Measures of Effective Teaching (MET)

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Teaching ☑

Learning ☑

Underpinned by:

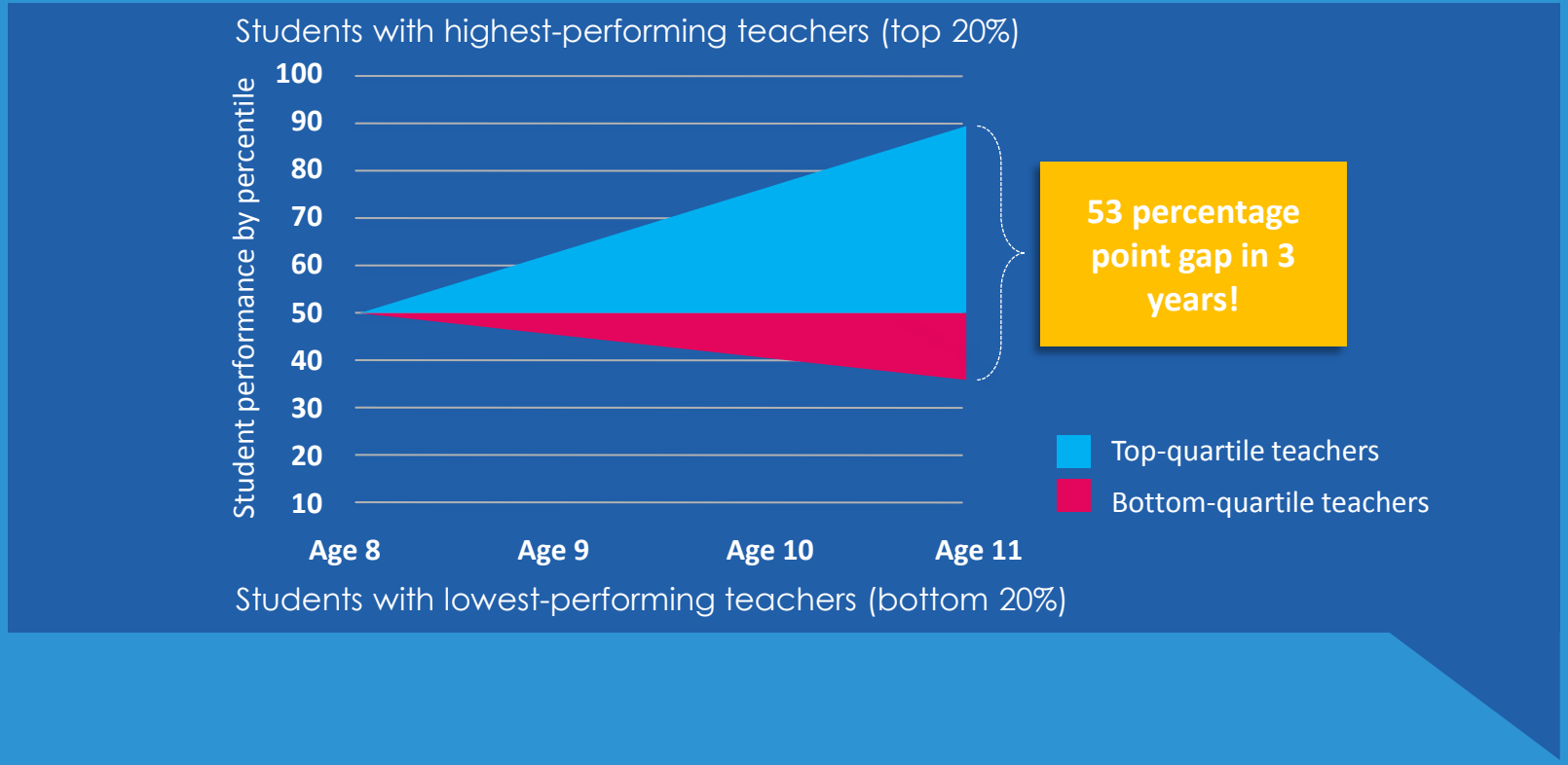
Evidence ☑

Advocacy ☑

Partnerships ☑

Why did we choose to focus on **teaching?**

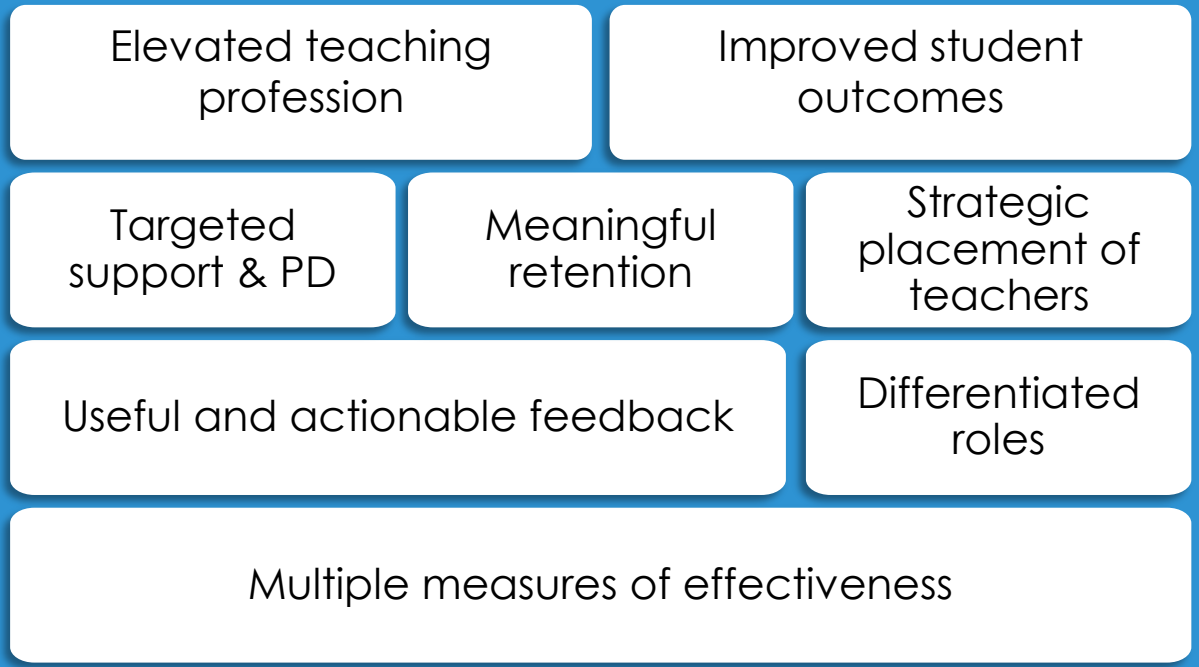
The **impact** of teachers is undeniable.



