

## Multiple Ways to Measure Teacher Effectiveness

- **Planning:** Instructional planning provides a window into a teacher's preparation to deliver content, scaffold the development of student skills, and manage the classroom learning environment. Current evaluations rarely link planning to practice.
- **Classroom Observation:** The classroom observation is the most commonly used tool for evaluating teachers and it requires highly trained and skilled observers to recognize and understand the complexities of a well developed lesson and effective instruction.
- **Self Assessment and Reflection:** Self Assessment and reflection is a process in which teachers analyze their own instruction retrospectively. It can occur in a variety of ways; professional conversations with other teachers during grade or subject-area meetings, pre-observation and post-observation debriefings, the development of a portfolio, or an individual professional development plan.
- **Perception Survey Data:** Generally speaking, perception survey data (usually collected through surveys) comes from students, parents, and adults who are connected with the school. Research indicates that perception survey data is best used as formative assessment (evaluation meant to improve instruction and student learning) and developed by those connected to the results of the survey.
- **Peer Evaluation:** Peer review is a practice in which experienced teachers mentor new and veteran teachers to improve their knowledge and teaching skills. Participants in peer review programs are identified as experiencing pedagogical problems, or problems related to classroom management or curriculum design. Consulting teachers observe classrooms, sharing ideas and skills and recommending study materials to assist struggling teachers and improve teacher quality. This method of collecting data works well as formative evaluation and creates a support system for inexperienced teachers and veteran teachers who are struggling. Some emerging peer evaluation models are being used for summative purposes and for adjudication.
- **Portfolio Assessments:** Portfolio assessments tend to comprise several pieces of evidence of teacher classroom performance, including lesson or unit plans, a video of classroom teaching, reflection and self-analysis of teaching practices, examples of student work, and examples of teacher feedback given to students and parents (Andrejko, 1998).
- **Student Achievement Data:** Student achievement data ranges from standardized student test scores all the way to classroom-based assessments. In some cases, states and districts are adopting systems that use statistical techniques and models to try to isolate effects of a teacher on student learning. Two models that are getting lots of attention lately (both positive and negative) are value added models and the application of growth models. Use of student achievement data falls into two general categories; using the results of student assessments to determine teacher quality (summative) or using the student assessments to modify instructional practice (formative). Both formative and summative methods are being used in teacher evaluation.
- **Student Work Samples:** An emerging view is that there may be alternative ways to measure the effect of instruction on student learning, including the analysis of student work samples (Mujis, 2006). This method is intended to provide a more insightful review of student learning results over time and can be used in classes not connected to district or state assessments (visual and performing arts, PE, choir, band, orchestra, social studies, career and technical education, early elementary, etc).