So, you’ve evaluated. Now what? Principles for increasing teacher effectiveness

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ASSUMPTIONS:

The quality of a teacher evaluation program is based in part on the degree to which it increases teacher effectiveness.

Teacher effectiveness is predicated on the development of teacher certainty.
Teacher Commitment

Teacher Learning

Student Learning

Teacher Certainty

Teacher Collaboration

Shared School Goals

Rosenholtz, 1985
Instructional Match

Rosenfield, 2008
APPROPRIATE CHALLENGE

FREQUENT OPPORTUNITIES FOR SUCCESS

Rosenfield, 2008
Student

Prior Knowledge

Instruction

Task

Rosenfield, 1985
<table>
<thead>
<tr>
<th><strong>AUTONOMY VS. COLLEGIALLY</strong></th>
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<tr>
<td>Variations in student, task, &amp; instruction require some degree of autonomy.</td>
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<td>Collaborative structures must support teacher decision making.</td>
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<td>“Triage” systems have directed resources away from struggling teachers.</td>
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Triage Systems
• Superficial Collaboration
• Few learning opportunities
• Disjointed PD
• Trial & error prevails
• Low teacher commitment

Certainty-driven Systems
• Formal & informal collaboration structures
• Multiple & adaptive learning opportunities
• Aligned PD
• Research-based strategy design
• High teacher commitment
Features of Certainty-based Systems

Specific and clear dialogue between evaluators and teachers

Aligned and purposeful professional development opportunities

Principal certainty: Teacher recruitment, “buffering,” monitoring and assistance
# Features of Certainty-based Systems

- **Specific and clear dialogue between evaluators and teachers**
- **Aligned and purposeful professional development opportunities**
- **Principal certainty: Teacher recruitment, “buffering,” monitoring and assistance**
“Fewer than 10% of educators involved in workshop or in-service programs implement what they learned.”

-- Joyce & Showers, 1996, 2002
Shared School Goals → Teacher Learning → Teacher Certainty → Teacher Commitment → Shared School Goals
Teacher Collaboration → Teacher Certainty → Student Learning
Rosenholtz, 1985
Four principles for increasing teacher effectiveness

- Continuous collaboration between evaluator and teacher
- Aligned and purposeful professional development
- Instructionally sensitive student assessments
- Formative feedback and high access to collegial advice and expertise
Works Cited:

• Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*. ASCD.