What gets in the way?

- **Teacher isolation** impedes skill and strategy development
- Teachers need far more **opportunities to engage in collaborative analysis** of teaching
- Teachers need far more **growth-oriented feedback** than they receive
- Our **proxies for effectiveness** are outdated

Why start with measurement?



What we *knew*…(U.S.)

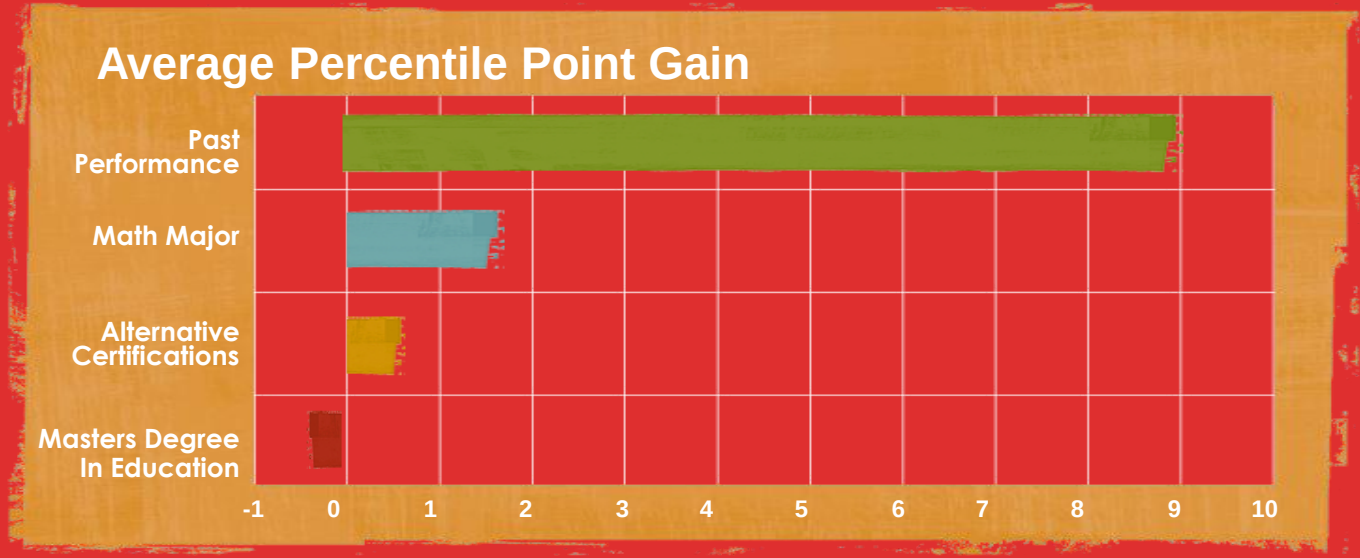
Master's degrees are **NOT** related to student learning

Certifications **DON'T** make a difference

After three years seniority **DOESN'T** really matter

Past performance has **HUGE** value

…and is the best predictor.

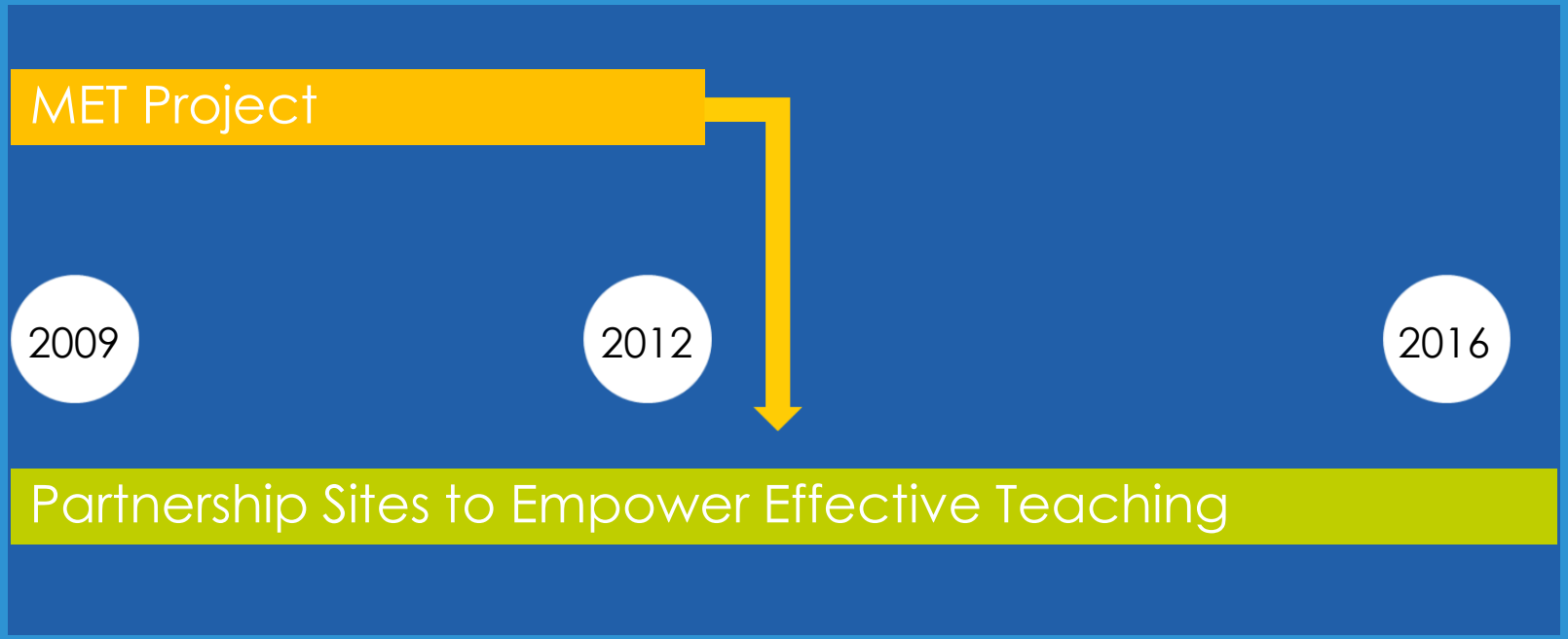


Teaching is both an art and a science.

