

MET
project

Learning about Teaching

Presentation to NCTE Conference

May 3, 2011

BILL & MELINDA
GATES *foundation*



Three Core Principles

- Whenever feasible, a teacher's evaluation should include his or her students' achievement gains.
- The measure should include feedback on specific aspects of a teacher's practice to support teacher growth and development.
- These other components of the evaluation (e.g., classroom observations, student feedback) should be demonstrably aligned with student achievement gains.

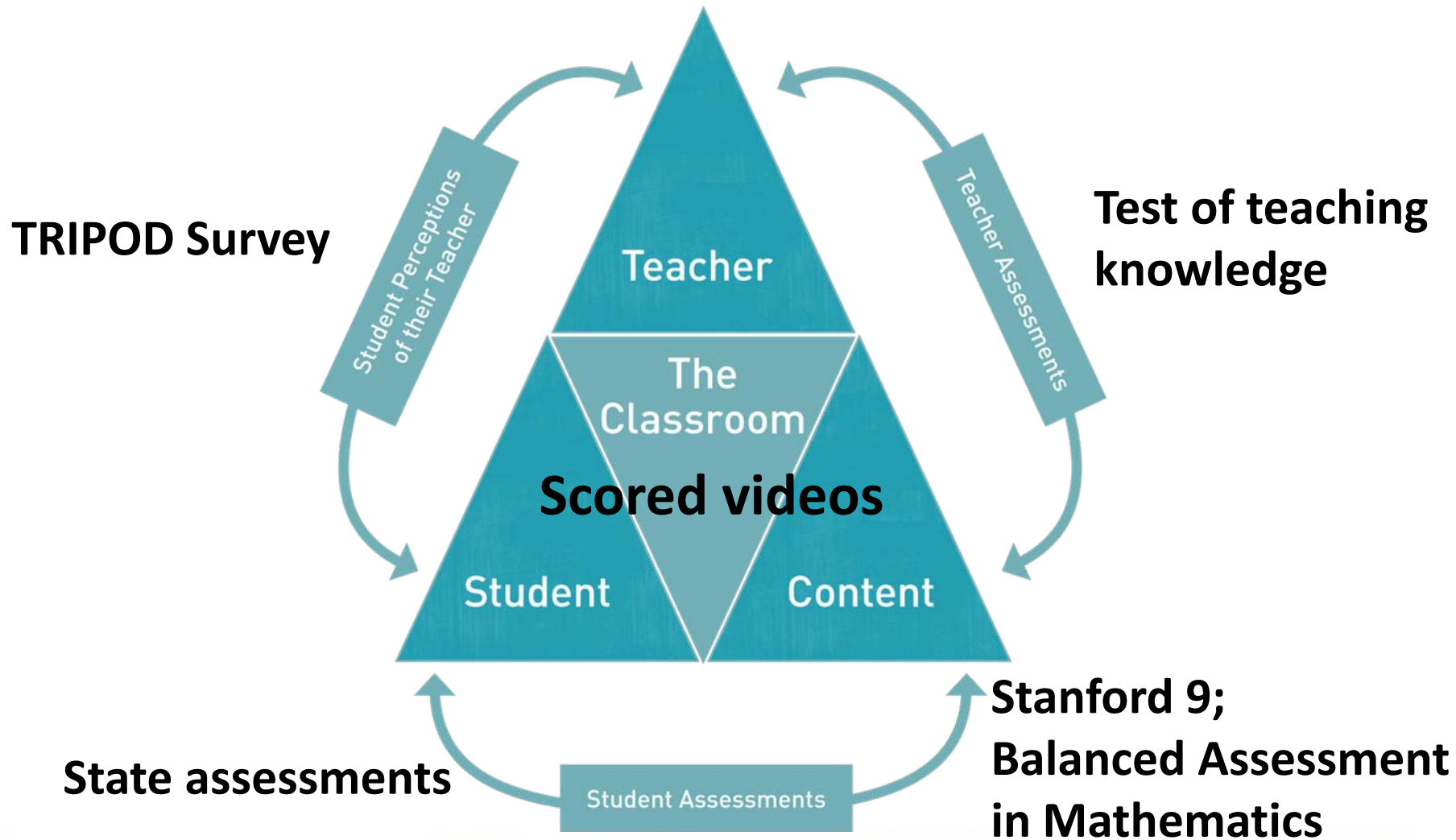
The Measures of Effective Teaching Project

