OBSERVED CLASSROOM PERFORMANCE

Rated domains of teaching practice
- Communicating outcomes to students
- Aligning instruction with outcomes
- Varying activities/materials to meet needs of students
- Promoting understanding of content
- Generating interest in content
- Engaging students in learning activities
- Assessing/monitoring student learning and adapt instruction
- Providing feedback to students
- Managing the classroom

Incidence of specific teaching practices
- Communicating to students
- Aligning and varying instructional activities and materials
- Aligning and varying content
- Assessing student progress and providing feedback
- Managing the classroom environment
OBSERVATION SCHEDULE/SAMPLE

- First year teachers
  - Two 1 ½ hour observation periods during the spring

- Second Year teachers
  - Two 1 ½ hour observation periods during the fall
  - Two 1 ½ hour observation periods during the spring

- Third Year Teachers
  - Two 1 ½ hour observation periods during the fall
  - Two 1 ½ hour observation periods during the spring

(same day, different content areas)
First Year Teachers
- A Teacher Effectiveness Portfolio (TEP) developed in the spring spanning at least one unit of instruction.

Second Year Teachers
- A Teacher Effectiveness Portfolio (TEP) developed during the year spanning at least one unit of instruction.
DOCUMENTED TEACHER PRACTICE

- General planning (long-term)
- Specific Planning (lessons/unit)
- Implementing/adapting lesson plans
- Assessing student learning
- Documenting and analyzing student learning data
- Reflecting on practice/beliefs
SOME GENERAL FINDINGS

In the First Year of Teaching

- Large variation in observed and documented performance.
- Some differences in practice/beliefs observed by exposure to program characteristics.
- Patterning consistent with hypothesis..though not significant.
- Responses to programs not homogeneous

In the 2nd and 3rd Years of Teaching

- Variation in performance increases over time
- Some differences in practice/beliefs remain over time by level of exposure to program characteristics
- Patterns observed during first year disappear in second year and in some cases reverse by third year.
Mean of Ratings Across Domain

Spring, Year 2

Frequency

Mean = 5.26
N = 54.00

Std. Dev = 1.17
Spring, Year 3

Mean of Ratings Across Domains

- Mean = 5.07
- Std. Dev = 1.42
- N = 42.00

Frequency distribution showing the mean and standard deviation.
Mean of Domain Ratings by Year and Level of Exposure

Observation Period

- Very High
- High
- Moderate
- Low
Mean Ratings of Aligning Instruction with Outcomes by Year and Level of Exposure
Incidence of Specific Teaching Practices: Activities Align with Outcomes

Very High, High, Moderate, Low

Spg Yr 1, Spg Yr 2, Spg Yr 3
Year 1

Ratings of Specific Lesson Planning

Std. Dev = 3.37
Mean = 9.0
N = 47.00

Frequency

Ratings of Specific Lesson Planning
Year 2

Ratings of Specific Lesson Planning

Frequency

Std. Dev = 3.87
Mean = 8.5
N = 33.00

Ratings of Specific Lesson Planning
Year 1

Ratings of Quality of Student Assessments

Frequency

Std. Dev = 5.39
Mean = 16.3
N = 47.00
Year 2

Ratings of Quality of Student Assessments

Std. Dev = 4.85
Mean = 16.4
N = 33.00
Mean Ratings of Quality of Specific Lesson Planning by Year and Level of Exposure

Observation Period

Year 1
Year 2

Very High
High
Moderate
Low
Mean Ratings of Quality of Student Assessments by Year and Level of Exposure

Observation Period

- Very High
- High
- Moderate
- Low

Year 1
Year 2