Fair, respectful

development and evaluation systems that teachers could trust.

We invested in two simultaneous approaches.



The MET Project is unique…

☑ in the **variety of indicators** tested,

- **5 instruments** for classroom observations
- **Student surveys** (Tripod Survey)
- **Student growth** on state tests
- **Teacher content knowledge**
- **Classroom conditions**

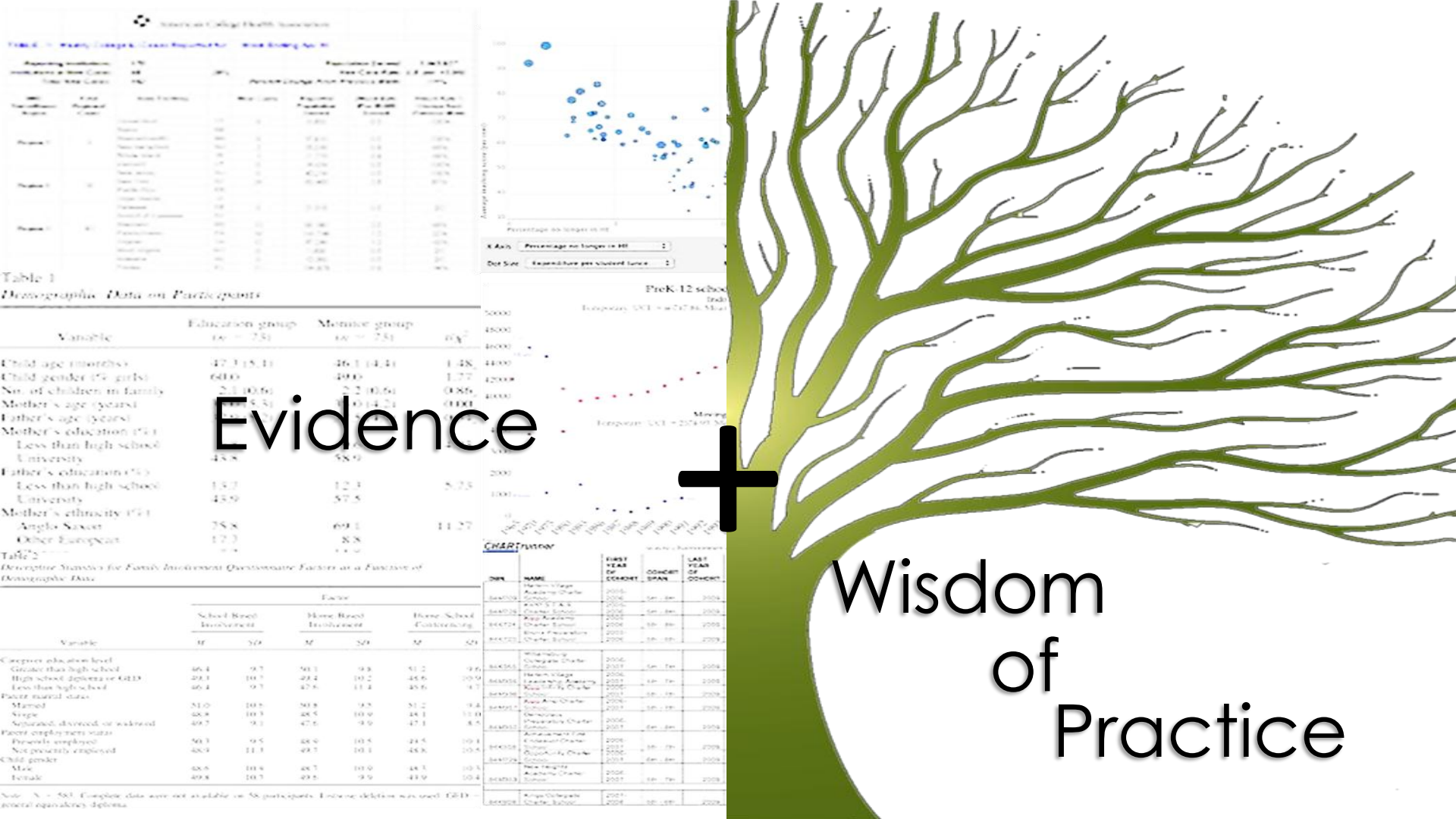
☑ in its **scale**,

- **3,000** teachers
- **22,500** observations scores (7,500 lesson videos x 3 scores)
- **900+** trained observers
- **44,500** students completing surveys and supplemental assessments
- **3,120** additional observations by principals/peer observers in Florida

