

QUALITIES OF EFFECTIVE TEACHERS

EFFECTIVE TEACHERS = STUDENT ACHIEVEMENT

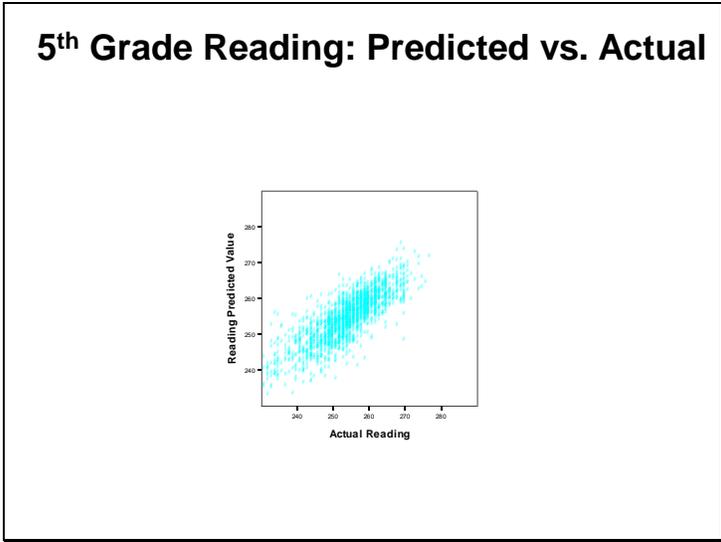


Workshop Materials

Kentucky Association of School Administrators

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Arriving at school ready to learn ...

| | Words Spoken to Per Hour | Vocabulary as a 5 Year Old |
|-----------------------------------|-----------------------------|-------------------------------|
| Parents with Professional Jobs | 2,100 | 20,000 |
| Low SES Families | 600 | 5,000 |

Source: Lee & Burkam, 2002; West, Denton, & Germino-Hausken, 2000

MARIA SANCHEZ
Growth Report: STAR Reading
Smooth Sailing Elementary School

Grade: 5

Teacher: Maria Sanchez

| Student | August Pre-Test GE | January Mid-Year GE | June Post-Test GE | Pre-Post Change in GE |
|----------------|-------------------------------|--------------------------------|------------------------------|--------------------------------------|
| Annie | 2.7 | 2.8 | 3 | 0.3 |
| Billy | 4.7 | 5.6 | 6.3 | 1.6 |
| Curly | 5.1 | 4.8 | 5 | -0.1 |
| Dolly | 3.9 | 4.6 | 5 | 1.1 |
| Ellie | 4.3 | 4.4 | 5 | 0.7 |
| Frankie | 4.6 | 4.8 | 5.8 | 1.2 |
| Gilbert | 3.1 | 3.8 | 3.9 | 0.8 |
| Howie | 6.3 | 6.6 | 7.6 | 1.3 |
| Iggie | 5.8 | 6.4 | 7.2 | 1.4 |
| Jamal | 6 | 6.5 | 7.4 | 1.4 |
| Kindra | 5.8 | 5.6 | 6.2 | 0.4 |
| Larry | 4.5 | 4.8 | 5.5 | 1 |
| Moe | 3.4 | 3.6 | 4 | 0.6 |
| Nellie | 5 | 4.5 | 4.8 | -0.2 |
| Opprah | 5.2 | 5.8 | 5.9 | 0.7 |
| Polly | 4.9 | 5.5 | 5.7 | 0.8 |
| Quenton | 3 | 3.8 | 4.1 | 1.1 |
| Randy | 6.1 | 6.6 | 7.5 | 1.4 |
| Sam | 4.9 | 5 | 5.7 | 0.8 |
| Average | 4.7 | 5.0 | 5.6 | 0.9 |

Notes:

GE Grade Equivalent: The grade level for which a given score is the real or estimated average as compared with other students of the same grade or age on a given test.

On Grade Level = GE plus or minus 2 months

Below Grade Level = GE more than 2 months below grade placement

Above Grade Level = GE more than 2 months above grade placement

**S.T.A.R. Reading
- Growth Report -
Smooth Sailing Elementary School**

Grade: 5

Teacher: Maria Sanchez

| <u>Reading Growth Summary</u> | <u>Test Dates</u> | <u>Time-of-Test Placement</u> | <u>Grade Equivalency</u> |
|--------------------------------------|--------------------------|--------------------------------------|---------------------------------|
| 19 students | August | 5.0 | 4.7 |
| | January | 5.4 | 5.0 |
| | June | 5.9 | 5.6 |

