Additional Resources on Teacher Evaluation

*The following resources provide research-based information on teacher evaluation. All are available online at no charge. The publications can be printed out and read. The webcasts provide information in audio as well as print formats.*

Approaches to Evaluating Teacher Effectiveness: A Research Synthesis (Publication)

<http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>

This 2008 research synthesis by Laura Goe, Ph.D., Courtney Bell, Ph.D., and Olivia Little of ETS examines how teacher effectiveness is measured and provides practical guidance for evaluating teacher effectiveness. It evaluates the research on teacher effectiveness and different instruments used to measure it. In addition, it defines components and indicators that characterize effective teachers, extending this definition beyond teachers’ contributions to student achievement gains to include how teachers affect classrooms, schools, and colleagues as well as how teachers contribute
to other important outcomes for students.

Challenges in Evaluating Special Education Teachers and English Language Learner Specialists (Publication)

<http://www.tqsource.org/publications/July2010Brief.pdf>

This 2010 brief provides the results of an inquiry conducted by the National Comprehensive Center
for Teacher Quality (TQ Center) with support from the Council for Exceptional Children and several national experts in the context of current research and practice in teacher evaluation. It offers policy and practice recommendations for regions, states, and school districts to help their efforts in creating valid, reliable, and comprehensive evaluation systems for all teachers.

Enhancing Teacher Evaluation: Effective Practices for Evaluating Teachers of All Students (Webcast)

<http://www.tqsource.org/webcasts/evaluatingTeachers/>

This 2010 webcast includes an overview of the evaluation of teachers of at-risk populations, a discussion of the existing research, and a review of evaluation strategies and recommendations.

Evaluating Teacher Effectiveness: The What, How, and Why of Educator Evaluation (Webcast)

<http://www.tqsource.org/webcasts/evaluateEffectiveness/>

The TQ Center and REL Midwest cohosted this 2009 webcast for practitioners and policymakers. Douglas Harris, Ph.D., of the University of Wisconsin–Madison, and Laura Goe, Ph.D., of ETS, overview existing and emerging research on teacher evaluation methods, including value-added models and observation protocols. The presentations include a discussion of the quality of the evidence supporting these methods and the applications for each method that are consistent with that evidence. A recording of the webcast, the presenters’ slides, prewebcast presentations, and additional resources on this topic are available online.

Improving Instruction Through Effective Teacher Evaluation: Options for States and Districts (Publication)

<http://www.tqsource.org/publications/February2008Brief.pdf>

This 2008 brief discusses the measures used in teacher evaluation and focuses on their strengths, limitations, and current use. It underscores aspects of evaluation policies currently aligned with best practices and illuminates areas in which policymakers can improve evaluation rules, regulations, and implementation, thereby improving teacher instruction and student performance.

Measuring Teachers’ Contributions to Student Learning Growth for Nontested Subjects and Grades (Publication)

<http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf>

The purpose of this 2011 research and policy brief is to help states consider options for assessing student learning growth for the majority of teachers who teach content that is not assessed through standardized tests. It provides information about options for states to explore as well as factors to consider when identifying and implementing measures. It also focuses specifically on federal priorities to help ensure that evaluation systems meet the high expectations set for teacher evaluation. Finally, the brief emphasizes the importance of fairly measuring all teachers, including them in the evaluation process, and ensuring validity in measurement.

Measuring Teacher and Leader Performance: Cross-Sector Lessons for Excellent Evaluations (Publication)

<http://www.publicimpact.com/images/stories/performance_measurement_2010.pdf>

This 2010 report by Public Impact reports on the staff evaluation systems used by government agencies, nonprofit organizations, and for-profit companies and suggests how they can inform the development and implementation of teacher evaluation systems.

Methods of Evaluating Teacher Effectiveness (Publication)

<http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf>

This 2009 brief is intended to help state policymakers as they consider evaluation methods to clarify policy, develop new strategies, identify effective teachers, or guide and support districts in selecting and using appropriate evaluation methods for various purposes. It includes a five-point definition of teacher effectiveness that the authors developed by analyzing research, policy, and standards that address teacher effectiveness and by consulting experts in the field.

The Other 69 Percent: Fairly Rewarding the Performance of Teachers of Nontested Subjects and Grades (Publication)

<http://cecr.ed.gov/guides/other69Percent.pdf>

This 2008 paper from the Center for Educator Compensation Reform addresses the means by which states, school districts, and individual schools can fairly and effectively include all teachers in a performance-based compensation system. It specifically focuses on those who teach a grade level
or subject area for which standardized achievement tests are not administered and those who teach English language learners or students with disabilities.

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems (Publication)

<http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>

This 2011 guide from the TQ Center outlines eight key steps for developing and implementing comprehensive teacher evaluation systems. These steps consist of specifying evaluation system goals, securing and sustaining stakeholder investment and cultivating a strategic communication plan, selecting measures, determining the structure of the evaluation system, selecting and training evaluators, ensuring data integrity and transparency, using teacher evaluation results, and evaluating the system.

A Practical Guide to Evaluating Teacher Effectiveness (Publication)

<http://www.tqsource.org/publications/practicalGuide.pdf>

This 2009 guide offers a definition of teacher effectiveness that states and school districts may adapt to meet local requirements, provides an overview of the many purposes for evaluating teacher effectiveness, and indicates which measures are most suitable to use under different circumstances. The guide also includes summaries of the various measures, such as value-added models, classroom observations, analysis of classroom artifacts, and portfolios. The summaries include descriptions of the measures, along with a note about the research base and strengths and cautions to consider for each measure.

Retaining Teacher Talent: Convergence and Contradictions in Teachers’ Perceptions of Policy Reform Ideas (Publication)

<http://www.learningpt.org/expertise/educatorquality/genY/Convergence_Contradiction.pdf>

This 2010 report by Learning Point Associates and Public Agenda informs policymakers about teachers’ views on the policies that greatly affect their daily lives. It highlights the teacher perspective on the pressing policy issues of assessing, rewarding, and improving teacher effectiveness, with the goal of keeping teachers themselves at the heart of debates about the profession.

The Widget Effect: Our National Failure to Acknowledge and Act on Difference in Teacher Effectiveness (Publication)

<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

This 2008 report from The New Teacher Project argues that teacher evaluation systems systematically rate all or nearly all teachers satisfactory or excellent, and this failure to differentiate between the effectiveness of teachers is harmful to our nation’s students.