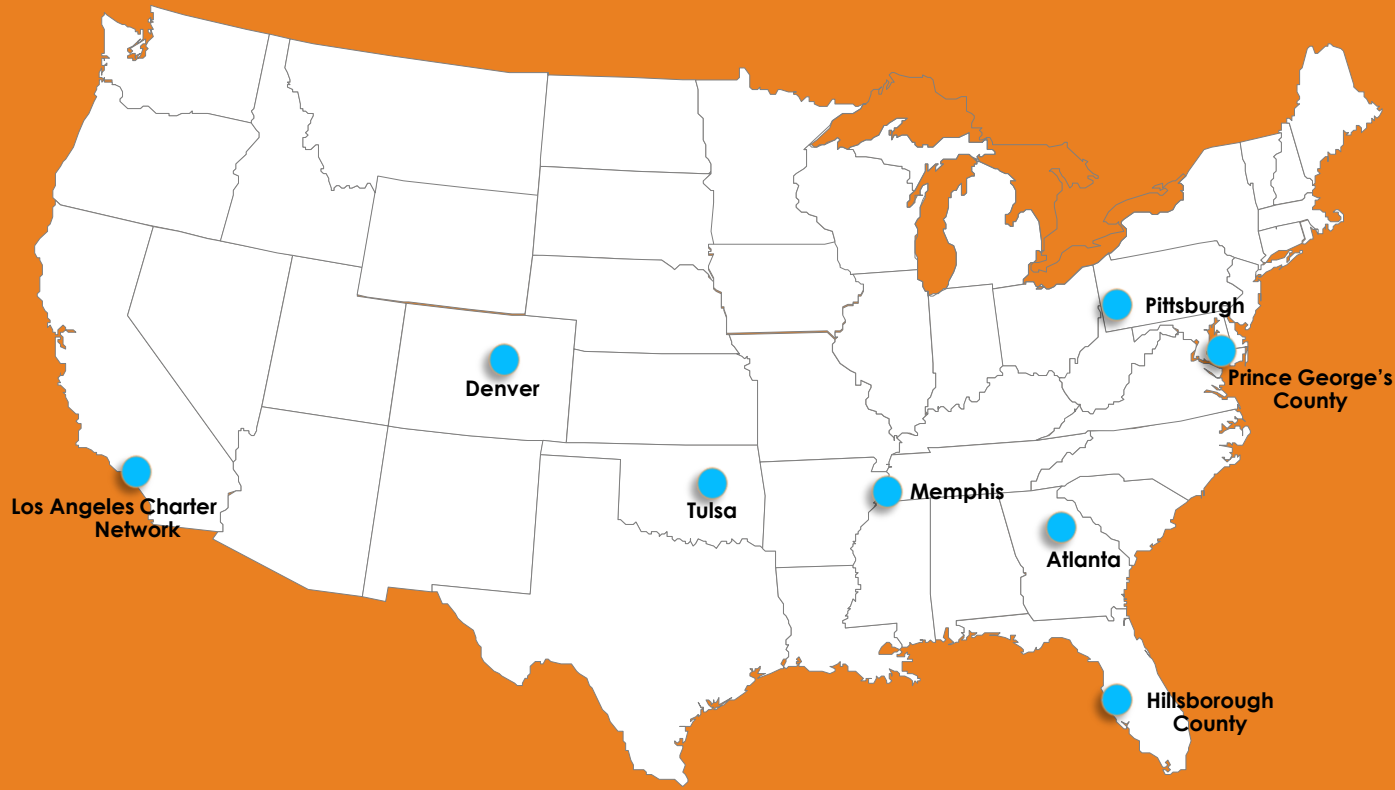
☑ in the **variety of student outcomes** studied,

- Gains on **state math** and **ELA tests**
- Gains on **supplemental tests** (BAM & SAT9 OE)
- **Student-reported outcomes** (effort and enjoyment in class)

☑ and, in the **random assignment** of teachers.


Evidence
+
Wisdom
of
Practice

A set of school districts led the way.



Improving teacher evaluation systems

Strengthening teacher supports

Strategic staffing for student success

Recognizing and rewarding effective teaching

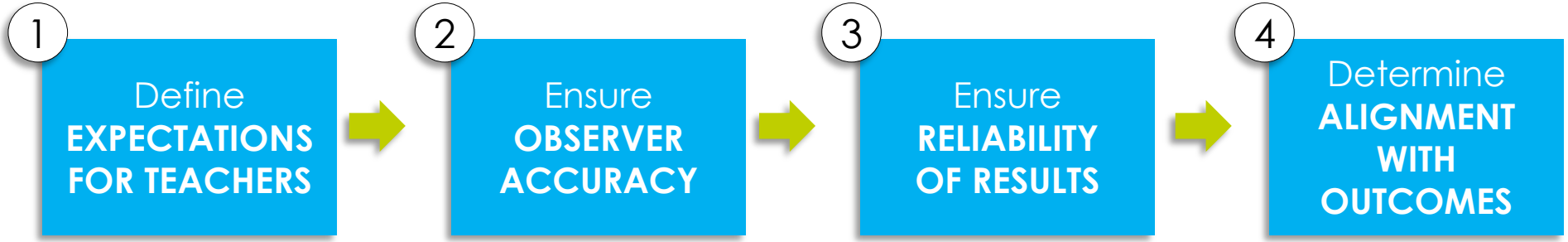
Results

We can clearly & fairly identify effective teachers.

Key Findings:

- ☑ The teachers who demonstrated greater measured effectiveness in Year 1 and were randomly assigned in Year 2 **did produce higher student achievement.**
- ☑ The **magnitude** of the impacts were consistent with predictions.
- ☑ They also produced higher achievement on **supplemental** (more performance and conceptually based) **assessments** as well as state tests.

There is a clear path to high-quality classroom observations.



Tools:

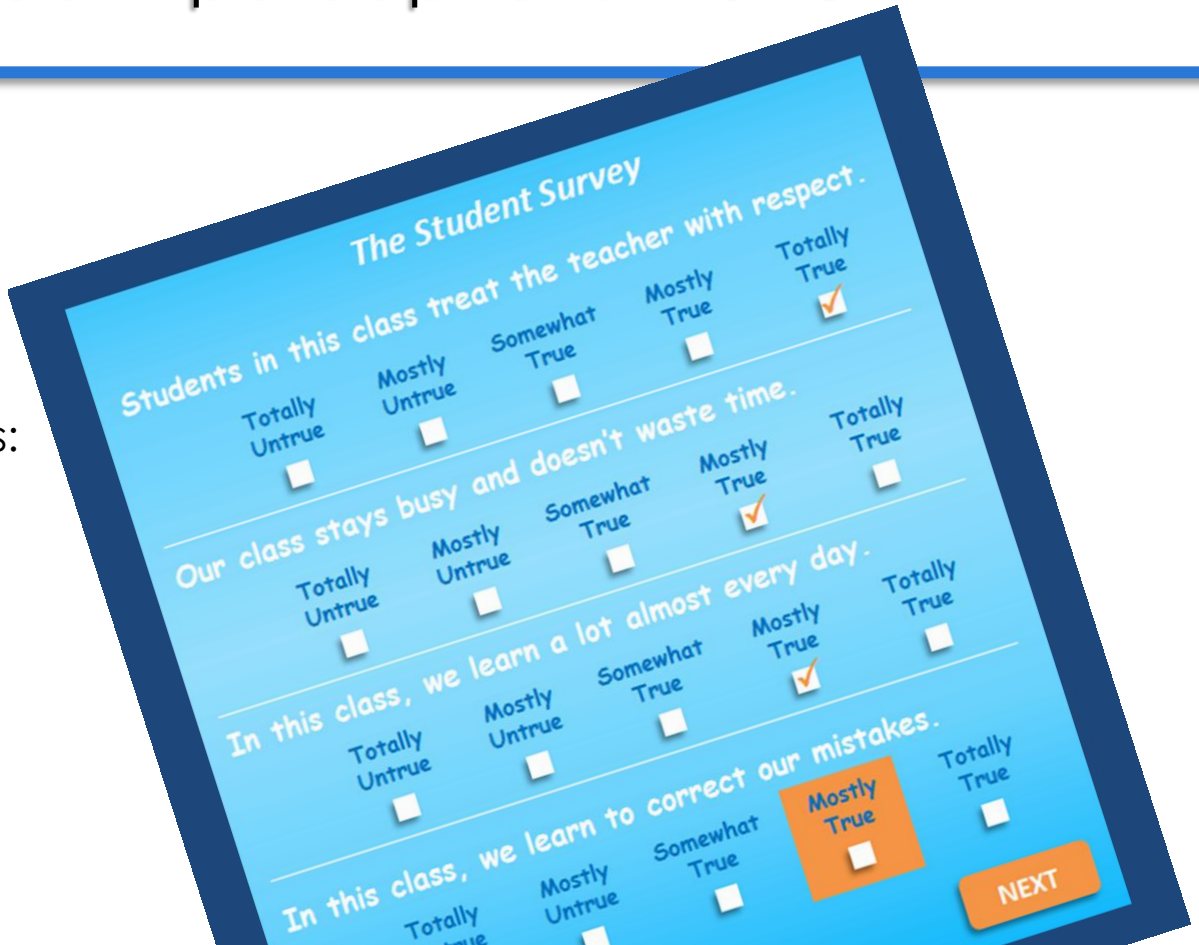
- Validation engine
- Certification tool for observers