Grade Equivalency Distribution Summary

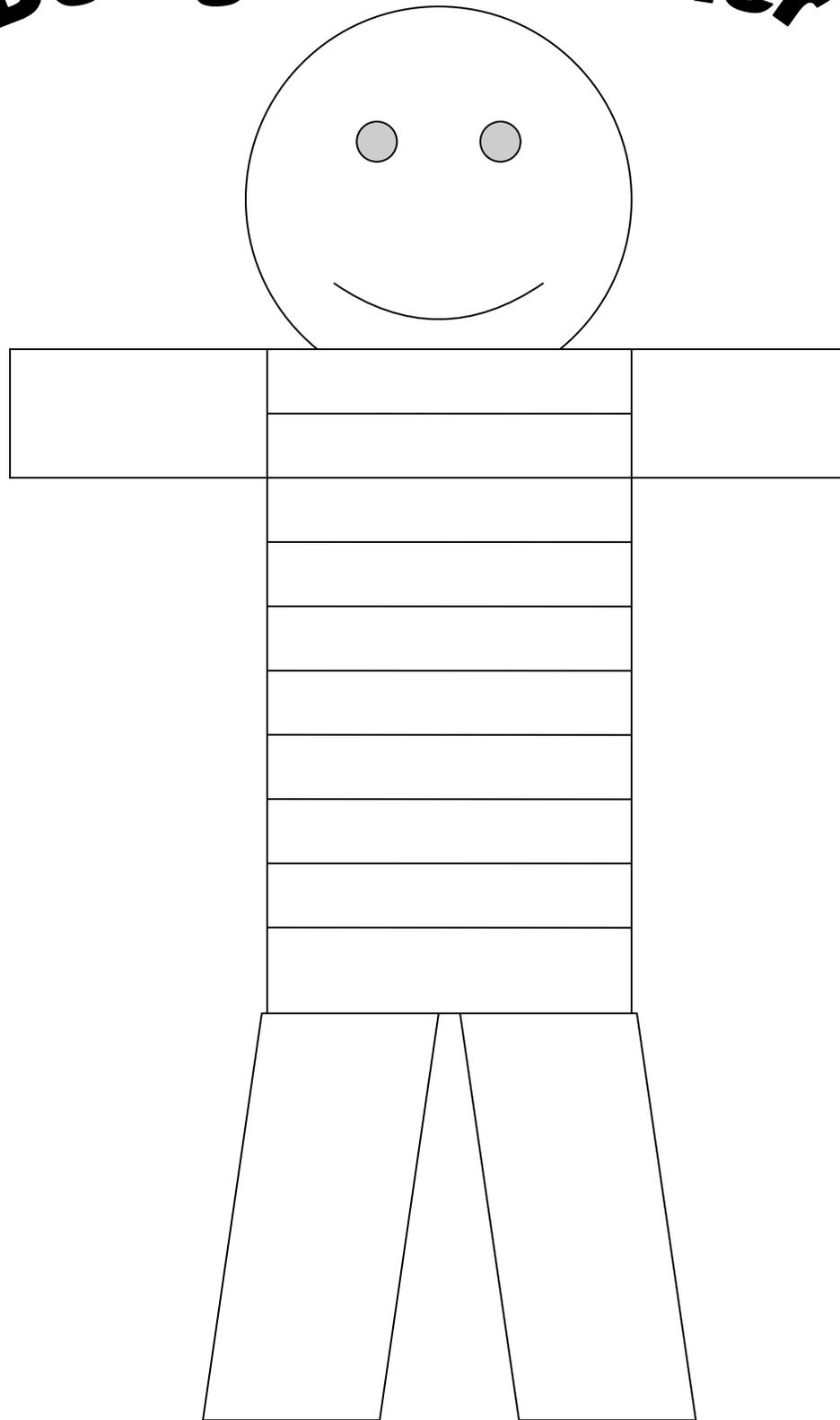
| | August | | June | |
|---------------------------|---------------------------|-----------------|---------------------------|-----------------|
| Grade Equivalency* | Number of Students | Percent* | Number of students | Percent* |
| PP | 0 | 0% | 0 | 0% |
| P | 0 | 0% | 0 | 0% |
| 1 | 0 | 0% | 0 | 0% |
| 2 | 1 | 5% | 0 | 0% |
| 3 | 4 | 21% | 2 | 11% |
| 4 | 6 | 32% | 3 | 16% |
| 5 | 5 | 26% | 8 | 42% |
| 6 | 3 | 16% | 2 | 11% |
| 7 | 0 | 0% | 4 | 21% |
| 8 | 0 | 0% | 0 | 0% |
| 9 | 0 | 0% | 0 | 0% |