Participating Teachers

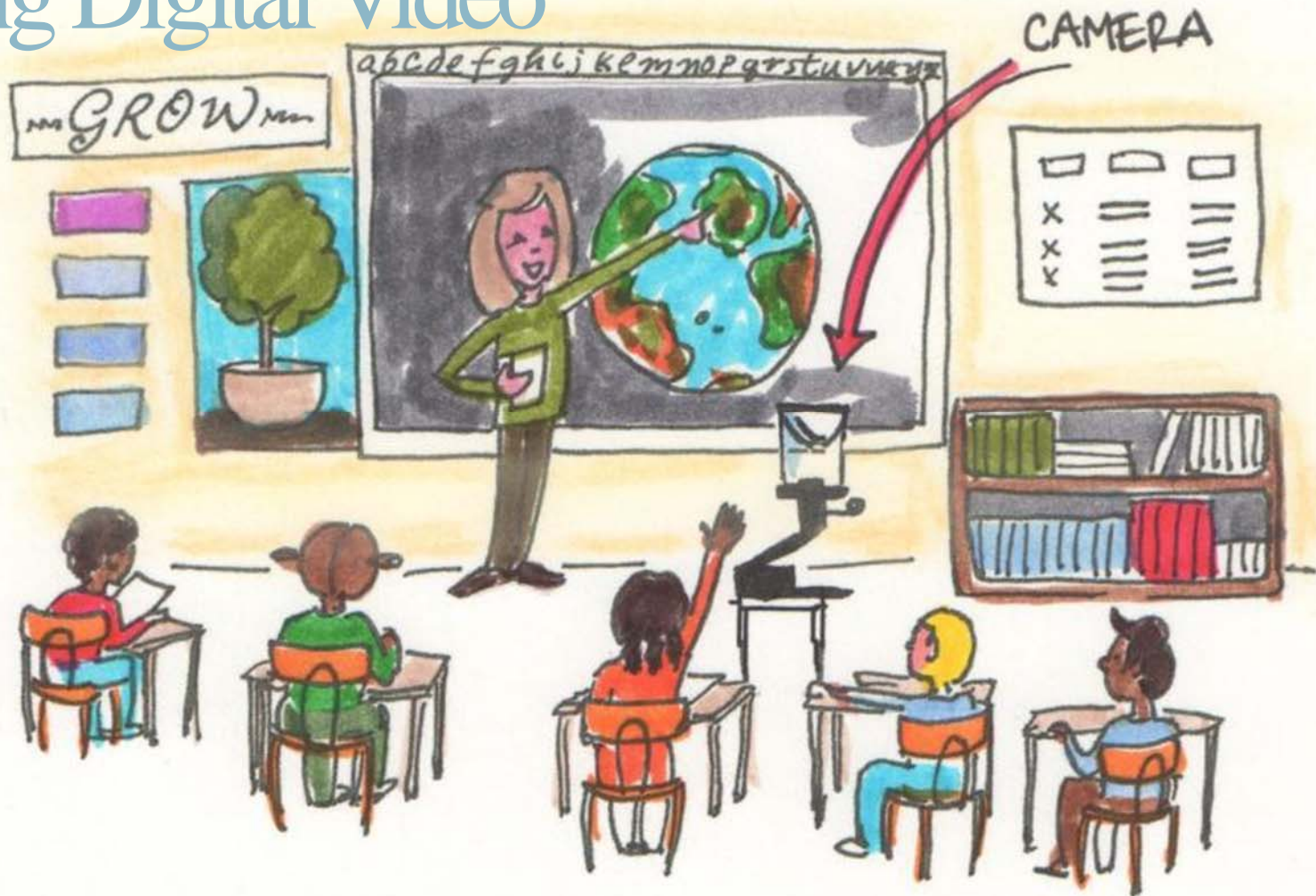
Charlotte-Mecklenberg	465
Dallas	315
Denver	130
Hillsborough County	741
Memphis	444
New York City	728
Pittsburgh	196
TOTAL	3,019



