

Defining Teacher Effectiveness

A Five-Point Definition of Teacher Effectiveness

Approaches to Evaluating Teacher Effectiveness: A Research Synthesis presents a five-point definition of teacher effectiveness developed through an analysis of research, policy, and standards that addressed teacher effectiveness. After the definition had been developed, the authors consulted a number of experts and strengthened the definition based on their feedback.

"The five-point definition of teacher effectiveness consists of the following:

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure" (Goe et al., 2008, p. 8).

Source: A Practical Guide for Evaluating Teaching Effectiveness (2009), <https://files.eric.ed.gov/fulltext/ED543776.pdf>

Describing Mixed Methods/Models

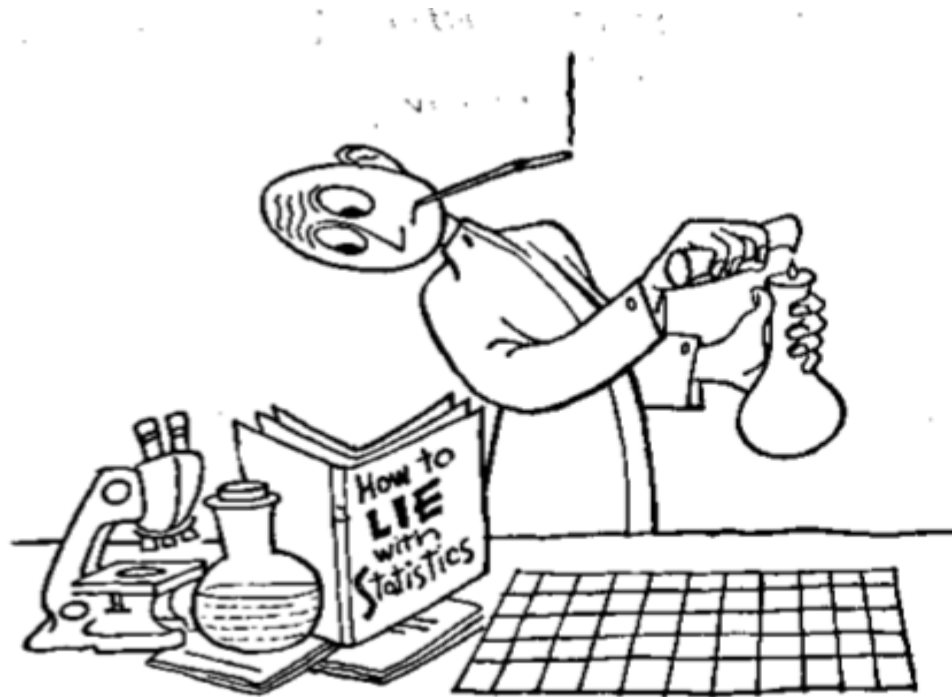
- Classroom Observation
- Peer-Evaluation/Supervisor Evaluation
- Analysis of Classroom Artifacts
- Portfolios
- Teacher Self Report Practice
- Value-Added Models
- Student Evaluation & Reflection

Source: A Practical Guide for Evaluating Teaching Effectiveness (2009)., <https://files.eric.ed.gov/fulltext/ED543776.pdf>

Exploring Bias in High Stake Decisions

- Gender Bias
 - S. A. Basow & N. T. Silberg. (1987). Student evaluations of college professors: Are female and male professors rated differently? *Jrnl of Educational Psychology*, Vol 79(3), 308-314
- Race Matters
 - D. B. Downey & S. Pribesh (2010). When Race Matters: Teacher's Evaluations of Students' Classroom Behavior. *Sociology of Education*, Vol 77 (Oct), 267-282.
 - L. D. Reid. (2010). The Role of Perceived Race and Gender in the Evaluation of College Teaching on RateMyProfessors.com. *Jrnl of Diversity in Higher Education*, 3, 137-152.
- Difficulty Bias, Non Response Bias, No Bias?
 - Marsh, H. W., & Roche, L. A. (2000). Effects of grading leniency and low workload on students' evaluations of teaching: Popular myth, bias, validity, or innocent bystanders? *Journal of Educational Psychology*, 92(1), 202-228.
 - P. B. Stark & R. Freishtat. (2014). An Evaluation of Course Evaluations. *ScienceOpen*, <https://www.scienceopen.com/document?vid=42e6aae5-246b-4900-8015-dc99b467b6e4>

Examining The Well-Chosen Average



D. Huff. (1954). How to Lie with Statistics. New York, NY: W. W. Norton & Co., Available online at <https://www.horace.org/blog/wp-content/uploads/2012/05/How-to-Lie-With-Statistics-1954-Huff.pdf>