



EDUCATION**SECTOR**

Rush to Judgment

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The Problem

- The vast majority of public schools lack a credible system for evaluating teachers' work
- An astonishing fact, given that public education spends \$400 billion a year on salaries and benefits
- A glaring, largely ignored problem in public education and in the push to ratchet up teacher quality



Teacher Evaluations Today

- In most schools, they're nothing more than a single, fleeting classroom visit
- Conducted by a principal or other building administrator untrained in evaluation
- Using a checklist of classroom conditions and teacher behaviors that are often unrelated to the quality of teacher instruction—much less student achievement
- Drive-bys...superficial, capricious



Why are Evaluations so Bad?

- Lack of accountability for school performance
- Union ambivalence
- Credentialism as a proxy for teacher quality
- Overworked, under-trained principals (defining the role of evaluator too narrowly)



This is a good place for facts or other side bar text.

Consequences

- Keeps weak teachers in the classroom (only .3% of Chicago teachers received unsatisfactory ratings between '03 and '06)
- Undermines integrity of tenure system
- Lost opportunity to improve instructional skills (principals rarely even review results with teachers; \$16 billion a year largely wasted on professional development)
- Undermines teacher morale



Consequences (continued)

- Teacher and school quality
- Reinforces credentialism in public school teaching (credentials not linked to teacher quality)
- Undermines professionalism of teaching
- Discourages introduction of performance-based rewards systems



How To Do Evaluation Right

- Explicit standards/rubrics
- Multiple measures—focusing on the way teachers plan, teach, test, manage, and motivate
- Multiple evaluators, including subject/grade-level specialists and peer review
- Multiple evaluations



Models

- Teacher Advancement Program
- Connecticut's BEST program
- National Board for Professional Teaching Standards
- CLASS (Classroom Assessment Scoring System)
- The Toledo Plan



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Recommendations

- Hybrid model: Evaluate teachers on the basis of instruction and student achievement
- Develop standards-based rubrics (Charlotte Danielson)
- Evaluator training/district evaluation teams (to manage multiple evaluations and evaluators and avoid favoritism and other teacher-principal conflicts of interest)



Recommendations (continued)

- Outsourcing
- Performance-based rewards and sanctions for schools and school leaders as a way of motivating them to take evaluations seriously; the single salary schedule is the greatest barrier to better evaluations
- Give schools greater hiring/firing authority (as further incentive to take evaluations seriously)



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http://www.educationsector.org/research/research_show.htm?doc_id=656300