Multiple Measures of Teaching Effectiveness



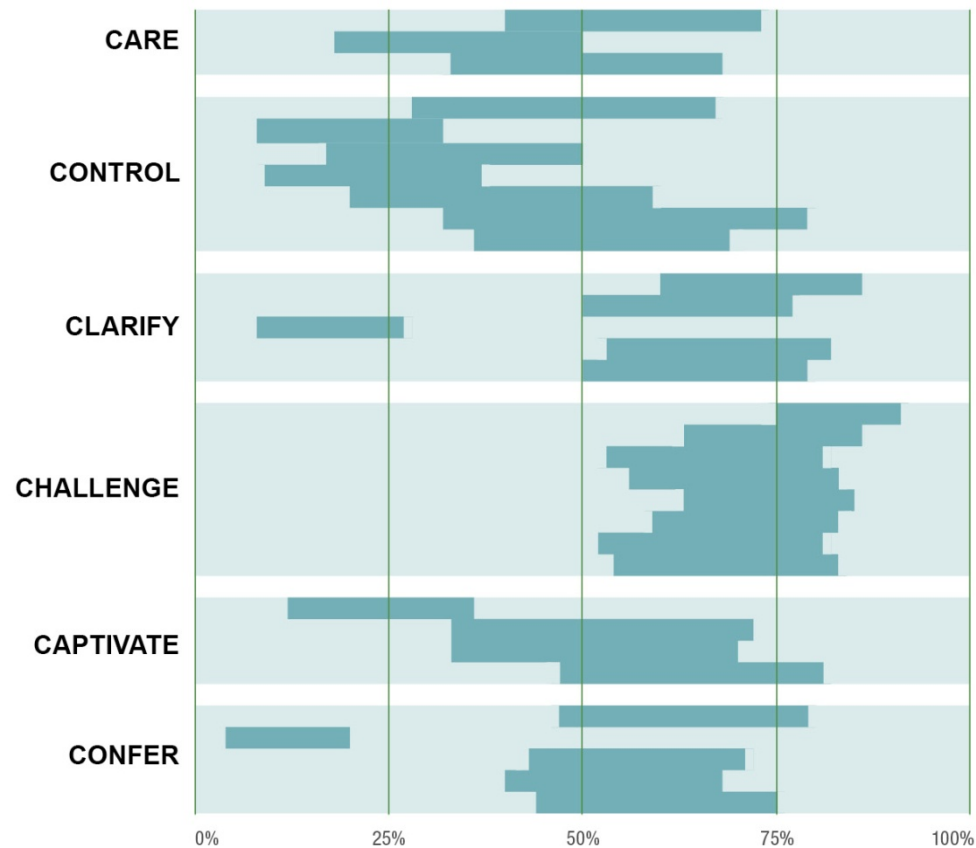
Classroom Observation Using Digital Video





