

This presentation highlights a few of the elements of the most widely implemented teacher evaluation systems in Florida and the nation.

We begin by noting a few of the strategies rated with the highest yield in Professor John Hattie's Table of Effect Sizes.

The effect size is simply the probability that a strategy will have an impact of student achievement. The dumber reflects the range of the difference between effective strategies and ineffective ones.

Possesses Prior Knowledge- 1.04 Effect Size

Looks Like Students

- Able to perform content related tasks independently
- Constructing models and images of content

Sounds Like Students...

- Volunteering ideas and answers

Student Disposition to Learn- .61 Effect Size

Looks Like Students...

- Selecting tools for problem solving
- Initiating research

Sounds Like Students...

- Generating ideas
- Initiating discussion
- Offering alternative solutions/ answers

Identifying Critical Content

- Students can verbally or manually pinpoint what is critical and what is supporting information.
- Students choose to focus on critical content in generating responses.
- Students focus on central idea or processes as opposed to details.

Elaborating on New Information

- Students look for implicit connections.
- Students provide examples.
- Students accurately add to a graphic display of current content.

Record and Represent

- Students write about their understanding of a concept.
- Students draw or complete a graphic organizing their understanding.

(note: not simply note-taking or copying)

Revising Knowledge

- Students identify errors and identify how to correct the errors verbally or in writing with words, pictures or edits.

Generate and Test Hypotheses

- Students use their new knowledge to generate solutions or make predictions and test their ideas.
- Students solve problems and overcome obstacles
- Students conduct experiments
- Students investigate to report, define, or predict.
- Students make decisions among alternatives based on a set of criterion.

Remember that each student will respond differently. Our goal is to discover which elements or approaches reach the majority of our students and use them within a variety of meaningful strategies and activities.

References

- <http://www.leeds.ac.uk/educol/documents/00002182.htm>
- <http://www.marzanocenter.com/Teacher-Evaluation-2014-Model.pdf>
- http://www.teacherstoolbox.co.uk/T_effect_sizes.html