFFECTIVE TEACHING (MET) PROJECT

- ◆ The MET Project is funded by the Bill & Melinda Gates Foundation.
- ◆ Independent education researchers, in partnership with school districts, principals, teachers, and unions are working together to develop fair and reliable measures of effective teaching (Bill & Melinda Gates Foundation, 2010c).

Who are some of the lead researchers of the MET Project?

- ◆ Mark Atkinson, Teachscape
- ◆ Nancy Caldwell, Westat
- ◆ Ron Ferguson, Harvard University
- ◆ Drew Gitomer, Educational Testing Service
- ◆ Eric Hirsch, New Teacher Center
- ◆ Dan McCaffrey, RAND
- ◆ Roy Pea, Stanford University (Bill & Melinda Gates Foundation, 2010c).

Who are some of the key contributors?

- ◆ Joan Auchter, National Board for Professional Teaching Standards
- ◆ Charlotte Danielson, The Danielson Group
- ◆ Dan Goldhaber, University of Washington
- ◆ Pam Grossman, Stanford University
- ◆ Bridget Hamre, University of Virginia
- ◆ Heather Hill, Harvard University
- ◆ Sabrina Laine, American Institutes for Research
- ◆ John Winn, National Math and Science Initiative (Bill & Melinda Gates Foundation, 2010c).

THE MEASURES OF EFFECTIVE TEACHING (MET) PROJECT GOAL

“The goal of MET is to help educators and policymakers identify and support good teaching by improving the quality of information available about teacher practice” (Bill & Melinda Gates Foundation, 2010d, p. 1).

THE THREE PREMISES OF THE MET PROJECT

- ◆ **“First, whenever feasible, a teacher’s evaluation should include his or her students’ achievement gains” (Bill & Melinda Gates Foundation, 2010c, p. 4).**

THE THREE PREMISES OF THE MET PROJECT

- ◆ **“Second, any additional components of the evaluation (e.g., classroom observations, student feedback) should be demonstrably related to student achievement gains” (Bill & Melinda Gates Foundation, 2010c, p. 5).**

THE THREE PREMISES OF THE MET PROJECT

- ◆ **“Third, the measure should include feedback on specific aspects of a teacher’s practice to support teacher growth and development” (Bill & Melinda Gates Foundation, 2010c, p. 5).**

Research Purpose

- ◆ The aim of the research is to find, “a composite measure of teacher effectiveness that will incorporate the data gathered about each individual teacher effectiveness measure tested during the project and will act as a stable predictor of student achievement in a particular teacher's classroom” (Bill & Melinda Gates Foundation, 2010a, p. 1).

Implementation

- ◆ Met was implemented during the 2009-2010 and 2010-2011 school years in a number of school districts around the nation
- ◆ The project involves 3000 teacher-volunteers and their students in the following courses: math and English language arts (ELA) in grades 4 through 8, Algebra I at the high school level, Biology (or its equivalent) at the high school level, and English in grade 9 (Bill & Melinda Gates Foundation, 2010c).

Implementation

- ◆ There were 13,000 videotaped course lessons conducted in the spring of 2009-2010 (Bill & Melinda Gates Foundation, 2010c).

Data Collection

There are five types of data:

1. Student achievement gains on state standardized assessments and supplemental assessments designed to measure higher-order conceptual thinking
2. Videotaped classroom observations and teacher reflections (Bill & Melinda Gates Foundation, 2010c).

Data Collection

3. Teachers' pedagogical content knowledge
4. Student perceptions of the classroom instructional environment
5. Teachers' perceptions of working conditions and instructional support at their schools (Bill & Melinda Gates Foundation, 2010c).

Student Assessments

- ◆ Students in grades 4 through 8 math classes were assessed for their conceptual understanding of key concepts in mathematics using the Balanced Assessment of Mathematics (Bill & Melinda Gates Foundation, 2010c).

Student Assessments

- ◆ High school student achievement was assessed by using the Quality Core end-of-course assessments from ACT, in Algebra I, 9th grade English, and Biology (Bill & Melinda Gates Foundation, 2010c).

Five Met Districts

To be part of the MET project, a district was required to have some historical data linking students and teachers. There are six predominantly urban school districts:

1. Charlotte-Mecklenburg Schools
 2. Dallas Independent School District
 3. Denver Public Schools
 4. Hillsborough County Public Schools
 5. Memphis City Schools
 6. New York City Department of Education
- (Bill & Melinda Gates Foundation, 2010b).

At the end of the current school year

- ◆ The MET Project will study differences in student achievement gains within each class groupings to see if the students assigned to the teachers identified using year one data as “more effective” actually outperform the students assigned to the “less effective” teachers.
- ◆ The MET Project will look at differences in student achievement gains within each of those groups and then aggregate up those differences for “more effective” and “less effective” teachers (Bill & Melinda Gates Foundation, 2010c).

Random Assignment

- ◆ By randomly assigning groups of students, there should be no differences—measured or unmeasured—in the prior characteristics of the students assigned to “more effective” or “less effective” teachers as a group.
- ◆ If the students assigned to teachers who were identified as “more effective” outperform those assigned to “less effective” teachers, then that teacher deserves the title (Bill & Melinda Gates Foundation, 2010c).