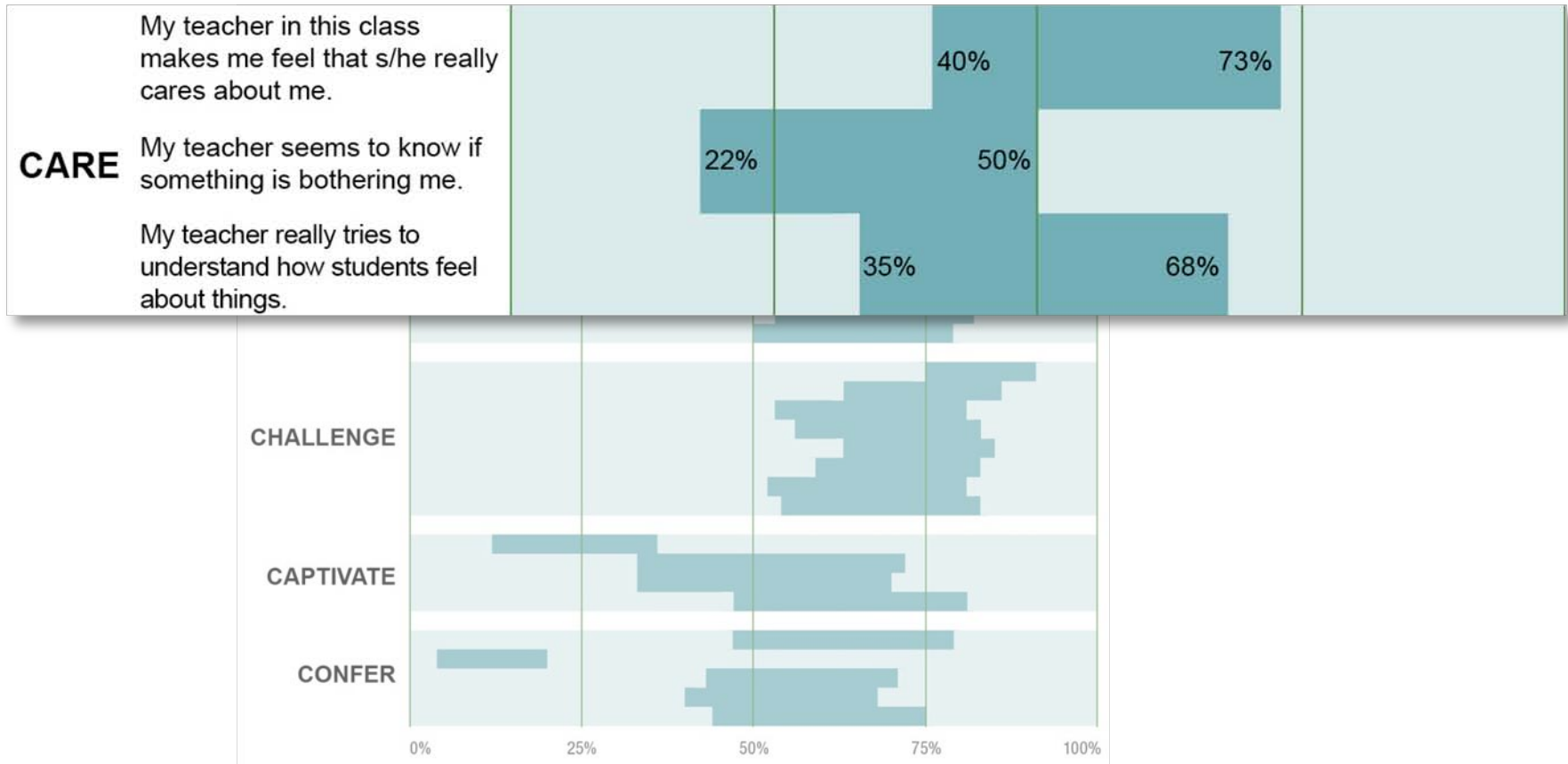
Student Feedback

Percent of Students by Classroom Agreeing



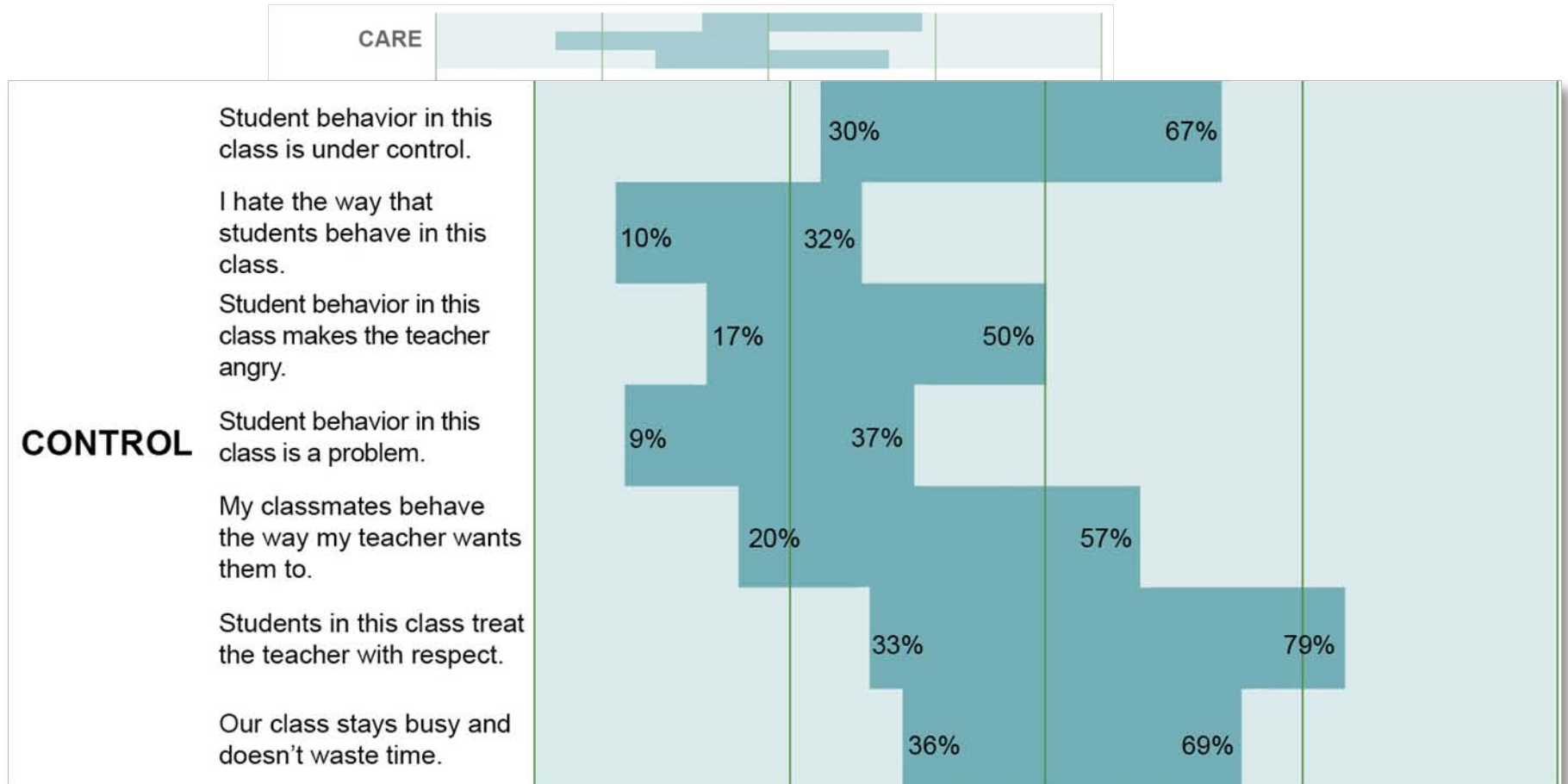