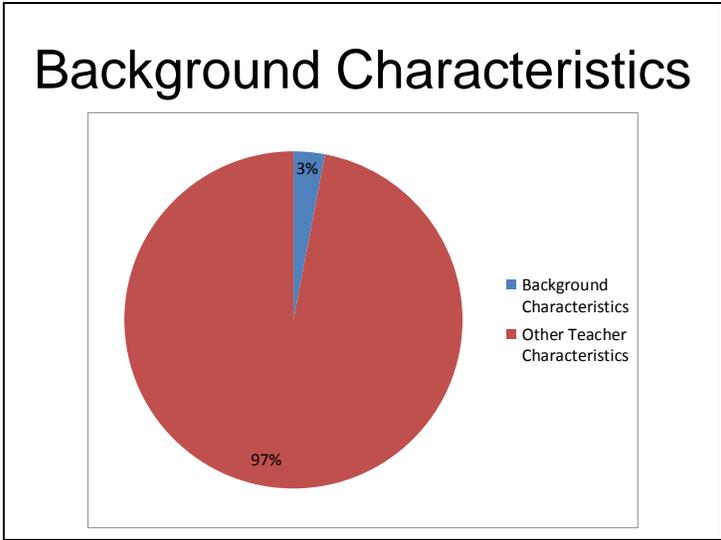
* Grade equivalencies and percentages rounded to whole numbers

S. T. A. R.—The Standardized Test for Assessment of Reading

GE Grade Equivalent: The grade level for which a given score is the real or estimated average as compared with other students of the same grade or age on a given test

Design a Teacher





The Teacher as A Person

- Caring
- Fairness & Respect
- Attitude
- Reflective Practice

Classroom Management and Organization

- Proactive discipline
- Maintain momentum
- Monitor & respond
- Teach students desirable behaviors
- High student engagement
- Positive, respectful, supportive

Organizing for Instruction

- Thinking about instruction
- Planning for instruction

***Qualities of Effective Teachers:
Demonstration
Lessons***

Kristine Hardy

| | |
|----------------------------|---|
| Objective | To secure a position where I can challenge students to advance their thinking about historical concepts, their relationship to present day events, and implications for the future. |
| Professional experience | 1991 - present Appleton School District Appleton, AL Teacher Provided leadership as the history department chair since 2001 Taught Advanced Placement United States history, Advanced Placement World History, General United States history Supported student achievement as evidenced by approximately one-third of my Advanced Placement students earning the highest score of 5, while 90% of my students on average attain scores of 3 or higher Served as a mentor, student teacher cooperating teacher, and as a member of the school improvement team |
| Professional memberships | Phi Alpha Theta, History honor society National Education Association |
| Awards received | 2004 Chamber of Commerce Mini-Grant for an oral history project 1992 Grady High School Rookie Teacher of the Year |
| Extracurricular activities | Future Problem Solving Team Sponsor |
| Education | 1988 – 1990 Samford University, Birmingham, AL M.Ed. 1984 – 1988 Indiana University, Bloomington, IN B.A. in history |
| References | Charles Smith, Principal, Grady High School, 123 Gala Drive, Appleton, TX 12345 (123) 456-7898 Melody Carter, Secondary Supervisor, Appleton Central Office, POB 12, Appleton, TX 12345 (123) 456-9421 Debra Jones, School Improvement Team Chair, Grady High School, 123 Gala Drive, Appleton, TX 12345 (123) 456-7898 |

Yourtown Public Schools
Classroom Observation – Instruction & Assessment Skills: Form A

Teacher Candidate: Kristine Hardy

School: _____ **Date:** _____ **Time:** _____

Rate each category as follows:

- 1 = Ineffective (insufficiently evident) 2 = Developing (partially evident)
3 = Proficient (sufficiently evident) 4 = Exemplary (highly evident)

Instructional Complexity _____

Sample Performance Indicators:

- ___ The teacher emphasizes understanding of meaning rather than merely memorizing facts.
 - ___ The teacher emphasizes the students' knowledge of the world to develop understanding.
 - ___ The teacher develops students' cognitive abilities by encouraging application, comprehension, analysis, synthesis, and evaluation of new knowledge.
 - ___ The teacher fosters discovery of new understandings of concepts through stimulating activities.
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-

Student Engagement _____

Sample Performance Indicators:

- ___ The teacher monitors student understanding and paces the lesson based on student progress.
 - ___ The teacher attends to lesson momentum and adapts to student responses.
 - ___ The teacher uses a variety of instructional strategies and types of assignments and activities to encourage student engagement.
 - ___ The teacher uses questioning strategies to engage students and promote learning.
 - ___ The teacher maximizes student learning by providing opportunities to participate actively and successfully.
 - ___ The teacher provides guided and independent practice of skills.
 - ___ The teacher summarizes and reviews major concepts from the lesson.
 - ___ The teacher solicits comments, questions, examples, demonstrations, or other contributions from students throughout the lesson.
-
-

