



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

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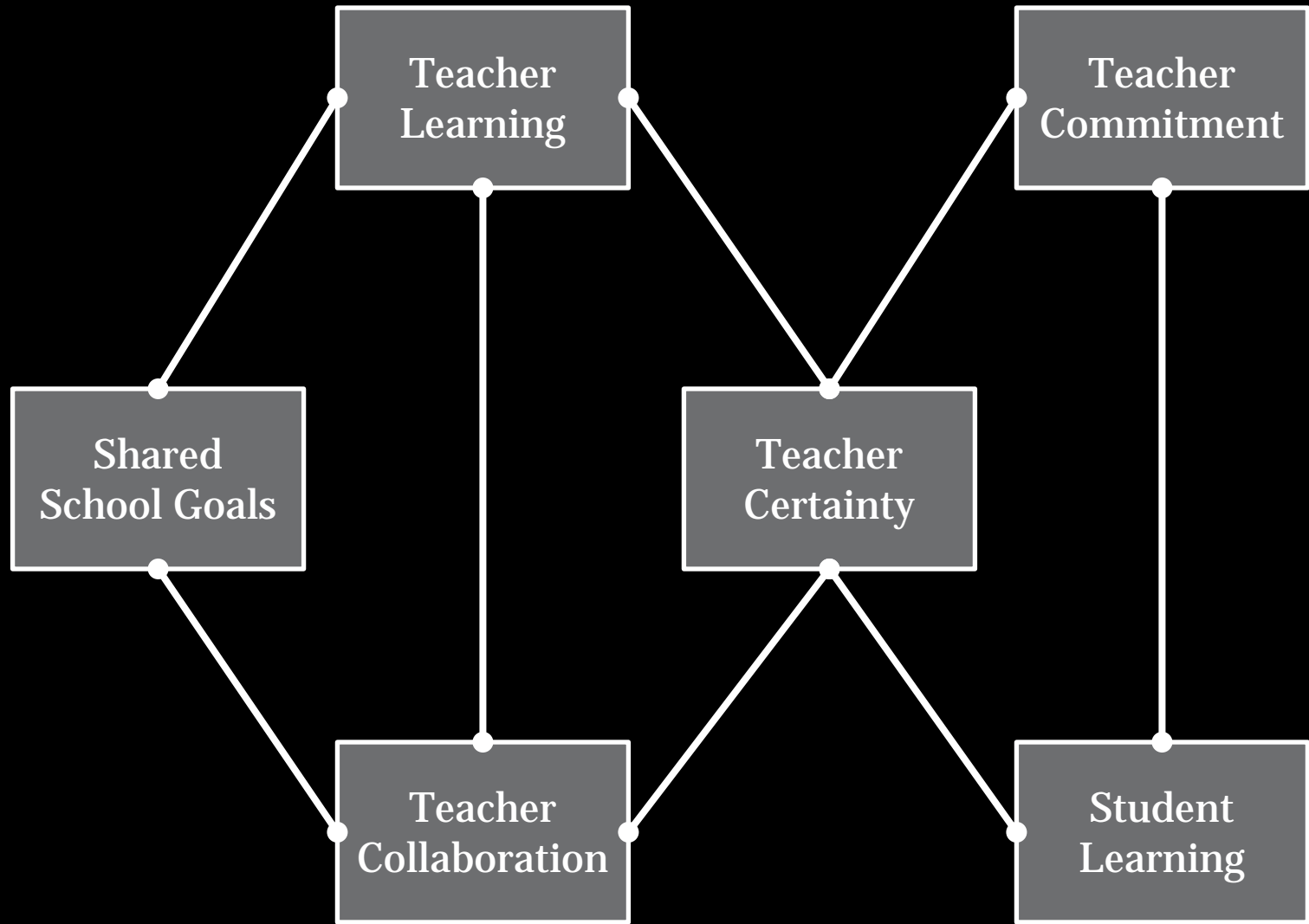
INTASS Project