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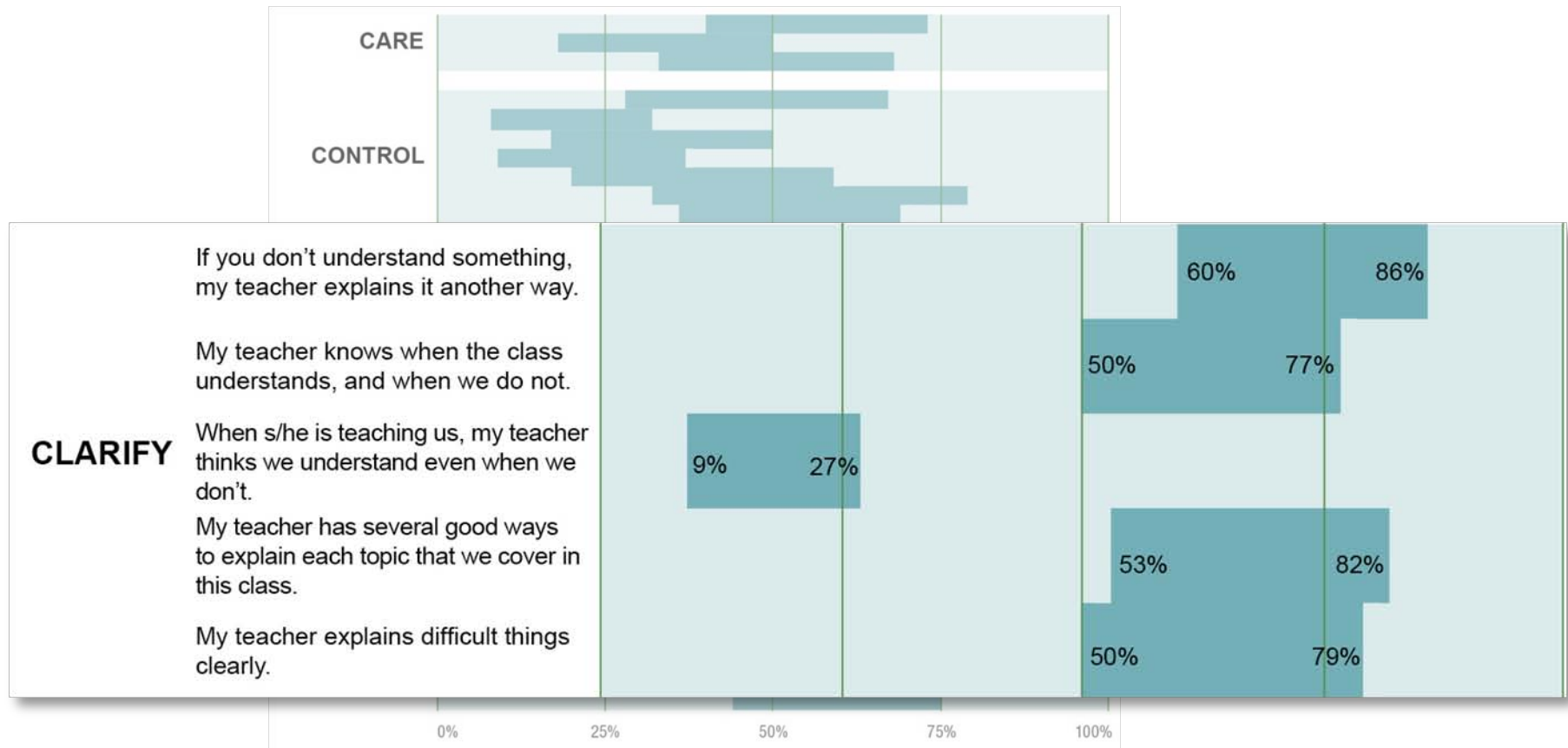
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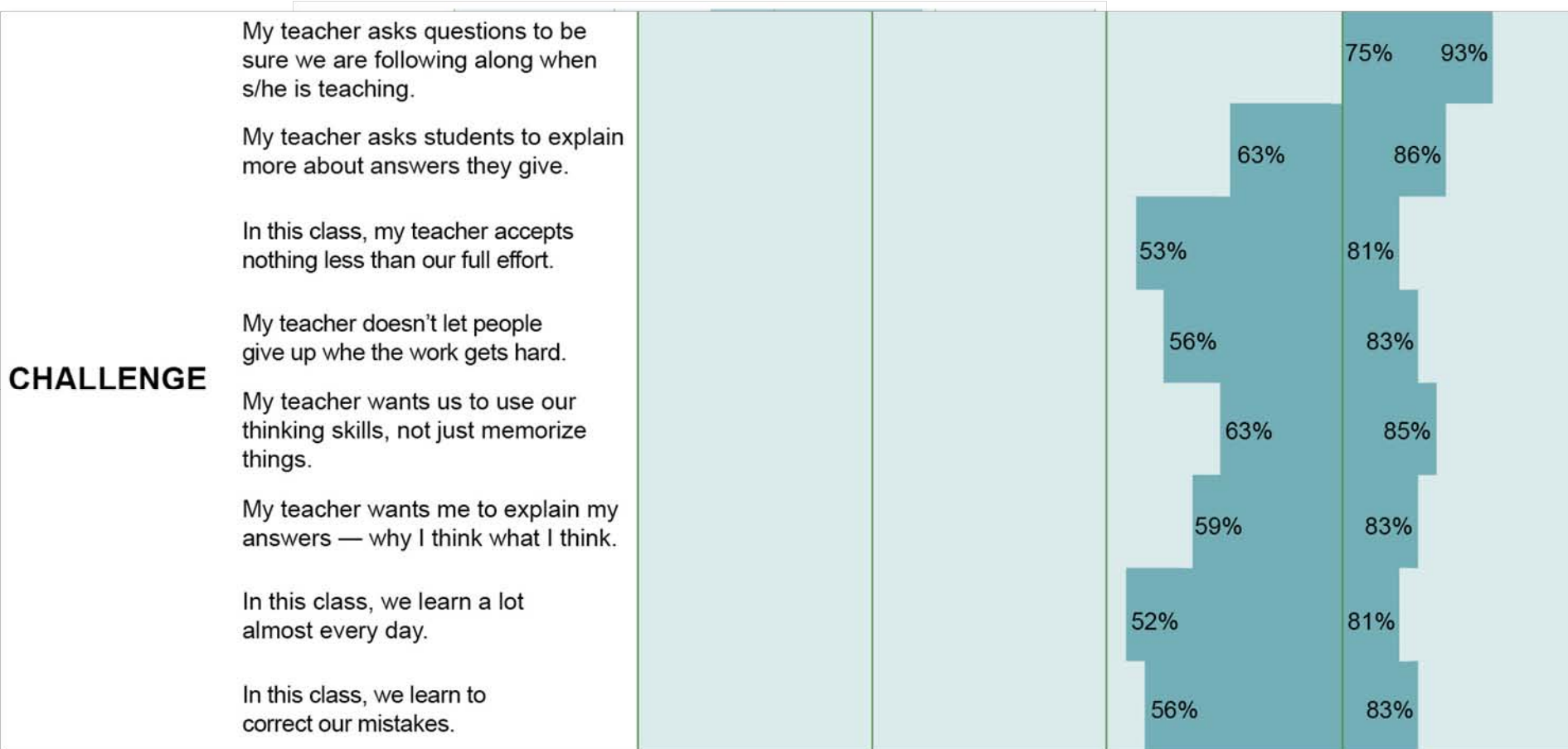
