

Identifying Effective Classroom Practices Using Student Achievement Data

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Teacher effectiveness: Lessons from Cincinnati

- What did we do (and why)?
- Why Cincinnati?
- How did we do it?
- What did we learn?



Cincinnati's Teacher Evaluation System (TES)

- Classroom Management and Teaching Practices (2 domains we study)
- 8 “standards” within these two domains
- 4 evaluations per year



Domain 3. Teaching for Learning

3.1 The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.

- Teacher writes lesson plans with clear and measurable standards-based instructional objectives.
- Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting the standards, and makes connections within or across disciplines.
- Lesson plans are aligned with the lesson observed.
- Teacher clearly and accurately communicates standards-based instructional objectives.
- Teacher clearly and accurately communicates instructional directions and procedures for the activity.
- Teacher communicates high expectations for standards-based student work.
- Teacher emphasizes completion of work and encourages students to expend their best effort.
- Teacher clearly communicates to students the assessment criteria that are aligned with the standards-based instructional objectives.



Results

TES Score Principal Components

	(A) Math					
	(1)	(2)	(3)	(4)	(5)	(6)
1. Overall Classroom Practices	0.543** (0.108)	0.221** (0.041)	0.202** (0.037)	0.105** (0.032)	0.275** (0.037)	0.362** (0.117)
2. Classroom Environment Relative to Instructional Practices	0.231+ (0.122)	0.128* (0.051)	0.121* (0.051)	0.082* (0.040)	-0.021 (0.088)	0.023 (0.329)
3. Questions & Discussion Approach Relative to Standards & Content Focus	0.065 (0.140)	0.001 (0.060)	-0.009 (0.061)	0.001 (0.039)	-0.031 (0.097)	0.051 (0.219)
Student Controls		Y	Y	Y	Y	Y
Teacher Experience Controls			Y	Y	Y	Y
School Fixed Effects				Y		
Teacher Fixed Effects						Y
Teacher Sample	207	207	207	207	49	49
Student Sample	16,196	16,196	16,196	16,196	4,109	4,109
Adjusted R-squared	0.049	0.527	0.529	0.556	0.545	0.561



What does it mean?

- ❑ 50th percentile student assigned to top quartile teacher:
 - ❑ 2 percentile points higher in math relative to being assigned to bottom quartile teacher
- ❑ Big or little effect?
 - ❑ Standard deviation in *total* teacher effect is 0.12
- ❑ In math, teacher's ability to manage classroom is more important than instructional practices





Thank You.

 **Evaluating**  **Rewarding**
EDUCATOR EFFECTIVENESS
Navigating the Evolving Landscape

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