Monitor Student Progress _____

Sample Performance Indicators:

- ___ The teacher uses oral, non-verbal, and written forms of assessment to measure student mastery of lesson objectives.
 - ___ The teacher anticipates likely misconceptions that may occur during instruction and monitors students for signs of these misconceptions.
 - ___ The teacher provides students with clear, specific, and timely feedback throughout the learning process to support student learning.
 - ___ The teacher provides students with feedback in a manner that is supportive and encouraging.
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-

Yourtown Public Schools
Classroom Observation – Questioning Techniques Analysis: Form B

Teacher's Name Kristine Hardy Date _____ Time Started/Ended _____

Observer's Name _____ Grade/Subject: _____

Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.

| Type of Question | Total # | Percent |
|--|---------|---------|
| Low Cognitive (Recall) | | |
| Intermediate Cognitive (Comprehension) | | |
| Application and High Cognitive (analysis, synthesis, evaluation) | | |
| Total of all questions | | |

Based on the percentages what level of thinking was targeted?

How clearly worded were the questions?

PERFORMANCE SAMPLE NO. 2

Yourtown Public Schools

Teacher Danielle Thomas Grade/Subject 2nd Grade

School Smooth Sailing Elementary School Administrator Mrs. Literacy

Setting

Smooth Sailing Elementary School is located in an urban setting and has an enrollment of 296 students in grades K-5 with an average daily attendance of 95% and a Free/Reduced Lunch rate of 72%. In 200- -200-, 67 % of the students passed the state English proficiency test (compared to 58% in the previous year) and 54% of the students passed the Mathematics proficiency test (compared to 44% the previous year)

What was the performance level of the students at the beginning of the year?

Based on the Standardized Reading Inventory results, 4 out of 9 students were on grade level in August and 5 were below grade level. Of those below grade level, two students were found to be non-readers.

Lesson

Danielle is teaching an inter-disciplinary lesson that is centered on language development for her 2nd grade students. Among other content, she will incorporate math and geography concepts in the lesson.

Yourtown Public Schools
Classroom Observation – Qualities of Effective Teachers: Form C

Applicant Observed: Danielle Thomas

Location:

Yourtown Elementary School

Medium:

Video Classroom visit

Date: _____ **Length of Class:** _____

Note evidence of all areas associated with qualities of effective teachers may be evidenced in the demonstration lesson.

| | |
|---|----------------------------------|
| <p>PREREQUISITES OF EFFECTIVE TEACHING</p> <ul style="list-style-type: none"> ◆ Accurate content knowledge ◆ Teaching methods | <p>SPECIFIC EXAMPLES:</p> |
| <p>TEACHER AS A PERSON</p> <ul style="list-style-type: none"> ◆ Caring ◆ Humor ◆ Rapport with Students ◆ Correct language usage ◆ Clear directions and explanations | <p>SPECIFIC EXAMPLES:</p> |
| <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> ◆ Climate of trust and respect ◆ Diversity appreciation ◆ Continuous improvement ◆ Classroom rules/routines ◆ Active listening, Caring, fair ◆ Safe and attractive area | <p>SPECIFIC EXAMPLES:</p> |
| <p>INSTRUCTIONAL PLANNING</p> <ul style="list-style-type: none"> ◆ Clear, logical, integrated plans ◆ Content alignment ◆ Coherent instructional plans ◆ Curriculum materials prepared ◆ Differentiates instruction | <p>SPECIFIC EXAMPLES:</p> |
| <p>INSTRUCTIONAL DELIVERY</p> <ul style="list-style-type: none"> ◆ Varied strategies ◆ Variety of resources ◆ Appropriate pacing ◆ Student involvement ◆ Relevance of instruction | <p>SPECIFIC EXAMPLES:</p> |
| <p>MONITORING STUDENT PROGRESS AND POTENTIAL</p> <ul style="list-style-type: none"> ◆ Pre/post assessment ◆ Timely feedback ◆ Verbal and nonverbal feedback ◆ Teacher records ◆ Student ownership ◆ Re-teaches/accelerates | <p>SPECIFIC EXAMPLES:</p> |

Additional Notes

Observer/Interviewer's Signature: _____

The More We Change... *Elementary School Example*

A Bear of a Problem

Jane Grayson graduated from State College with a B.A. in Education. Her license is for elementary education. Jane has been teaching for 28 years, the first 20 years were at Hillvale Elementary before it was replaced by Pioneer Elementary School where she has been for the last eight years. She has always taught first grade. To say the least, Jane knows her way around the school, her classroom, and *her* first grade curriculum. Actually, she is a committed teacher – hard working and caring toward her children. However, she really does believe she owns the curriculum. She helped develop it several years ago and has continued with it – with her own twist on particulars – ever since.