Some assumptions were validated; some proved wrong.

- ☑ Adding an observation by a **second observer** increases reliability twice as much as having the same observer score an additional lesson.
- ☑ **Short observations** provide a time-efficient way to incorporate more than one observer per teacher.
- ☑ **School leaders rate their own teachers higher** than do outside observers. However, (1) their ratings are highly correlated with others and (2) administrators discern bigger differences between teachers than peers do (which increases reliability).
- ☑ Letting **teachers choose** which lessons are observed **does not make it harder to identify the teachers who are struggling.** In fact, it is easier.
- ☑ **Assessments of teacher knowledge** as currently configured **are not predictive** of performance

Student perceptions **matter**.

Sample survey questions:



There is power in the combination.

Measure	Predictive Power	Reliability	Potential for Diagnostic Insight
Measures of Student Growth	H	M	L
Student survey	M	H	M
Observation	L	M/H	H

Impact

Major policy shifts have occurred.

37

Number of states that have made teacher evaluation policy changes since 2009.

43

Number of states that require annual evaluations of all new teachers.

39

Number of states that require observations as part of teacher evaluations.

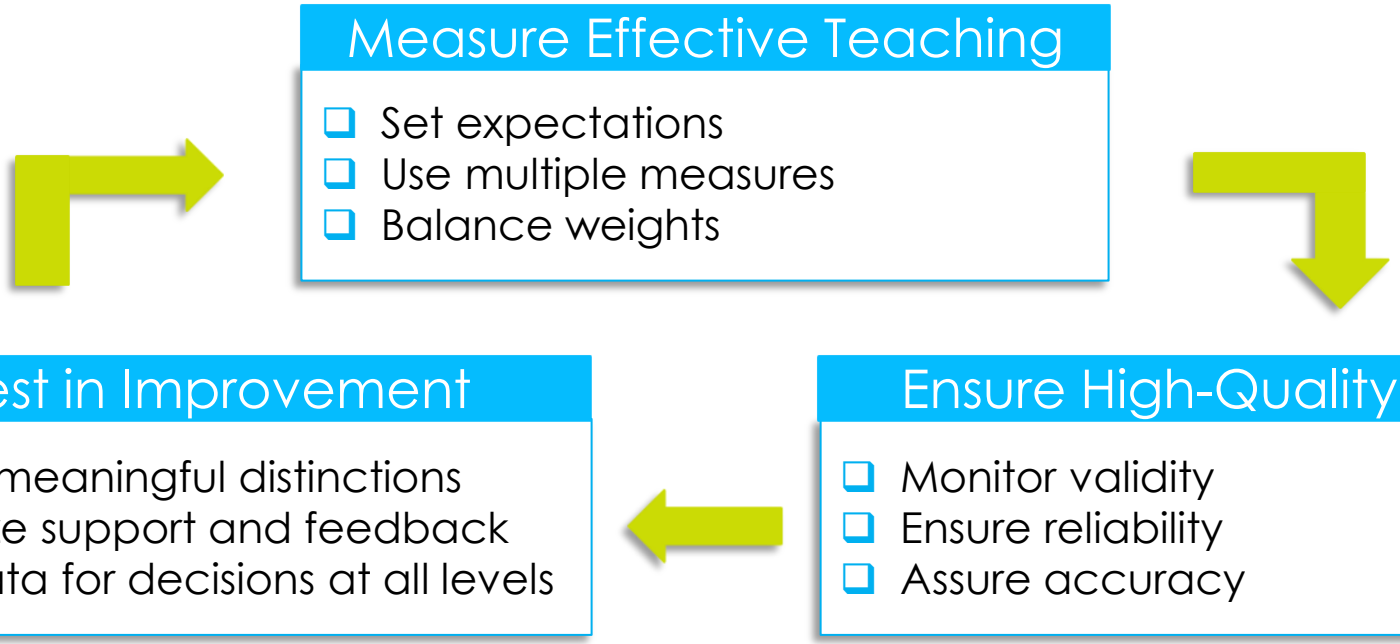
25

Number of states that require teacher evaluation systems to include multiple categories of rating teacher performance.

30

Number of states that require teacher evaluations to include objective evidence of student learning.

