



Contributions of Effective Teachers to Urban Student Success: What Does the Research Tell Us?

**Great Teachers for Our City Schools
3rd Annual National Summit**

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Topics and presenters

- A brief discussion of the current state of research around teacher quality and effectiveness
 - Laura Goe, Research Scientist at ETS and Principal Investigator for the National Comprehensive Center for Teacher Quality
- The Massachusetts Teaching Excellence Collaborative Model and a vision for staffing and retention of effective teachers in urban schools
 - Jessie Gerson-Nieder, teacher and participant in *Ready for the Next Challenge*

Topics and presenters (cont'd)

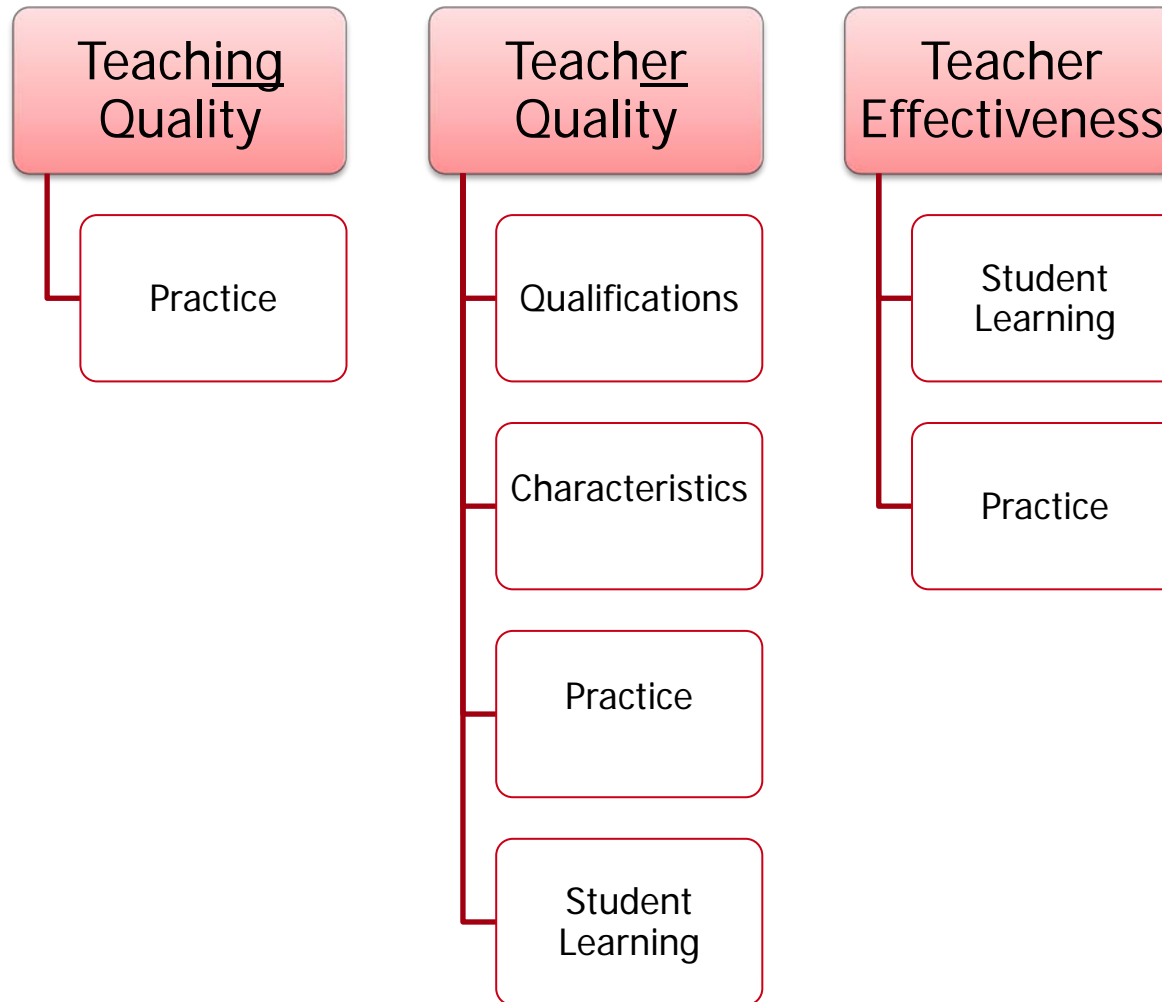
- Two perspectives on Cincinnati's long-term efforts to identify and support effective teachers along with related research
 - Angel Roddy, Assistant Principal, Hoffman Parham, Cincinnati Public Schools
 - Julia Indalecio, Teacher Programs Manager, Cincinnati Public Schools
- An overview of TQ Center products & tools
 - Jane Coggshall, Senior Research Associate, Learning Point Associates and the National Comprehensive Center for Teacher Quality