One of Jane’s favorite lesson series is the bear unit. Included in this well-loved unit are several good pre-reading and early reading books such as *Brown Bear, Brown Bear, Corduroy*, and *Blackberries for Sal*. Also, she fills the room with teddy bears and invites the children to bring their favorite stuffed animals. She uses the bear unit every September (and actually, sometimes well into October) to acclimate her students to first grade and to “help them get ready to read.”

There isn’t anything inherently wrong with the bear unit. In fact, it could be used quite effectively to do just what Jane intends – orientation and initiating the development of reading skills. However, she simply takes far too long to help the children “get ready to read.” By the time she’s tired of bears, the class is dragging. The children for the most part are bored rather than excited about reading. Also, she’s well behind the other first grade classes. Further, the way she’s using the bear unit, there is minimal, at best, match with the state standards.

| Assets | Needs | Actions to Take |
|---------------|--------------|------------------------|
| | | |

The More We Change...

High School Example

Teaching to the Block

Billy Wizenbaum worked for several years as an interpreter for a local historical site after earning a B.A. from the university with a double major in history and philosophy. He also has a Master's degree in American Studies. Five years ago, he entered the classroom on an emergency certificate. He took evening classes and completed the coursework for a regular teaching license.

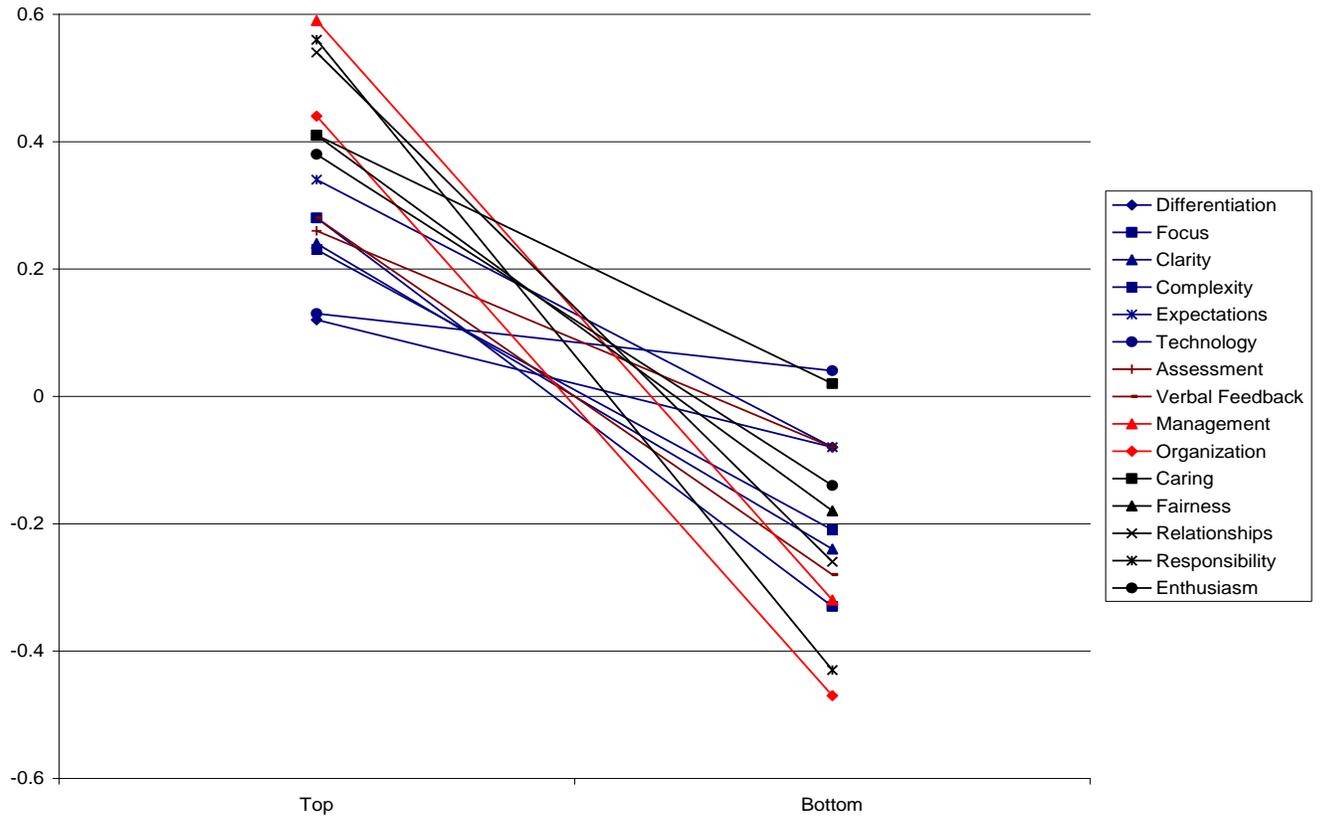
Billy teaches American history at Central High School. In fact, Billy loves teaching American history. He is a walking encyclopedia and it is too bad that he has not been invited to appear on an "all history" version of Jeopardy. He even spends part of every summer vacation traveling around the country to explore historical sites. In addition to knowing his subject, Billy generally follows the curriculum. He just never follows it far enough! His students know (or, at least, they have been well exposed to) U.S. History through Reconstruction. When it comes to the twentieth and twenty-first centuries, however, it is as if they don't exist. The problem is not that Billy doesn't care about recent history, or that he does not want to teach it. He just can not get to it. He spends too long lecturing on the American Revolution and the Civil War. And the operable word is lecture.