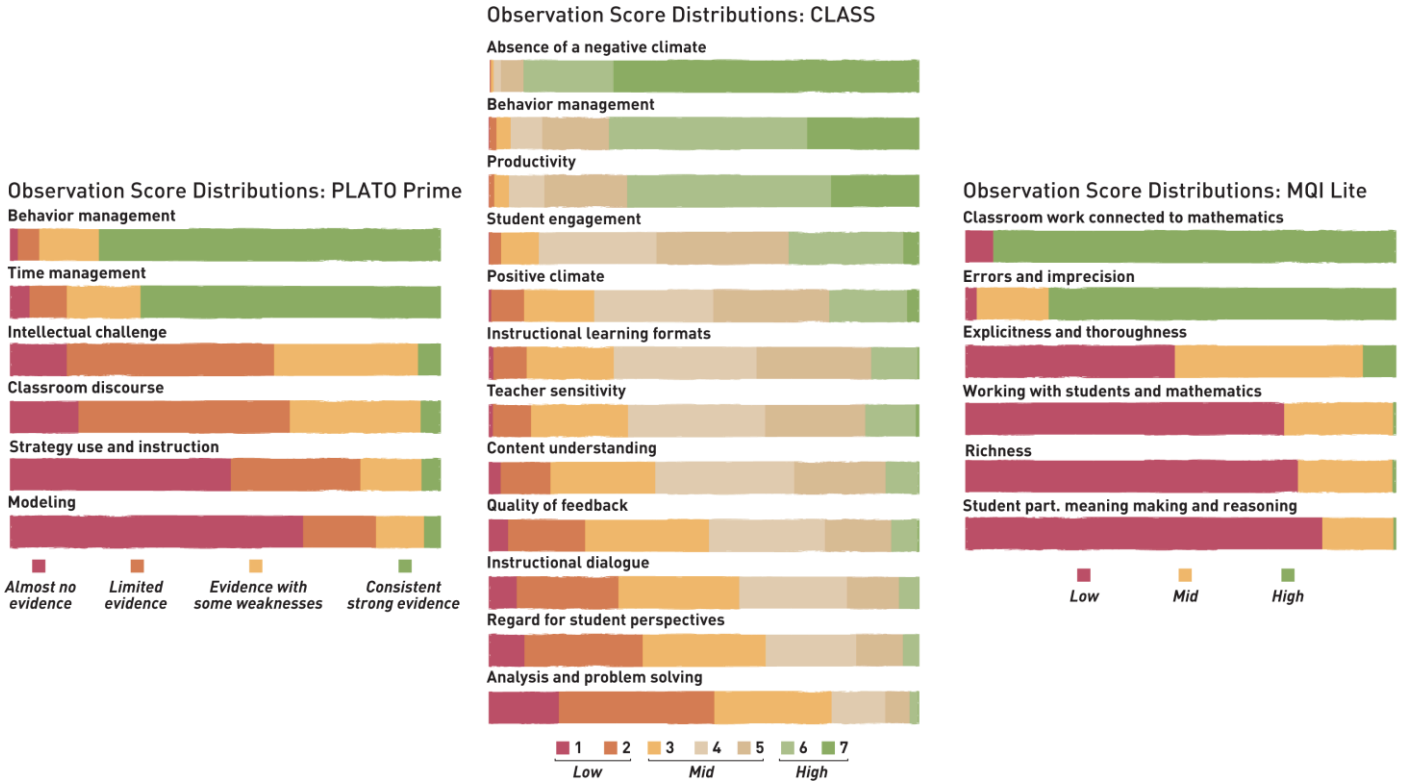
Evaluation systems are becoming more improvement-focused.



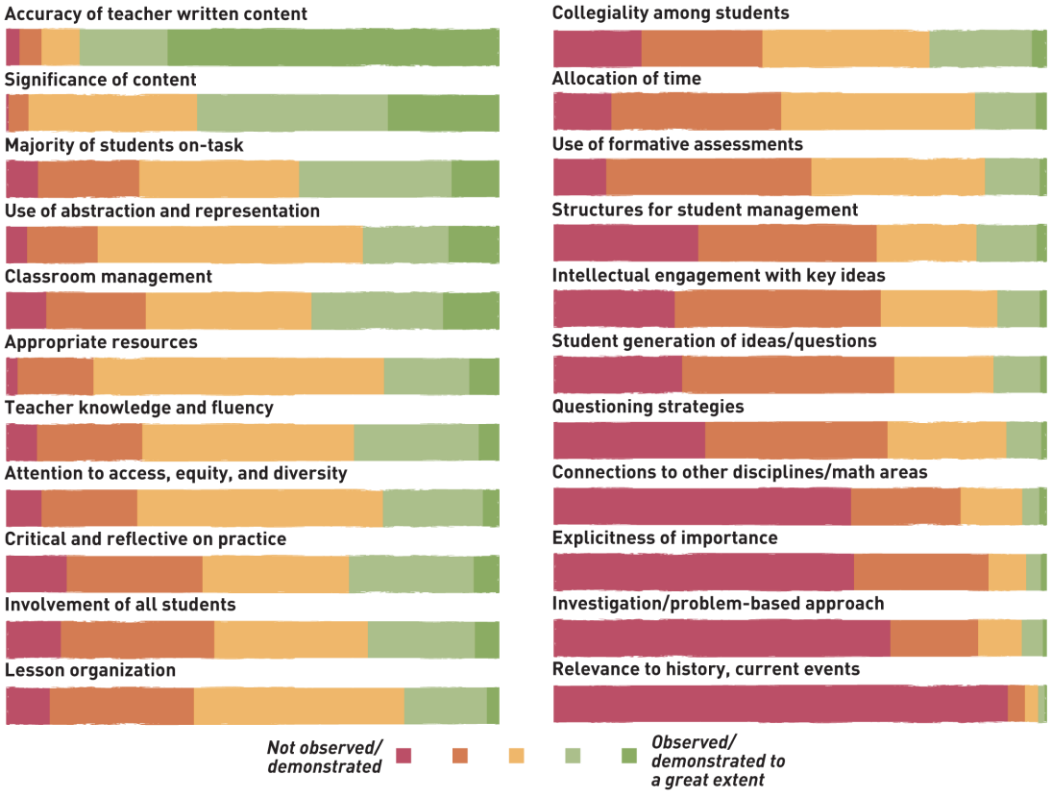
Professional Development is becoming more focused and innovative.

- **Focus**
- **Models**
- **Tools**
- **Networks**

The research gave us clues.