teacherevaluation.indiana.edu

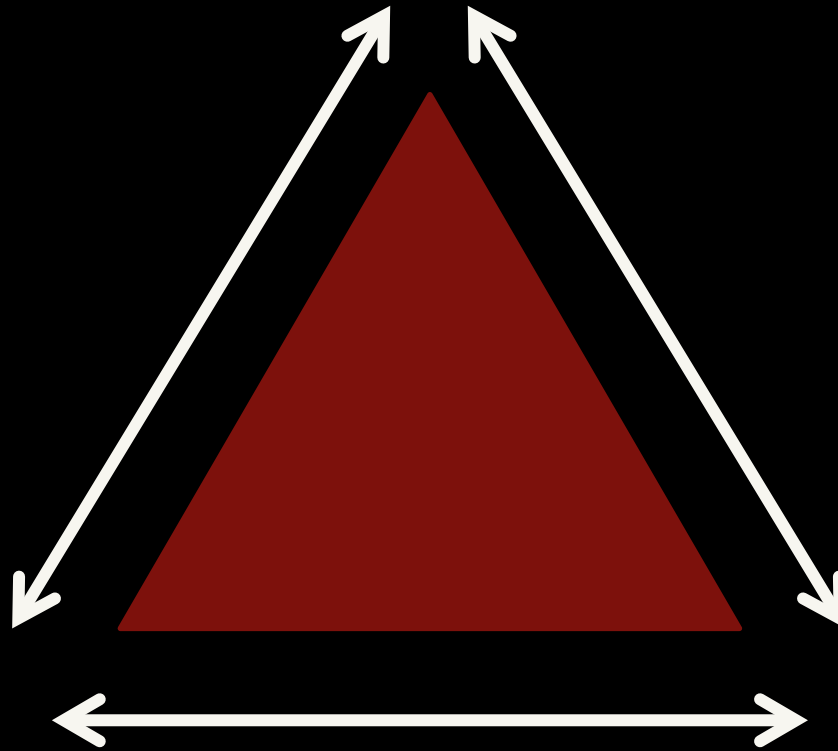
ASSUMPTIONS:

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

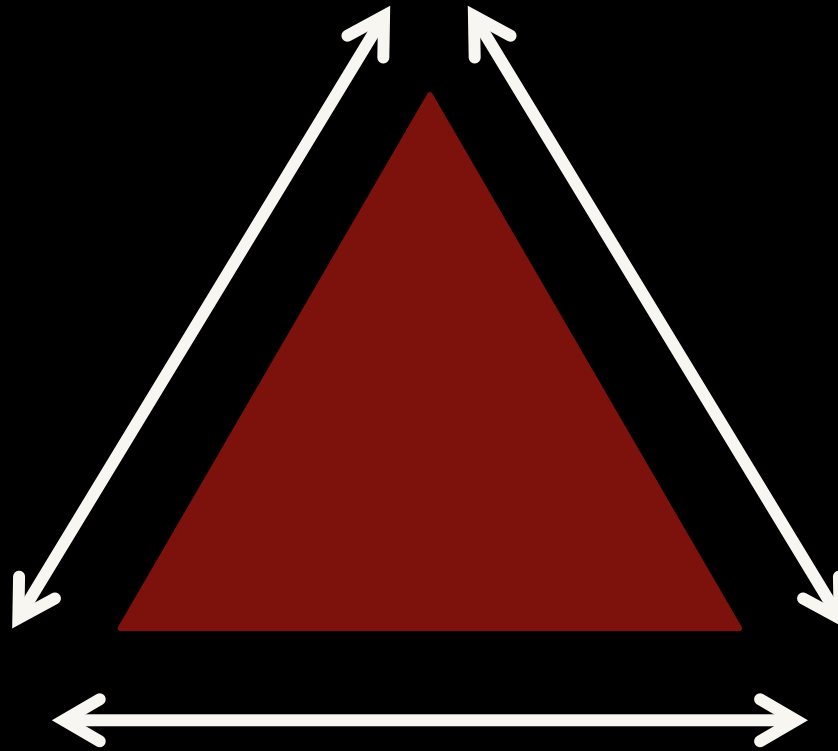
Teacher effectiveness is predicated on the development of teacher certainty.



