

Teacher Evaluations

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**“The Single Greatest Effect on
Student Achievement Is The
Effectiveness of The Teacher”
(Wong, 2007).**

Teacher Evaluations

- The instructional effectiveness ought to be the primary evaluation focus of a school organization.
- According to Dr. Norman Moses, “the most important thing that happens in a school is in the classroom” (2011).

National Education Association

- CHICAGO - July 04, 2011 - Delegates to the 2011 National Education Association (NEA) Representative Assembly (RA) today adopted a *Policy Statement on Teacher Evaluation and Accountability*. By a majority vote of more than 8,000 delegates, the *Policy Statement* puts the focus on what is best for students and the profession of teaching. It puts NEA on the record, for the first time, as calling for a comprehensive overhaul of both teacher evaluation and accountability systems to advance student learning.

NEA Policy Statement

- High Quality Teacher Evaluation Systems
 - *Indicators of Teacher Practice
 - *Indicators of Teacher Contribution and Growth
 - *Indicators of Contribution to Student Learning and Growth
- High Quality Teacher Accountability Systems
- The Role of the Association in High Quality Evaluation and Accountability Systems

High Quality Teacher Evaluation

- All teachers should be regularly evaluated by highly trained educators on the basis of clear standards.
- Evaluations must be comprehensive – based on multiple indicators to provide teachers with clear feedback to enhance.
- *Indicators of Teacher Practice demonstrating a teacher's subject matter knowledge, skill in planning and delivering instruction.
- *Indicators of Teacher Contribution and Growth demonstrating a teacher's professional growth and contribution to the schools' success.
- *Indicators of Contribution to Student Learning and Growth demonstrating a teacher's impact on student learning and growth.

High Quality Teacher Evaluation

- Evaluations must be meaningful, providing teachers with clear and actionable feedback linked to tailored professional development.
- Evaluations must be fair, conducted by highly trained and objective supervisors, whose work is reviewed to ensure the validity and reliability of evaluation results.
- Evaluation systems must be adequately funded and staffed, and fully developed and validated before used to make high stakes employment decisions.

High Quality Teacher Accountability

- All teachers are responsible for providing a high quality education to students supporting the efforts of colleagues to do the same.
- All teachers have the responsibility to continually enhance their practice.
- If, through a high quality evaluation system, a teacher's practice fails to meet performance standards, a teacher should be provided with clear notice of the deficiencies and an improvement plan should be developed by the teacher and employer.

High Quality Teacher Accountability

- If a teacher fails to improve despite being given a reasonable opportunity to do so, the teacher may be counseled to leave the profession or be subject to fair, transparent and efficient dismissal process that provides due process.
- NEA believes that it is appropriate and fitting for accountability systems to continue to differentiate between the rights and responsibilities of probationary teachers and career teachers.
 - *Probationary teachers should receive ongoing support for at least the first two years.
 - *Probationary teachers should become career teachers if they meet or exceed expectations at the conclusion of their probationary employment.
 - *Once a probationary teacher has attained career status, the status should not be lost and should be portable within a state.
 - *Career teachers have the responsibility to reflect upon and enhance their own practice and to support and enhance the practice of their colleagues.

The Role of NEA in High Quality Evaluation and Accountability

- NEA supports the work by providing the training, resources (including model fair dismissal procedures and other language) needed to develop, implement, and enforce high quality evaluation and accountability systems that enhance instruction and improve student learning.

CAU Conceptual Framework

- Evaluators should ask: “Does the teacher have the knowledge, skills and dispositions to be effective?”

Knowledge:

- Does the teacher demonstrate the content knowledge of the cultural, historical, social, political and economic realities and uses such to foster optimal development for all students?
- Does the teacher demonstrate the basic and broad knowledge and critical skills for culturally diverse groups to provide learning opportunities adapted to diverse learning needs?

CAU Conceptual Framework

Knowledge:

- Does the teacher demonstrate how to teach subject content inherent in effective teaching and/or learning?
- Does the teacher exhibit understanding and knowledge of subject matter and how knowledge is constructed to improve student academic achievement in inclusive settings?

CAU Conceptual Framework

Skills:

- Does the teacher demonstrate effective verbal and nonverbal communication techniques to facilitate active learning in the classroom, or when working with students, parents, colleagues and members of the community to promote student success?
- Does the teacher incorporate technological applications to promote learning and ensure educational equity?
- Does the teacher systematically use formal and informal assessment strategies to evaluate and assess teaching/learning issues?

CAU Conceptual Framework

Dispositions:

- Does the teacher model ethical and professional behaviors in all interactions with schools, families, and communities?
- Does the teacher demonstrate respect for the learners' communities and cultural norms and see the learning potential in all students?
- Does the teacher view education as a dynamic political process in which to advocate improving the educational system?

References

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