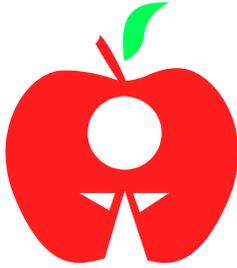
When the high school changed to a 4x4 block schedule three years ago, the administration made a concerted effort to get Billy to mend his ways. He attended several workshops related to effective instruction in a block schedule. This past year, at your request, the school system social studies curriculum supervisor visited his classroom several times and attempted to mentor him into the twenty-first century. Unfortunately, the only thing that has changed is that Billy now lectures for about 90 minutes a day instead of 42. And, he has just ended the year and barely entered the twentieth century. In response, you ended the year by giving him a negative evaluation.

| Assets | Needs | Actions to Take |
|---------------|--------------|------------------------|
| | | |

***TOOLS YOU
CAN USE***

Teacher Effectiveness Variables





Teacher Effectiveness: Improving Schools One Classroom at a Time

Teachers have a powerful and long-lasting influence over the students they teach. Teachers directly affect children in how they learn, what they learn, how much they learn, and the ways they interact with one another and the world around them. Considering the degree of influence of the teacher, it is important to come to an understanding of what teachers should do to promote positive results in the lives of children – with regard to school achievement, positive attitudes toward school, interest in learning, and other desirable outcomes. Moreover, this understanding should be based not only on what experts and stakeholders *think* teachers should do, but also on what educational research has shown to be important in the preparation and practice of effective teachers.

“Effectiveness” is an elusive concept to define when we consider the complex task of teaching. Some researchers define teacher effectiveness in terms of student achievement; others focus on high performance ratings from supervisors; still

others rely on comments from students, administrators, and other interested stakeholders. Because of the many areas of a teacher’s influence, it is challenging to define what outcomes might be defined as evidence of effectiveness and how those outcomes should be measured. In addition, many variables outside the teacher’s control also affect each of the potential measures of effectiveness.

This synopsis seeks to shed light on the elusive concept of teacher effectiveness by compiling research results accumulated across several decades to define specific teacher traits and behaviors that contribute to student achievement and other measures of effectiveness. We focus specifically on the *teacher* and his or her preparation, personality, and practice, rather than on other influences such as student demographics, school and district administration, or organizational decision-making outside the teacher’s control.

The effective teacher

- Recognizes complexity. Teaching is a complex activity because the disciplines to be taught are complex and because students are complex.
- Communicates clearly. The teacher’s job requires clear communication of expectations, encouragement, and caring as well as of content.
- Is conscientious. The effective teacher cares about students and ensures that students recognize this caring and feel supported and encouraged. The effective teacher cares about his or her classroom and ensures an organized and positive learning environment.