National Comprehensive Center for Teacher Quality (the TQ Center)

A federally-funded partnership whose mission is to help states carry out the teacher quality mandates of ESEA

- Vanderbilt University
 - Students with special needs, at-risk students
- Learning Point Associates
 - Technical assistance, research, policy
- ETS
 - Find, synthesize, & disseminate good research

Terminology for this presentation



What the evidence says about teacher qualifications (Goe, 2007)

- **Experience** matters, but only for the first five years or so as teachers learn on the job; After that, experience adds little in terms of student achievement
- Teachers' **subject matter knowledge** (as evidenced by course-taking) appears to contribute significantly to math achievement, particularly at the secondary level, but research has not convincingly demonstrated that it matters in other subjects

What the evidence says about teacher qualifications (continued)

- Subject matter **certification** contributes significantly to math achievement, but is not significantly and consistently related to student achievement in other subjects

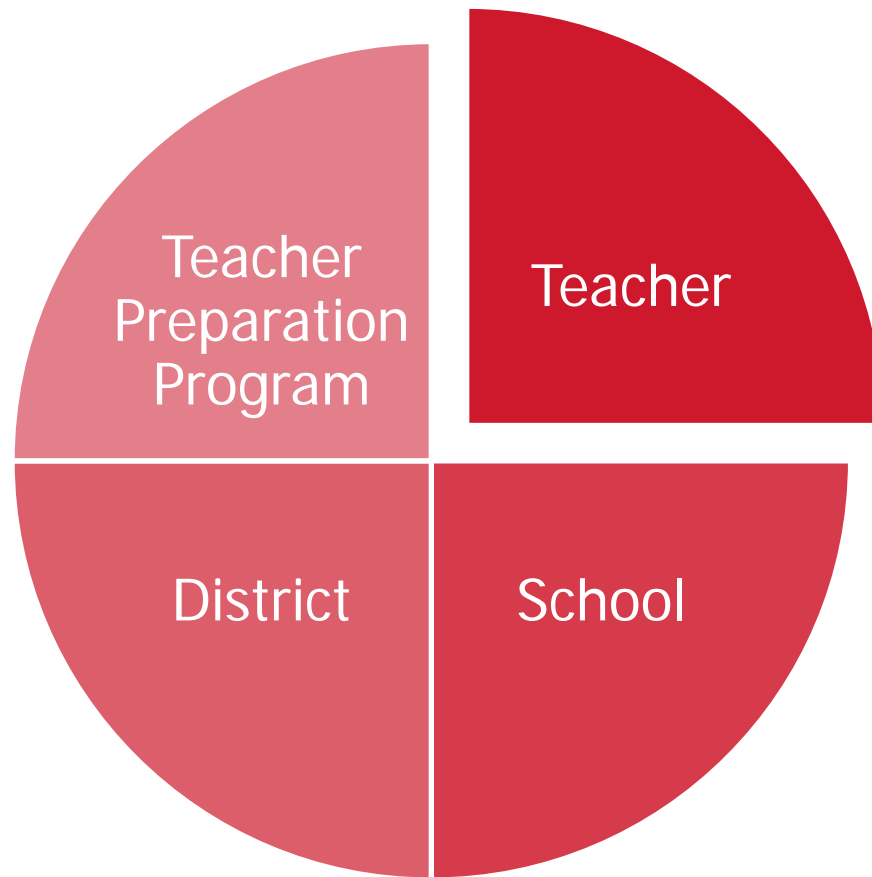
Goe, L. (2007). *The Link Between Teacher Quality and Student Outcomes*.
Washington, DC: National Comprehensive Center for Teacher Quality.
<http://www.tqsource.org/link.php>

