

# Measures of Effective Teaching

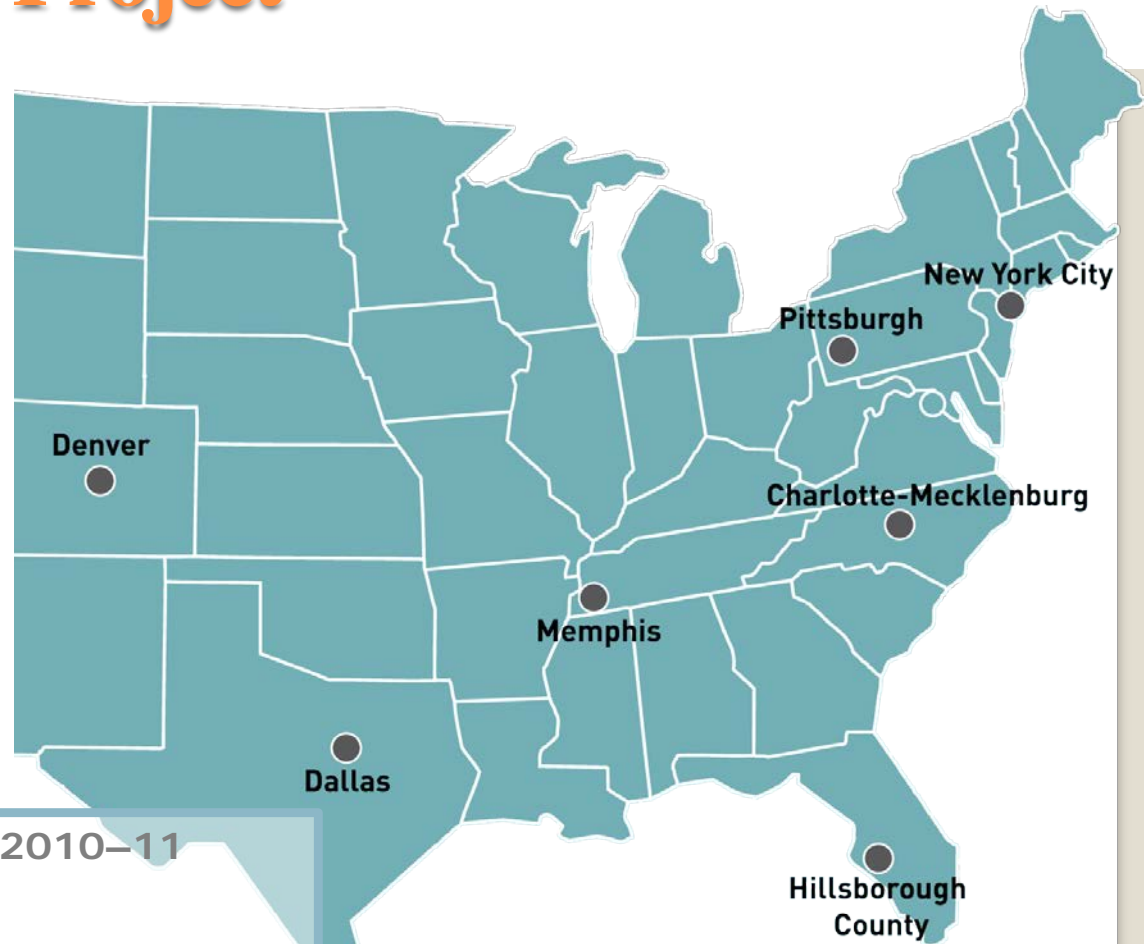
## **An Overview of the Two Year National Study**

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# The Measures of Effective Teaching Project