Prerequisites of Effective Teaching

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|---|--|
| <p>Does intelligence relate to effective teaching?</p> | <ul style="list-style-type: none"> ☞ Studies have had mixed results. Verbal ability has been linked to student performance. ☞ The relationship of teachers' verbal ability to student achievement may be a result of the relationship between teachers' verbal ability and their abilities to convey ideas in a clear and convincing way to students. |
| <p>How did effective teachers gain their knowledge of teaching and learning?</p> | <ul style="list-style-type: none"> ☞ A teacher's formal pedagogical preparation has been shown to have a positive impact on student achievement in mathematics, science, and reading. ☞ Through methods courses ☞ Some studies support that content knowledge is important to effective teaching up to a point, but that beyond a certain competence level in the subject area, the ability to convey the content to students in a way that they can grasp, use, and remember is more important and is not necessarily related to additional knowledge or coursework in the content area. ☞ Teachers with formal training in meeting the needs of special populations of students (e.g., ESL, gifted and talented) have been shown to be more effective with promoting achievement within these populations. |
| <p>Does certification status relate to teacher effectiveness?</p> | <ul style="list-style-type: none"> ☞ Teachers with certification of some kind (standard, alternative, or provisional) tend to have students with higher achievement rates than teachers working without certification. ☞ Secondary teachers certified within their field have significantly higher achievement rates among their students than teachers working out-of-field, especially in the area of mathematics. |
| <p>How important is teaching experience to effectiveness?</p> | <ul style="list-style-type: none"> ☞ Teachers with more experience tend to show better planning skills, are better able to apply a range of teaching strategies, and they demonstrate more depth and differentiation in learning activities. More experienced teachers tend to know and understand their students' learning needs better. ☞ The effect of teacher experience seems to level off after a certain number of years – teachers with more than three years of experience are more effective than those with three years or fewer, but these benefits seem to level off after about five or more years. |

The Teacher as a Person

| | |
|--|---|
| <p>What role does caring play in teacher effectiveness?</p> | <p>Numerous studies asking what makes a good teacher have demonstrated the importance of caring in the eyes of teachers and students; also, supervisors who rate teachers place priority on how teachers show students they are caring and supportive. Specific characteristics are: listening, gentleness, understanding, knowledge of students as individuals, warmth and encouragement, and love for children.</p> |
| <p>What is the role of fairness in effective teaching?</p> | <p>Students interviewed for their views on effective teachers consistently note the importance of fairness and respect at all levels of schooling - from elementary through high school. Among the elements of fairness and respect are the following:</p> <ul style="list-style-type: none"> ☞ responding to misbehavior at an individual level rather than holding a whole class responsible for the actions of a few; ☞ demonstrating cultural respect, understanding, and racial and cultural impartiality; and ☞ offering all students opportunities to participate and to succeed. |

Teacher as a Person continued

| | |
|---|---|
| <p>How do effective teachers interact with their students?</p> | <p>Teachers who are accessible and professional towards student interact with students by:</p> <ul style="list-style-type: none"> ☞ behaving in a friendly and personable manner while still maintaining appropriate teacher-student role structure; ☞ giving students responsibility and respect, and treating secondary students in particular as adults when appropriate; ☞ demonstrating interest in students' lives beyond the classroom; ☞ paying attention to what students have to say; and ☞ demonstrating a sense of fun and a willingness to play |
| <p>What is the effective teacher's attitude toward the profession of teaching?</p> | <p>The dedication of effective teachers stands out in the following ways:</p> <ul style="list-style-type: none"> ☞ positive attitudes about life and teaching which have also been linked to student motivation and achievement; ☞ extra hours spent preparing and reflecting upon instruction; ☞ promotion and participation in a collegial, collaborative work environment; ☞ involvement in graduate study; and ☞ acceptance of responsibility for student outcomes. |
| <p>What is the role of reflective practice in effective teaching?</p> | <ul style="list-style-type: none"> ☞ Within effective schools, there is a pattern of emphasis on reflective practice individually and collectively among teachers. ☞ Effective teachers not only reflect upon their teaching, but also hold high expectations of themselves as well as their students and hold a strong positive belief in their own efficacy. |

Classroom Management and Organization

| | |
|--|--|
| <p>What are the key classroom management skills of effective teachers?</p> | <p><i>Establishing routines and procedures to limit disruption and time taken away from teaching and learning, resulting in:</i></p> <ul style="list-style-type: none"> ☞ proactive discipline—establishing and communicating clear rules and expectations for behavior from the very beginning of the school year; and ☞ establishment of procedures for routine, daily tasks and needs. <p><i>Maintaining momentum and variety, resulting in:</i></p> <ul style="list-style-type: none"> ☞ smooth orchestration of transitions and continuity of momentum throughout the day; ☞ variety and challenge in activities; and ☞ multitasking – ability to engage in more than one action at the same time. <p><i>Monitoring and responding to activity, resulting in:</i></p> <ul style="list-style-type: none"> ☞ awareness of overall activity levels in the classroom; ☞ movement around the classroom for nearness to trouble spots and to encourage attention; ☞ anticipation of potential problems to limit disruption; and ☞ resolving minor inattention and disruption before they become major disruptions. |
| <p>What are the important elements of organization in effective teaching?</p> | <ul style="list-style-type: none"> ☞ To have materials prepared and ready for use in advance of the lesson, including extra materials in case of unexpected problems or sudden arrivals of new students ☞ To create and maintain procedures that support students in knowing what they are to do when with a minimum of repetition of directions ☞ To be effective organization of space, including communicating to students where to store what materials |

