

Challenges for Measuring Teacher Effectiveness

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Moving From a Common Language to a Common View

- “High Quality Feedback”
- Turn and Talk
- Shout Out
- 100% Agreement?



Characteristics of “High Quality”

- Corrective
- Directive
- Academically focused--Pushes students to think about intended learning
- Specific to intended learning
- Allows key concepts to be repeatedly emphasized
- Not only for the student at whom it is directed
- Other Concepts Not Listed



Snapshot of a Lesson

- Is the teacher's feedback “high quality”?



Teaching Clip from 1:53 to 3:40
Courtesy of www.teachingdoctors.com

Systems Must...

- Have experts
- Develop expertise among teachers, evaluators, coaches, etc.
- Train, train, train
- Then train some more
- Develop structures to catch and address “drift”



Strong Evaluating AND Strong Coaching

- What percentage of teachers and principals are evaluated into being better?
- Changes in instructional habits occur in small steps, not giant leaps.
- Coaches must know effective practices, but also must know how to get people to accurately self-reflect and self-correct.



Finally...



“We’ve come so far, but we got so far to go!”

Photo Courtesy of http://fresnobeehive.com/archives/2007/07/donalds_mailbox.html