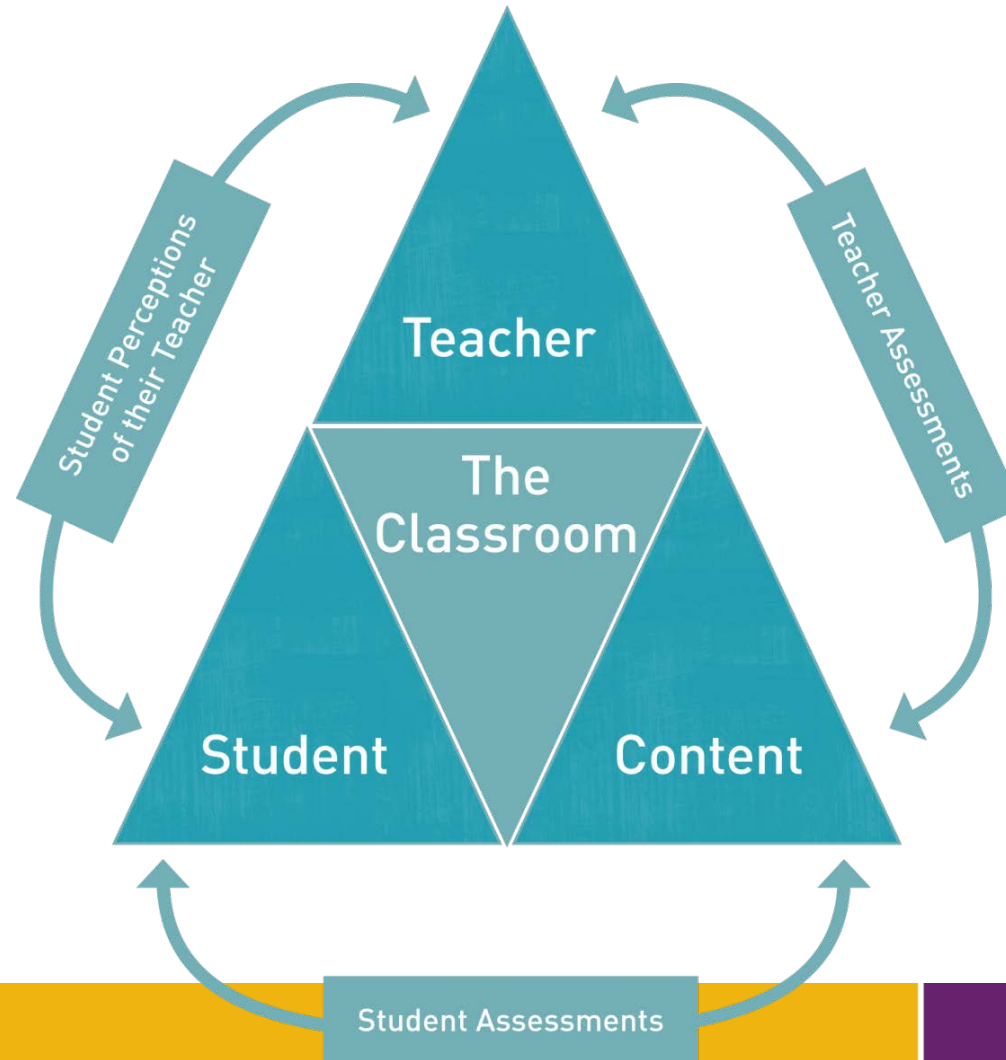
## Participating Teachers

Charlotte-Mecklenberg	465
Dallas	315
Denver	130
Hillsborough County	741
Memphis	444
New York City	728
Pittsburgh	196
<b>TOTAL</b>	<b>3,019</b>



- Two school years: 2009–10 and 2010–11
- > 100,000 students
- Grades 4–8: ELA and Math
- High School: ELA I, Algebra I and Biology

# Multiple Measures of Teaching Effectiveness



**DATA COLLECTION:** *All teachers agreed to have the following data collected and analyzed:*

- Students' performance on standardized state tests and supplemental tests
- Video taped classroom observations (total of eight) and teacher reflections on four of these lessons
- Teachers' pedagogical content knowledge
- Student perceptions of the instructional environment in the classroom
- Teachers' perceptions of the working conditions at the school.

# Building and Validating a Composite Model

The MET project is analyzing its data in three stages:

**Stage 1:** Collected three years of historical data on student performance and demographics and teacher characteristics:

- Degrees

- Certification

- Licensing scores

- Tenure

- District performance review

- Years of experience

- NBPTS

## Building and Validating Continued

**Stage 2:** Researchers from RAND combined data from each of the MET project measures to form a composite indicator of effective teaching. They assigned a weight to each measure based on the results of analyses that indicate how much each weight contributes to predicting student gains.

**Stage 3:** Researchers test whether students of those teachers with the highest composite scores actually show the most improvement

**Random Assignment** was utilized in the second year to control for all the ways students differ. This means there will be no differences in the baseline characteristics of students assigned to “more effective” or “less effective” teachers.

# Preliminary Findings

**First**, in every grade and subject studied, a teacher's past success in raising student achievement on state tests (his or her value added) is the strongest predictor of his or her ability to do it again.

**Second**, the teachers with the highest value added scores also tend to help students understand math or demonstrate reading comprehension through writing.