Teacher Value-Added Assessment

- ◆ The MET Project estimated a statistical model controlling for each student's test score in that subject from the prior year, a set of student characteristics and the mean prior test score and the mean student characteristics in the specific course section or class which the student attends (Bill & Melinda Gates Foundation, 2010c).

Teacher Value-Added Assessment

- ◆ The statistical model produces an “expected” achievement for each student based on his or her starting point and the starting point of his or her peers in class. Some students “underperformed” relative to that expectation and some students “overperformed”.
- ◆ In the analysis, a teacher’s “value-added” is the mean difference, across all tested students in a classroom with a prior year achievement test score, between their actual and expected performance at the end of the year (Bill & Melinda Gates Foundation, 2010c).

The Seven C's

Student Perceptions Matter

The 7 Cs	Sample Questions	Percentage of Students Agreeing with Each Item	
		At the 25th percentile	At the 75th percentile
CARE	My teacher in this class makes me feel that s/he really cares about me.	40%	73%
	My teacher really tries to understand how students feel about things.	35%	68%
CONTROL	Students in this class treat the teacher with respect.	33%	79%
	Our class stays busy and doesn't waste time.	36%	69%
CLARIFY	My teacher has several good ways to explain each topic that we cover in this class.	53%	82%
	My teacher explains difficult things clearly.	50%	79%
CHALLENGE	In this class, we learn a lot almost every day.	52%	81%
	In this class, we learn to correct our mistakes.	56%	83%
CAPTIVATE	My teacher makes lessons interesting.	33%	70%
	I like the ways we learn in this class.	47%	81%
CONFER	Students speak up and share their ideas about class work.	40%	68%
	My teacher respects my ideas and suggestions.	46%	75%
CONSOLIDATE	My teacher checks to make sure we understand what s/he is teaching us.	58%	86%
	The comments that I get on my work in this class help me understand how to improve.	46%	74%

Survey items are differentiated based on grade level and can be administered online or on paper.

National Council on Teacher Quality (2010)

MET Project Results

- ◆ In every grade and subject, a teacher's past track record of value-added is among the strongest predictors of their students' achievement gains in other classes and academic years.
- ◆ Teachers with high value-added on state tests tend to promote deeper conceptual understanding as well (Bill & Melinda Gates Foundation, 2010c).

MET Project Results

- ◆ Teachers have larger effects on math achievement than on achievement in reading or English Language Arts, at least as measured on state assessments.
- ◆ Student perceptions of a given teacher's strengths and weaknesses are consistent across the different groups of students they teach (Bill & Melinda Gates Foundation, 2010c).



Your Self-Assessment Matters

MET Project Implementation Timeline

Summer 2011:

Technical report on composite measure of effective teaching is expected to be published.

Winter 2011–2012:

Publication of final results are expected (Bill & Melinda Gates Foundation, 2010b).

MET Project Conclusion

“Teachers will need to open up their practice for review and constructive critique—because that’s what excellence requires.” (Bill & Melinda Gates Foundation, 2010b, p. 8).

Measuring Educators' Beliefs about Diversity in Personal and Professional Contexts

Citation

Measuring Educators' Beliefs about Diversity in
Personal and Professional Contexts Author(s):
Cathy A. Pohan and Teresita E. Aguilar Source:
American Educational Research Journal, Vol. 38,
No. 1 (Spring, 2001), pp. 159-182. Published by:
American Educational Research Association
Stable URL: <http://www.jstor.org/stable/3202517>
Accessed: 15/12/2010 13:04

Measuring Educators' Beliefs about Diversity in Personal and Professional Contexts

- ◆ The measures were designed to assess varying levels of acceptance for (or openness to) a range of diversity issues/topics (Pohan & Aguilar, 2001).

Measuring Educators' Beliefs about Diversity in Personal and Professional Contexts

- ◆ The range of possible scores for the **Personal Beliefs About Diversity Scale** is 15-75. The range of possible scores for the **Professional Beliefs About Diversity Scale** is 25-125 (Pohan & Aguilar, 2001).

Measuring Educators' Beliefs about Diversity in Personal and Professional Contexts

- ◆ Low scores reflected general intolerance for diversity, whereas high scores reflected an **openness or acceptance of most or all of the diversity issues** (Pohan & Aguilar, 2001).

Measuring Educators' Beliefs about Diversity in Personal and Professional Contexts

- ◆ Midrange scores reflected a general tolerance or acceptance of some issues/topics and perhaps a degree of indifference for (or uncertainty toward) some of the issues/topics included in the measure.
- ◆ Midrange scores also indicated high acceptance of some issues/topics and low acceptance or tolerance for other issues/topics, resulting in a seemingly balanced (or midrange) score (Pohan & Aguilar, 2001).

In Conclusion

Based on changes in teacher evaluations as well as the example found in this Diversity Survey Instrument, would you agree that quantitative assessments give only a limited measure of information by which to make high-stakes decisions?

How do we Measure up in the 21st Century?

◆ By utilizing rigorous content, time on instruction, multiple teaching strategies, and multiple measures of assessment for teacher evaluations, as well as for students, the path to improvements in the American educational system is a career ladder that everyone needs to be “in on.”



The Final Question

To what degree, are you in?