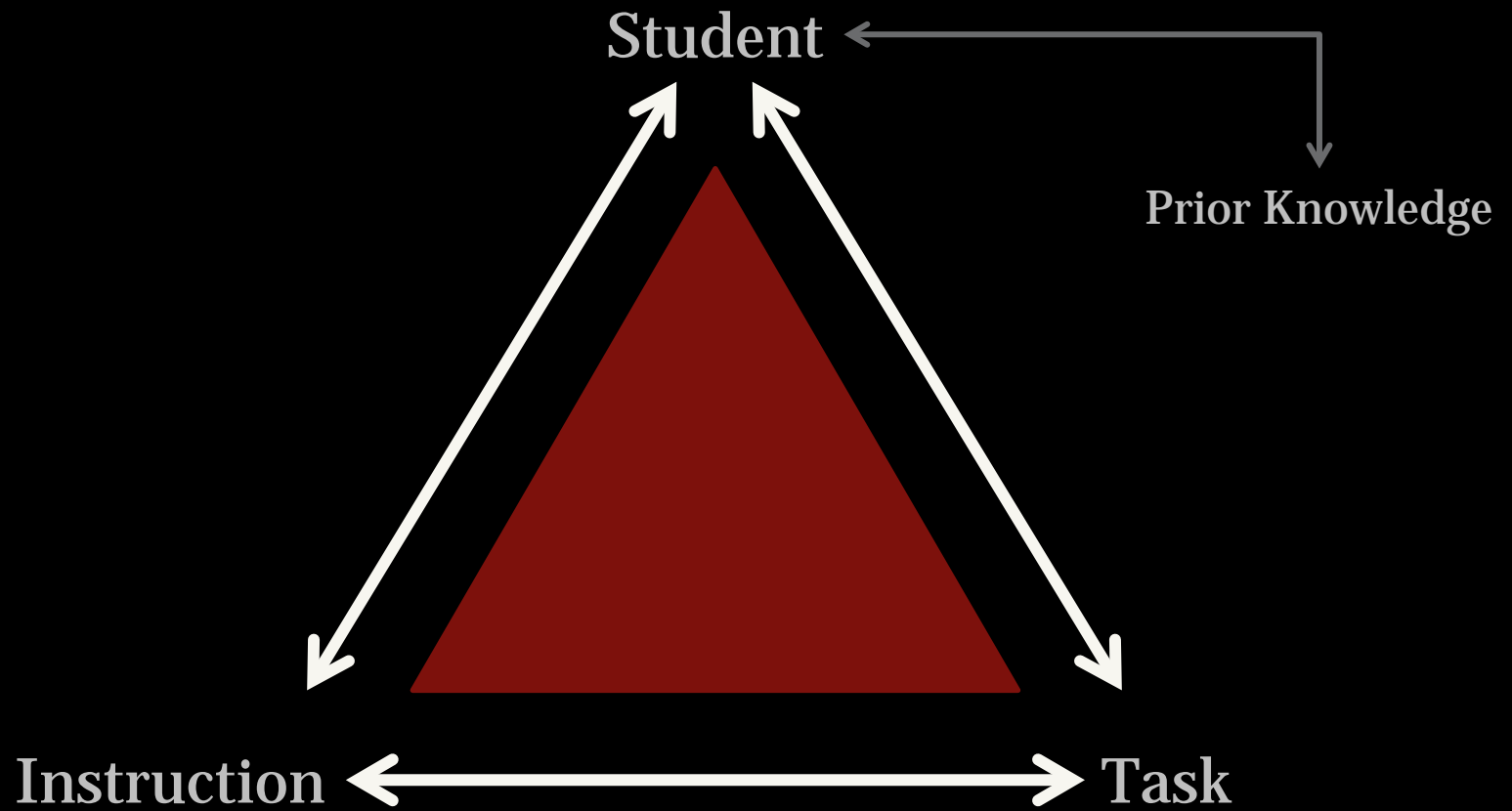
Instructional Match



APPROPRIATE CHALLENGE



FREQUENT OPPORTUNITIES FOR SUCCESS



AUTONOMY VS. COLLEGIALITY

Variations in student, task, & instruction require some degree of autonomy.

Collaborative structures must support teacher decision making.

