Early Childhood Teacher Evaluation

Challenges and Opportunities in Using Observational Measures

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Opportunities & Challenges

- Paying attention to what matters
- Measuring effectiveness well
- Improving practice
Defining Effectiveness

- Do observational systems reflect the unique features of early childhood classrooms?
Year 1 (Pre-k -12 version only)

Students understand the importance of the objective.

Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teachers explanation.

Current (pre-k and K version)

All or almost all students demonstrate through their attention to or excitement about the lesson activities that the lesson is important to them.

Older students, including kindergarten students, may authentically explain why what they are learning is important.
Measuring Effectiveness Well

Multiple Observations Led to Higher Reliability

Variation Due to Consistent Teaching Practice
Variation Due to Other Factors (Lesson, Rater, Section, Unexplained)

37% 1 rater
53% 2 raters
61% 3 raters
67% 4 raters

Each rater is observing a different lesson

From MET Report, 2012
As stakes rise, greater need for precision
Do these systems discriminate?

- **Curious Grade for Teachers: Nearly All Pass** – New York Times, March 30 2013
  - Florida, 97 percent of teachers were deemed effective or highly effective
  - In Tennessee, 98 percent of teachers were judged to be “at expectations.”
  - Michigan, 98 percent of teachers were rated effective or better.
Improving Practice

Will this lead to changes in practice?
Innovations in Teacher Development

Success from the Start
Starts in 2 months
New Teacher Center

Effective Classroom Interactions: Supporting Young Children’s Development
Starts in 4 months
University of Virginia

Common Core in Action: Literacy Across Content Areas
Starts in 4 months
New Teacher Center

Coaching Teachers: Promoting Changes that Stick
Starts in 7 months
Resources

• From the MET Study (www.metproject.org/reports.php)
  – Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study: Brief
  – Feedback for Better Teaching: Nine Principles for Using Measures of Effective Teaching
  – Gathering Feedback for Teaching: Policy and Practice Brief

• Teaching Children Well: New Evidence-Based Approaches to Teacher Professional Development and Training – Robert Pianta, Center for American Progress