**Third**, the average student knows effective teaching when he or she experiences it.

**Fourth**, feedback need not be limited to test scores alone. By combining different sources of data, it is possible to provide diagnostic, targeted feedback to teachers who wish to improve.

# Students Differentiate Between Teachers

In top classrooms,  
more than 73% of  
student agree.

In bottom classrooms,  
less than 40% agree.

The 7 Cs	Sample Questions	
CARE	My teacher in this class makes me feel that s/he really cares about me.	My teacher really tries to understand how students feel about things.
CONTROL	Students in this class treat the teacher with respect.	Our class stays busy and doesn't waste time.
CLARIFY	My teacher has several good ways to explain each topic that we cover in this class.	My teacher explains difficult things clearly.
CHALLENGE	In this class, we learn a lot almost every day.	In this class, we learn to correct our mistakes.
CAPTIVATE	My teacher makes lessons interesting.	I like the ways we learn in this class.
CONFER	Students speak up and share their ideas about class work.	My teacher respects my ideas and suggestions.
CONSOLIDATE	My teacher checks to make sure we understand what s/he is teaching us.	The comments that I get on my work in this class help me understand how to improve.

In top classrooms,  
more than 69% of  
student agree.

In bottom classrooms,  
less than 36% agree.

In top classrooms,  
more than 81% of  
student agree.

In bottom classrooms,  
less than 56% agree.

In top classrooms,  
more than 68% of  
student agree.

In bottom classrooms,  
less than 40% agree.

# Mean Student Responses and Correlation with Math Value-Added

**Care**

My teacher in this class makes me feel that s/he really cares about me.	0.228
My teacher seems to know if something is bothering me.	0.153
My teacher really tries to understand how students feel about things.	0.193

**Control**

Student behavior in this class is under control.	0.243
I hate the way that students behave in this class.	-0.176
Student behavior in this class makes the teacher angry.	-0.223

Student behavior in this class is a problem	-0.242
My classmates behave the way my teacher wants them to.	0.286
Students in this class treat the teacher with respect.	0.317
Our class stays busy and doesn't waste time.	0.284

**Clarify**

If you don't understand something, my teacher explains it another way.	0.220
My teacher knows when the class understands, and when we do not.	0.218
When s/he is teaching us, my teacher thinks we understand even when we don't.	-0.174
My teacher has several good ways to explain each topic that we cover in this class.	0.244
My teacher explains difficult things clearly.	0.250

**Challenge**

My teacher asks questions to be sure we are following along when s/ he is teaching.	0.198
My teacher asks students to explain more about answers they give.	0.222
In this class, my teacher accepts nothing less than our full effort .	0.214
My teacher doesn't let people give up when the work gets hard.	0.240
My teacher wants us to use our thinking skills, not just memorize things.	0.202
My teacher wants me to explain my answers -- why I think what I think.	0.194
In this class, we learn a lot almost every day.	0.273
In this class, we learn to correct our mistakes.	0.264

**Captivate**

This class does not keep my attention--I get bored.	-0.215
My teacher makes learning enjoyable.	0.224
My teacher makes lessons interesting.	0.229
I like the ways we learn in this class.	0.242

**Confer**

My teacher wants us to share our thoughts.	0.177
Students get to decide how activities are done in this class.	0.173
My teacher gives us time to explain our ideas.	0.170
Students speak up and share their ideas about class work.	0.217
My teacher respects my ideas and suggestions.	0.207

**Consolidate**

My teacher takes the time to summarize what we learn each day.	0.189
My teacher checks to make sure we understand what s/he is teaching us.	0.246
We get helpful comments to let us know what we did wrong on assignments.	0.203
The comments that I get on my work in this class help me understand how to improve.	0.226

**Test Preparation**

We spend a lot of time in this class practicing for [the state test].	0.195
I have learned a lot this year about [the state test] .	0.143
Getting ready for [the state test] takes a lot of time in our class.	0.103



# MET PROJECT REPORTING

- Composite Measure: Summer 2011
- Preliminary Findings: Dec. 2010
- Full 1<sup>st</sup> Year Results: June 2011
- Full 2<sup>nd</sup> Year Results: Winter 2012

# What's Next?

## 1. MET-Extension – A Two Year Continuation Project

- Creating a library of videos to provide resources for practitioners and researchers.
- Basis for rater training and consistency
- Available to practitioners to generate thinking about instruction and for staff

## 2. Continuing the study of the validity and reliability of evidence-based indicators of teacher effectiveness while triangulating these findings with other measures of effectiveness.

Q & A