How do we measure teacher effectiveness?

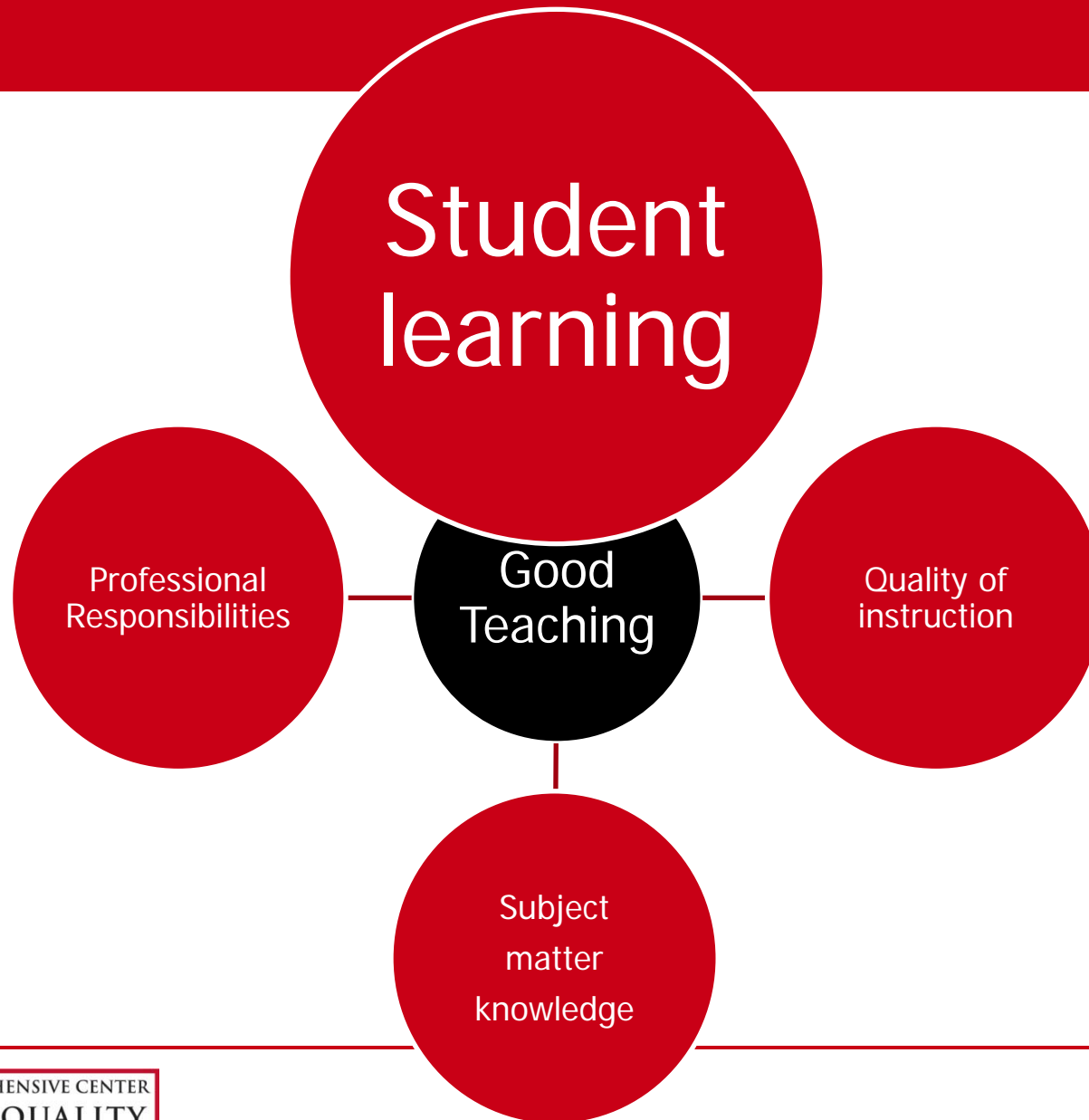
➤ "It's a hard nut to crack. The things that are easy to measure don't matter that much, and the things that matter aren't easy to measure."

