

But wait, we just got here

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May 2, 2016

# What have we learned from our work on principals as raters?

## Starting Point 1

Everything we know about observations come from tightly-controlled research studies

## Starting Point 2

Historically, evaluation practices have been perfunctory



# What have we learned from our work on principals as raters?

1. Principals struggle to score in accurate, reliable ways
2. This is not at all surprising
  - These systems are not easy to score
  - Observations are burdensome (~12 hours per teacher)
  - We are training administrators to be dispassionate and free from bias
3. Principals are modifying these systems to increase efficiency, build trust, and fit other reform efforts (CCSS)

\*Bell., C. Jones, N., Lewis, J., Qi, Y., & Stickler, L. (March, 2016). The role of administrators in the creation of high stakes observation scores. Working paper available upon request

# My big takeaways

- **The learning curve is steep**  
We have to take learning needs seriously.
- **We can't lose sight of accuracy and reliability.**  
Systems focused on teacher development will fail if we can't trust the signals they're producing.
- **Administrators can do this work – with support.**  
The shift from operational matters to focusing on instructional quality is important and met with enthusiasm from administrators.

# Thank you

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