## 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

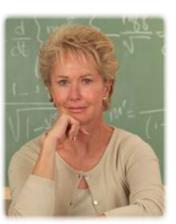
□ Is the teacher's feedback "high quality"?













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!"