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

Levels of accountability for teacher effectiveness



Teacher effectiveness (Rhode Island)



How we measure teacher effectiveness is impacted by various factors

- What is valued
- Our technological advances and limitations
- The data, evidence, and information we have or can acquire
- Availability of rubrics with demonstrated validity
- Understanding of what it takes to do evaluation rigorously
- The resources (staff, money, time, policy levers) available to us
- The cooperation of the teachers themselves
- Our motivation for measuring effectiveness

Emphasis on student achievement

- Teacher effectiveness is often discussed by researchers and politicians solely in terms of teachers' contributions to students' learning as measured by test scores
- This unfortunately means that other ways teachers contribute to student learning and well-being or to the culture and stability of the school are often not measured at all or may be given little consideration

Contrasting measures of teacher effectiveness

➤ Value-Added Models

- Becoming increasingly common
- Considered “more objective”
- Of little value in helping teachers improve their practice because value-added scores tell us nothing about what goes on in teachers’ classrooms

➤ Teacher Observations

- Great for formative evaluation but expensive to conduct (personnel time, training, calibrating)
- Only as good as the instruments and the observers
- Considered “less objective”

Measures of teacher effectiveness

- **Evidence of growth in student learning and competency**
 - Standardized tests, pre/post tests in untested subjects
 - Student performance (art, music, etc.)
 - Curriculum-based tests given in a standardized manner
 - Classroom-based tests such as DIBELS
- **Evidence of instructional quality**
 - Classroom observations
 - Lesson plans, assignments, and student work
- **Other evidence (varies, based on local values)**
 - Administrator/supervisor reports
 - Surveys of students and/or parents
 - An “evidence binder” created & presented by the teacher

Gates & Spencer Research (ETS)

- How do results from different measures compare?
 - Several multi-year research projects seek to answer that question
 - Projects involve ETS, the Institute for Social Research, RAND, the University of Virginia, and the University of Michigan
 - Numerous instruments (four types of classroom observations instruments), teacher assignment protocol, content knowledge measures, teacher self-efficacy measures

Basic Research Design (Gates, Spencer projects)

- Observe and video-record teacher multiple times in a classroom(s) during a school year
- Rate the classroom interactions using appropriate rubrics
- Collect evidence of student assignments
- Assess teacher knowledge and beliefs through tests/surveys
- Estimate VAM scores for teachers
- Examine relationships within and across all measures

TQ Center publications “in the works”

- Several “practical guides” and “research to practice” papers recently published or currently in the works from the TQ Center
 - Job-embedded professional development (collaboration among ETS, LPA, the Mid-Atlantic Comprehensive Center, and the National Staff Development Council)
 - Paying for sustainable professional development (ETS and University of Wisconsin collaboration)
 - Evaluating teachers of “special populations” (ETS and Vanderbilt collaboration)
 - Multiple Measures within a Comprehensive Teacher Evaluation Systems: Improving teacher effectiveness (ETS)