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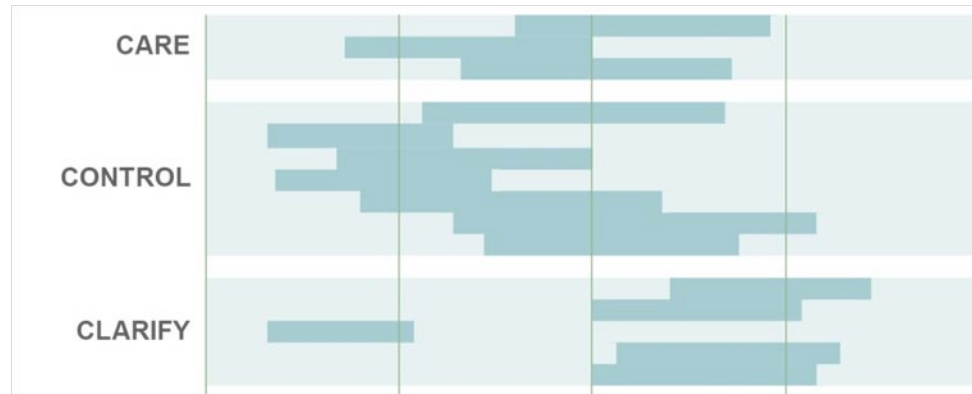
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