The Teacher Teaching

| <i>Organizing and Orienting for Instruction</i> | |
|---|--|
| How do effective teachers think about the importance of instruction? | <ul style="list-style-type: none"> ☞ They prioritize instruction and student learning as the central purposes of schooling and communicate an enthusiasm and dedication to learning that their students reflect in their own behavior and practice. ☞ They maximize their allocated instructional time through effective classroom management and organization skills that ensure smooth transitions, maintain momentum in the lesson, and limit disruptions. |
| How do effective teachers plan for instruction | Identify clear lesson and learning objectives and carefully link activities to them. Some considerations include organizing content presentation, carefully selecting curriculum resources that reflect the objectives and student characteristics, incorporating graphic organizers, and preparing questions in advance to check for understanding and extend the learning. |
| <i>Implementing Instruction</i> | |
| How do effective teachers employ instructional strategies? | <ul style="list-style-type: none"> ☞ By effective use of direct teaching, including guided and independent practice ☞ By hands-on learning, especially in science ☞ By problem solving across the curriculum that draw on students' own experiences ☞ By using concept mapping and to promote understanding and retention |
| How do effective teachers communicate content and expectations to students? | <ul style="list-style-type: none"> ☞ Students and teachers asked about teaching effectiveness consistently note the importance of clarity in explanation of content. ☞ Step-by-step directions, clear examples, and guided practice in an activity have been shown to contribute to high levels of student engagement and student success. ☞ Through teacher and student questions a dialogue is established about the understanding of the content. ☞ Graded homework can have a positive effect on student achievement and communicates a teacher's intentions when feedback is given on it. |
| How do effective teachers support student engagement in learning? | <ul style="list-style-type: none"> ☞ Effective teachers vary instructional strategies, and the types of assignments and activities given to students in order to support increased student engagement. ☞ Student engagement tends to be higher when activities are led and paced by the teacher, and is lowest during presentations by other students. ☞ Student engagement is maximized when students are engaged in authentic activities related to the content under study; for example, in primary classrooms, effective teachers engage all students in a variety of reading and writing tasks throughout the day. ☞ Successful student engagement encourages a more positive attitude toward school. |
| <i>Monitoring Student Progress and Potential</i> | |
| How do effective teachers monitor student learning and how do they use their findings? | <ul style="list-style-type: none"> ☞ Teachers in schools with high achievement rates use pre-assessments effectively to support targeted teaching of skills. The effective teacher thinks through likely misconceptions that may occur during instruction and monitor students for signs of these misconceptions, re-teaches material to students who did not achieve mastery, and they offer tutoring for students who seek additional help. ☞ They demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of how academically diverse the students are. |

Books to Consider

Stronge, J.H. (2010). *Teacher effectiveness = student achievement: What the research says*. Larchmont, NY: Eye On Education.

Stronge, J.H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye in Education.

Grant, L.W., Hindman, J.L, & Stronge, J.H., (2010). *Planning, instruction, and assessment: Effective teaching practices*. Larchmont, NY: Eye On Education.

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Stronge, J.H. & Grant. L.W. (2009). *Student Achievement Goal Setting: Using Data to Improve Teaching and Learning..* Larchmont, NY: Eye on Education.

Stronge, J.H. (2008). *Qualities of Effective Principals*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gareis, C.R., & Grant, L.W. (2008). *Teacher Made Assessments: Connecting Curriculum, Instruction, and Student Learning*. Larchmont, NY: Eye on Education.

Stronge, J.H. (2007). *Qualities of Effective Teachers* (2nd ed). Alexandria, VA. Association for Supervision and Curriculum Development.

Stronge, J. H. & Hindman, J. H. (2006). *Teacher Quality Index: A Protocol for Teacher Selection*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J.H., Gareis, C.R., & Little, C.A. (2006). *Teacher Pay & Teacher Quality: Attracting, Developing, & Retaining the Best Teachers*. Thousand Oaks, CA: Corwin Press.

Tucker, P.D. & Stronge, J.H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. H., Tucker, P. D., & Hindman, J. H. (2004). *Handbook on Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J.H. & Tucker, P.D. (2003). *Handbook on Teacher Evaluation*. Larchmont, NY: Eye on Education.

Contacts

ASCD www.ascd.org 1-800-933-ASCD (2723)

Eye On Education: www.eyoneducation.com 1-888-299-5350