Observation Score Distributions: UTOP



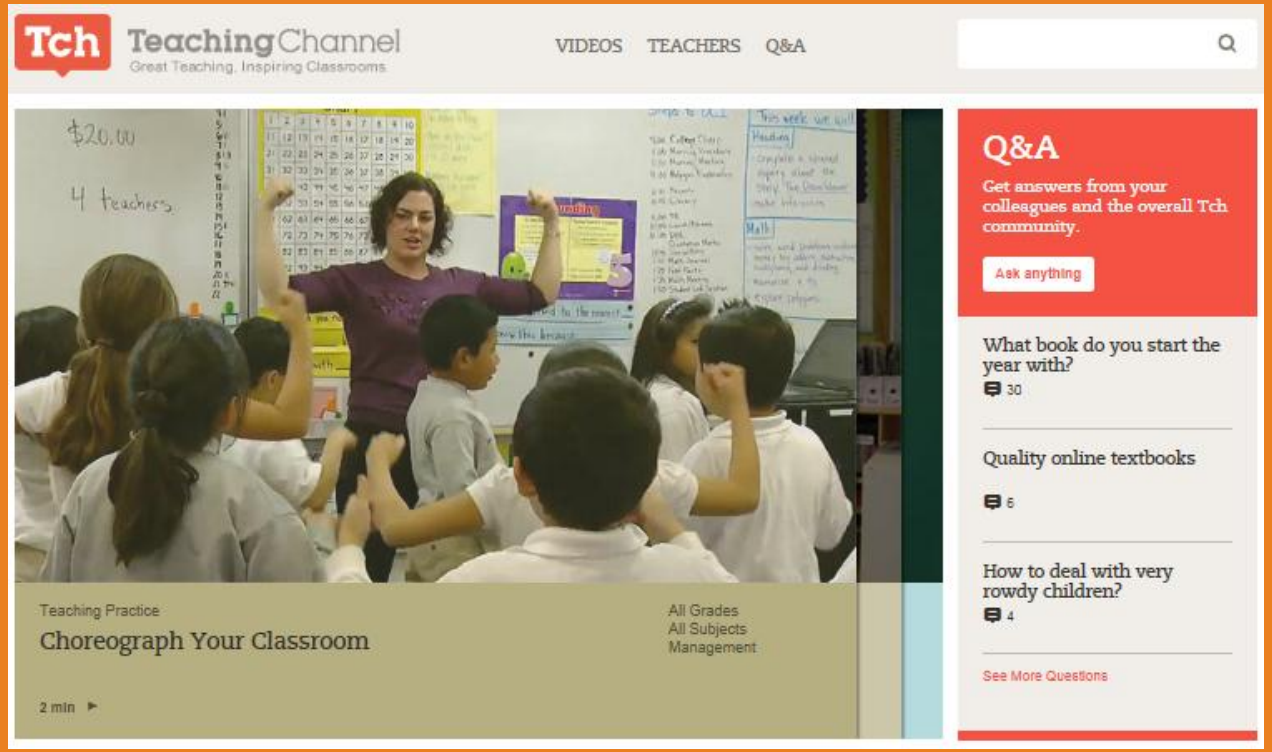
Seeing what others do is **growth producing**.

MET camera

New technologies can aid in conducting multiple observations and can help make isolation a thing of the past…..

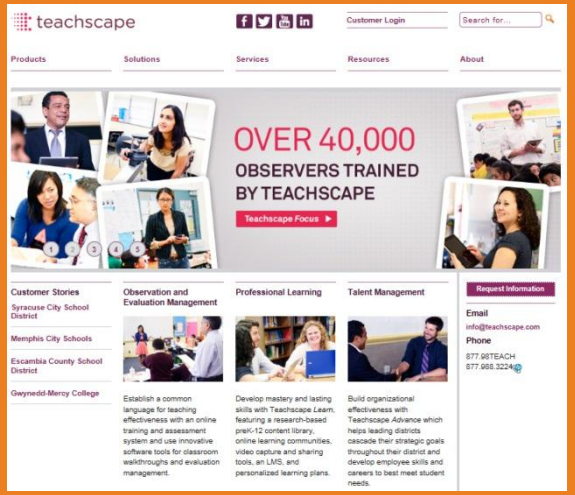
- ☑ Video taping one's practice
- ☑ Forming video clubs for collaborative analysis
- ☑ Annotating video for collaborative discussion
- ☑ Social networks expand the capacity for wide ranging, growth oriented feedback.

New models and tools are emerging.



Teaching Channel

New models and tools are emerging.



TeachScape

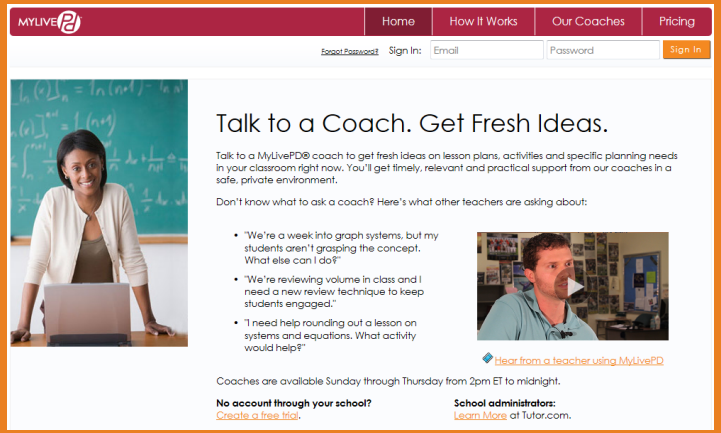
BloomBoard

PD 360°

New models and tools are emerging.