“Triage” systems have directed resources away from struggling teachers.

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

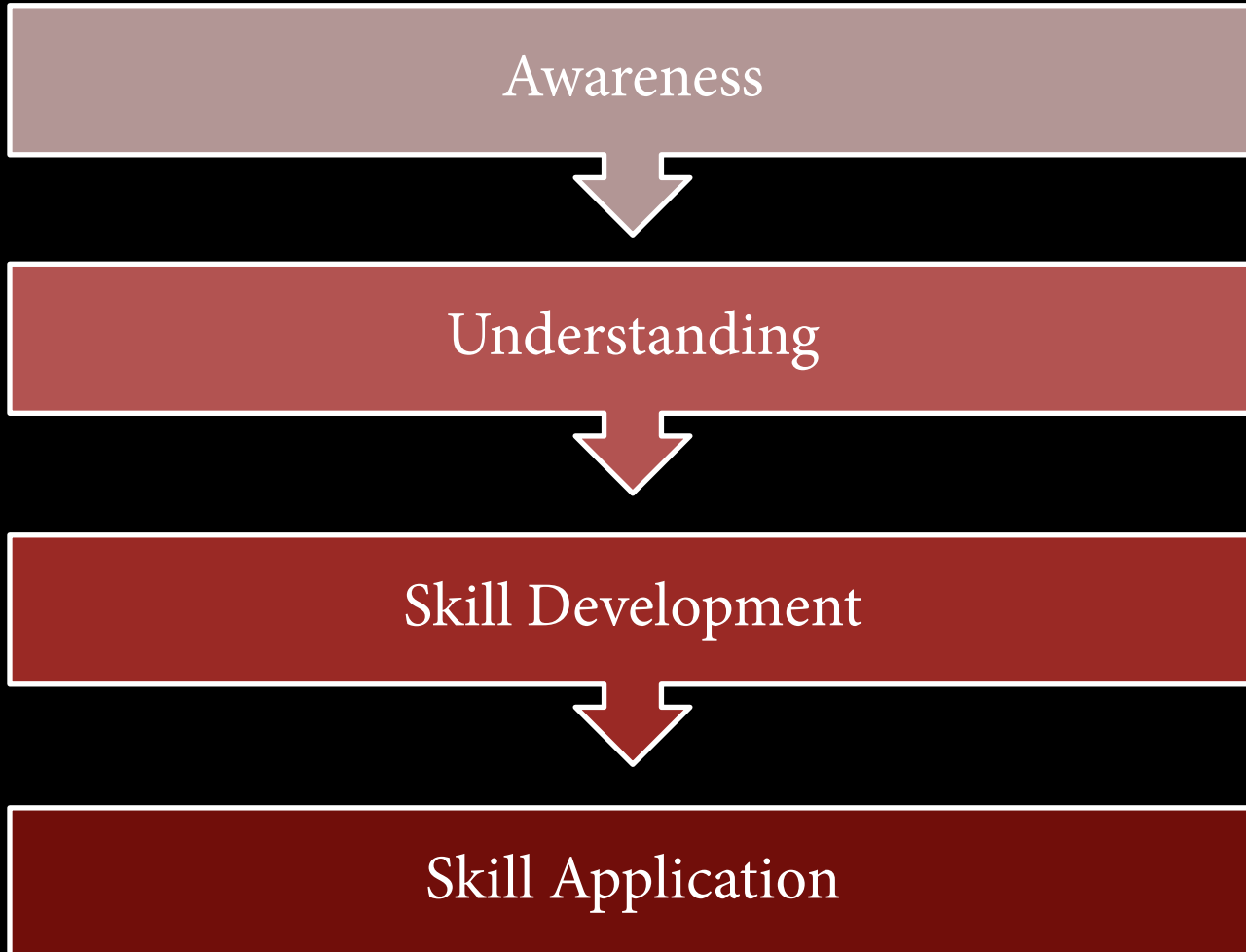
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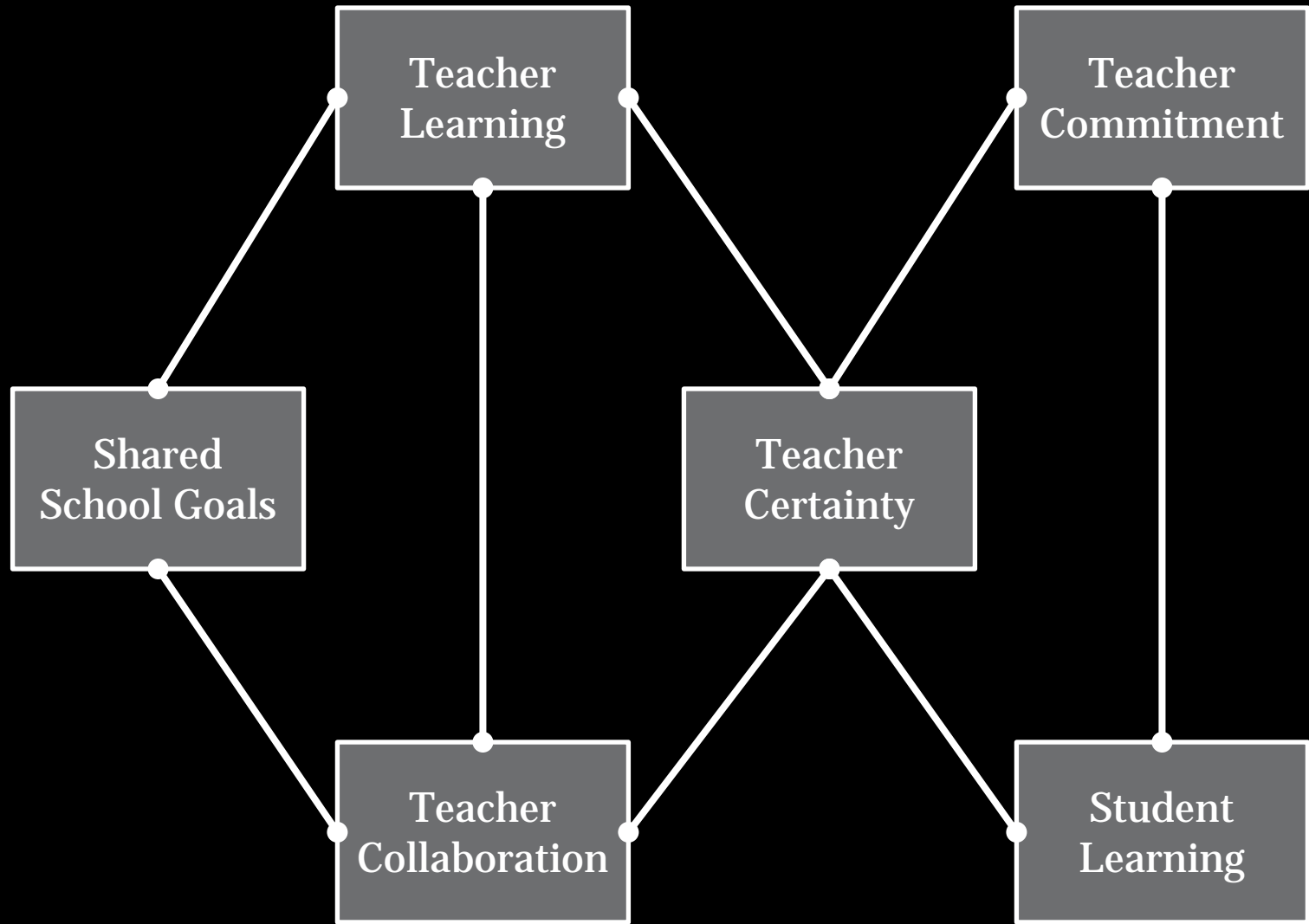
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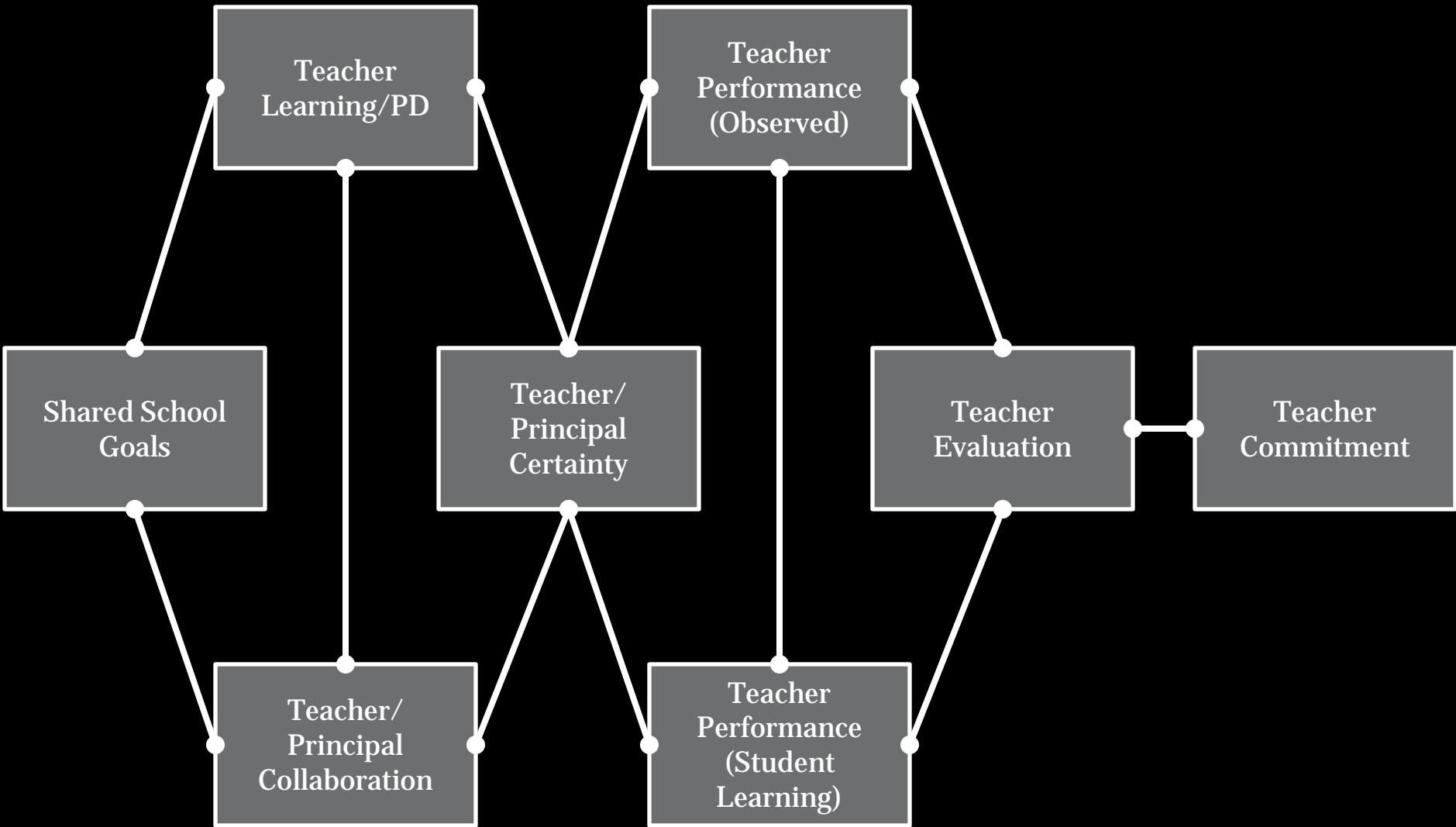
Principal certainty: Teacher recruitment, “buffering,” monitoring and assistance

“Fewer than 10% of educators involved in workshop or in-service programs implement what they learned.”

-- Joyce & Showers, 1996, 2002







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

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- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*. ASCD.
- Rosenfield, S. (2008). *Best Practice in Instructional Consultation and Instructional Consultation Teams*. In Thomas, A. E., & Grimes, J. E. (2008). *Best practices in school psychology IV* (Vol. 1-6). National Association of School Psychologists.
- Rosenholtz, S. J. (1985). Effective schools: Interpreting the evidence. *American journal of Education*, 352-388.