



**ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS**

**I. HOW SHOULD TEACHER EFFECTIVENESS BE EVALUATED?
CREATING A STRONG TEACHER EVALUATION SYSTEM USING
MULTIPLE MEASURES THAT ARE FAIR, RELEVANT AND RELIABLE**

FRAMEWORK FOR A SENSIBLE TEACHER EVALUATION SYSTEM, USING MULTIPLE MEASURES

Linda Darling-Hammond

This framework for a forthcoming paper was developed to help guide our discussions, encapsulating the research on various measures of teacher effectiveness and the many social and systemic factors that can influence these effects—including the existence of clear and coherent student standards and curriculum, ongoing and summative student assessments that are embedded in that curriculum, and teachers’ opportunities to collaborate, observe and learn from expert teachers who are also teaching the same curriculum. The strengths and weaknesses of the various teacher evaluation methods will be discussed, as well as the tradeoffs involved in combining and making weighting decisions around these measures.

RECOGNIZING AND ENHANCING TEACHER EFFECTIVENESS

Linda Darling-Hammond, *The International Journal of Educational and Psychological Assessment*, December 2009

Efforts to improve the quality of teaching have begun to focus on ways to assess teacher effectiveness and to create a system to support more effective teaching. Policymakers and practitioners are seeking means to evaluate and recognize teacher effectiveness for the purposes of licensing, hiring, and granting tenure; for providing needed professional development; and for identifying expert teachers who can be recognized and rewarded. Some policy makers are also interested in tying compensation to judgments about teacher effectiveness, either by differentiating wages or by linking such judgments to additional responsibilities that carry additional stipends or salary. This paper draws upon research in outlining the issues associated with various approaches to ascertaining teacher effectiveness, and suggests a framework for policy systems that might prove productive in both identifying and developing more effective teachers and teaching.

WORKING WITH TEACHERS TO DEVELOP FAIR AND RELIABLE MEASURES OF EFFECTIVE TEACHING

Bill & Melinda Gates Foundation, June 2010

This paper describes the Gates Foundation’s Measures of Effective Teaching (MET) project, designed to research and replicate multiple measures of teacher effectiveness. The goal of the MET project is to improve the quality of information about teaching effectiveness available to education professionals within states and districts—information that may help them build fair and reliable systems for teacher evaluation that can be used for a variety of purposes, including feedback, development, and continuous improvement, as well as employment decisions.