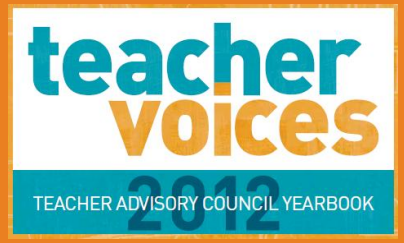
Ear Bud Coaching

TeachLive

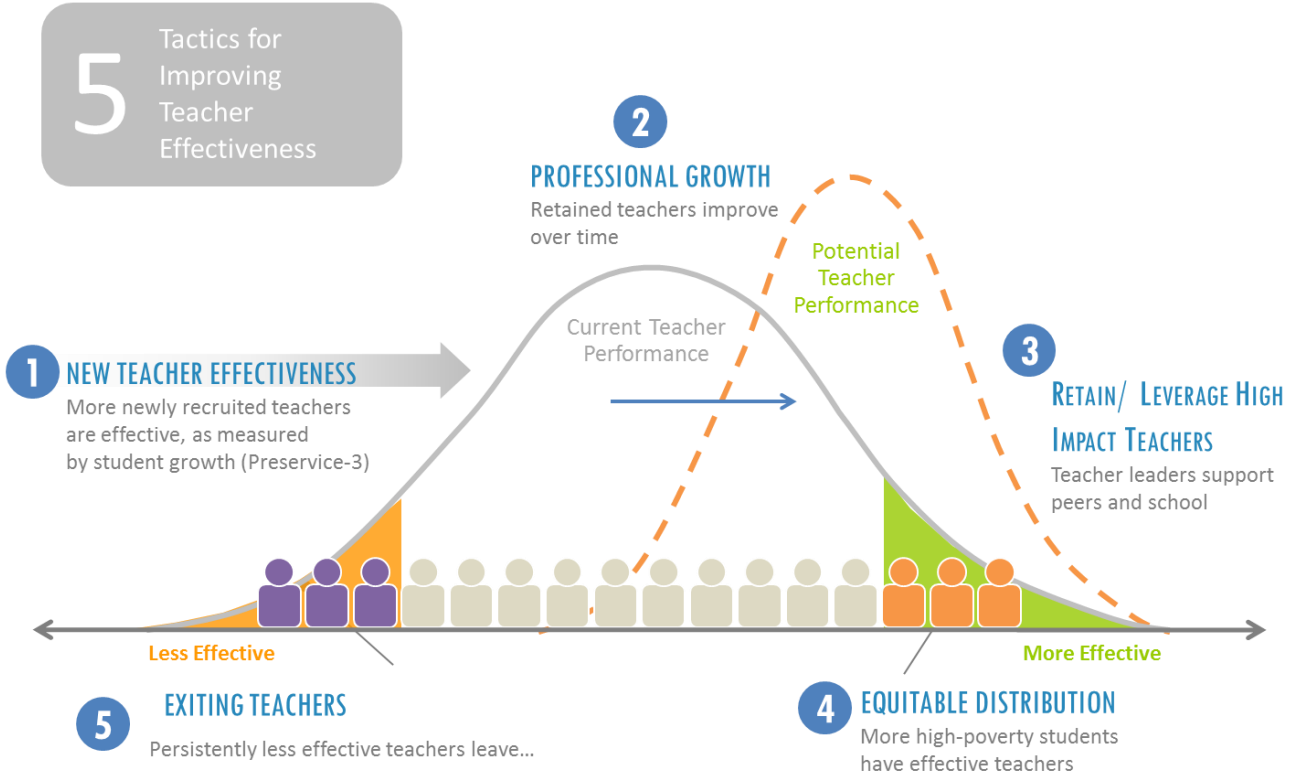


MyLivePD

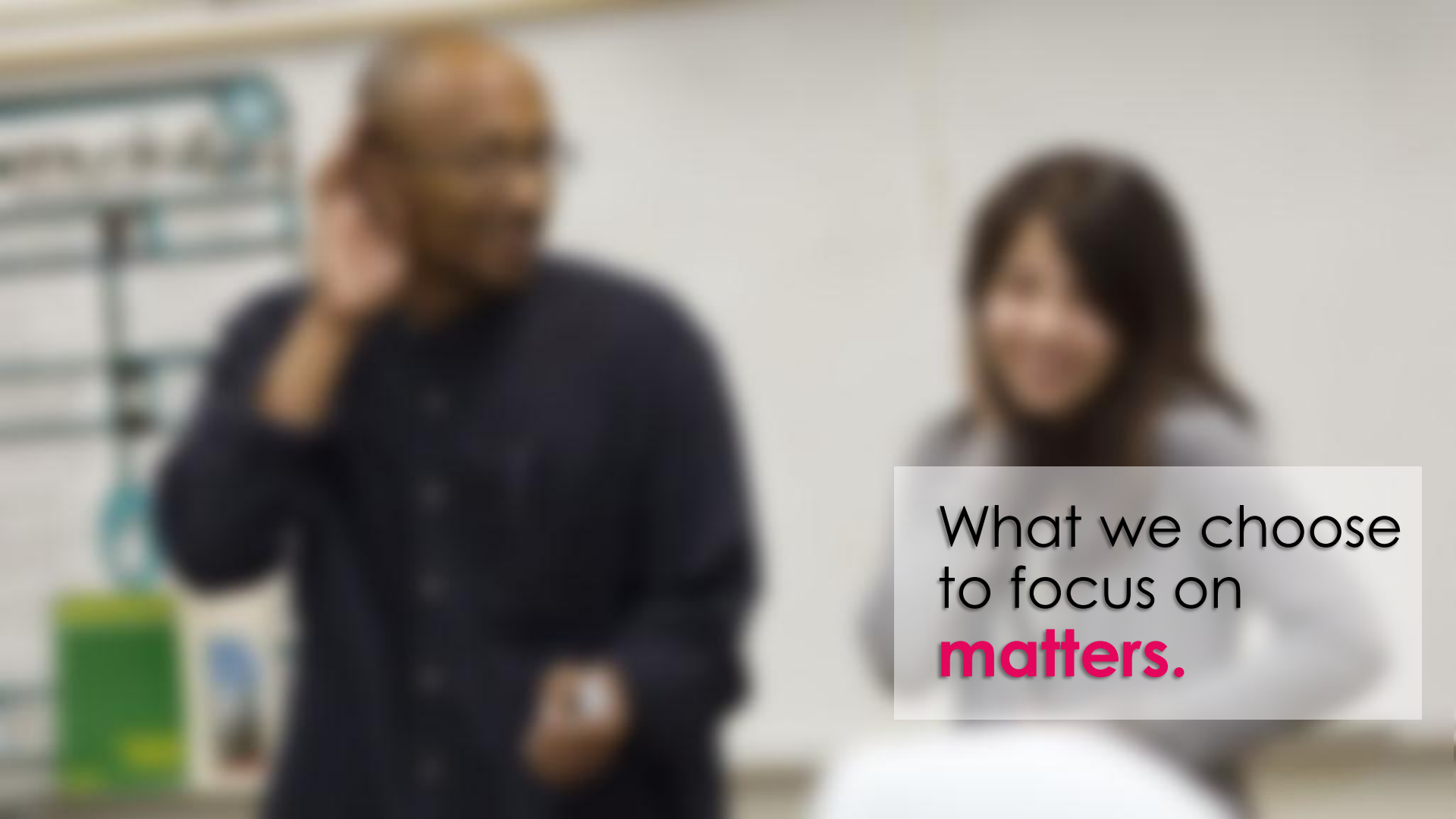
New networks are forming and teachers are leading the way.



Change the game!
Work the curve!



Source: TNTP


What we choose
to focus on
matters.

Thank you!

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