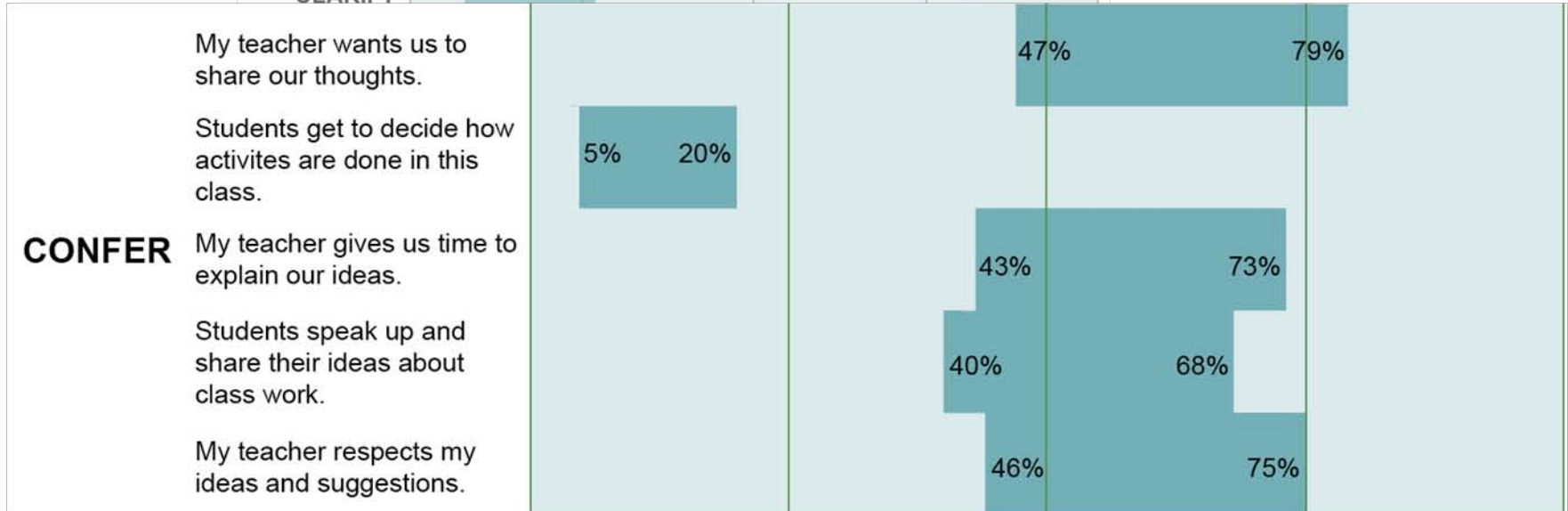
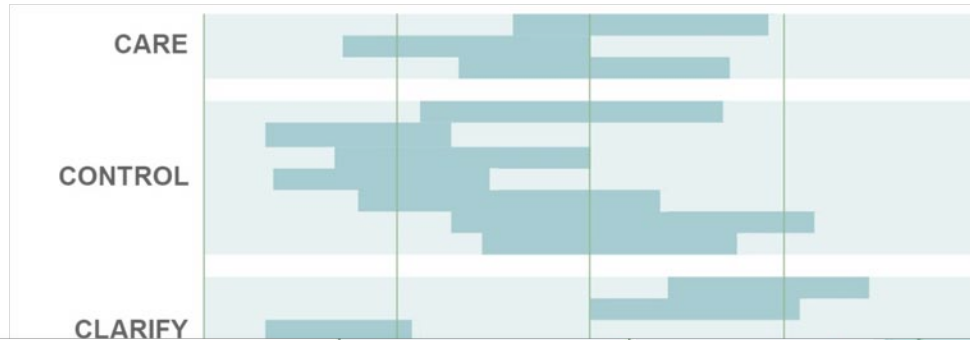
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Student Feedback

Percent of Students by Classroom Agreeing



Student Feedback Findings

- Student perceptions of a given teacher are consistent across different groups of students.
- Student perceptions in one class are related to the achievement gains in other classes taught by the same teacher.

Student Feedback and Student Achievement Gains

■ Top 5 Correlations

Rank	Survey Statement	Category
1	• Students in this class treat the teacher with respect	Control
2	• My classmates behave the way my teacher wants them to	Control
3	• Our class stays busy and doesn't waste time	Control
4	• In this class, we learn a lot every day	Challenge
5	• In this class, we learn to correct our mistakes	Challenge

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33	• I have learned a lot this year about [the state test]	Test Prep
34	• Getting ready for [the state test] takes a lot of time in our class	Test Prep

Report Timeline

- Preliminary Findings: December 2010
- Video Observations: Summer 2011
- Weighting Each Component: Fall 2011
- Full 2nd Year Results: Winter 2011/2012

Next Year (Pending funding decisions)

- Rapid feedback

New Models of Professional Development

Real time (ear-bud) coaching



Direct Feedback



Remote Collaboration

Next Year (Pending funding decisions)

- Rapid feedback
- Video library
 - Uses: Training resources for raters, new teachers, education schools.
- Contest:
 1. Next generation rubrics
 2. Automated scoring