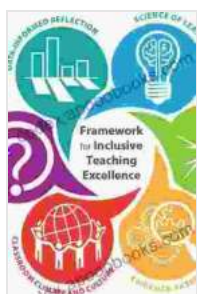


# Teacher Evaluation: A Cultural Practice that Shapes Teaching and Learning

Teacher evaluation is a complex and multifaceted process that has a profound impact on teaching and learning. It is not simply a matter of measuring teacher performance, but rather a cultural practice that shapes the way teachers think about their work and the way students experience education.



## Teacher Evaluation as Cultural Practice: A Framework for Equity and Excellence (Language, Culture, and Teaching Series) by Tyler Kosloske

★★★★☆ 4.4 out of 5

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In this article, we will explore the history of teacher evaluation, examine its impact on teaching and learning, and consider the role of power and bias in shaping evaluation practices. We will also offer some suggestions for how to create more fair and equitable evaluation systems.

## The History of Teacher Evaluation

The history of teacher evaluation can be traced back to the early days of public education. In the 19th century, teachers were typically evaluated by their supervisors, who would visit their classrooms and observe their teaching. These evaluations were often subjective and based on the supervisor's personal opinion.

In the early 20th century, teacher evaluation began to become more standardized. School districts began to develop evaluation rubrics that outlined the criteria for effective teaching. These rubrics were often based on research on best practices in teaching and learning.

In the 1960s and 1970s, teacher evaluation became increasingly focused on accountability. School districts began to use evaluation data to make decisions about teacher pay, promotion, and tenure. This shift in focus led to a number of concerns about the fairness and accuracy of teacher evaluation.

In recent years, there has been a growing movement to reform teacher evaluation. This movement has been driven by a number of factors, including concerns about the fairness and accuracy of traditional evaluation methods, the need for more effective feedback to teachers, and the desire to create evaluation systems that are more aligned with current research on teaching and learning.

## **The Impact of Teacher Evaluation on Teaching and Learning**

Teacher evaluation has a significant impact on teaching and learning. Studies have shown that teachers who are evaluated positively are more likely to be effective in the classroom. They are also more likely to stay in teaching and to continue to develop their skills.

On the other hand, teachers who are evaluated negatively are more likely to leave teaching or to become discouraged. They may also be less likely to take risks in the classroom or to try new teaching methods.

The impact of teacher evaluation is not limited to individual teachers. It also has a ripple effect on students. Students who are taught by effective teachers are more likely to succeed in school and to go on to college. They are also more likely to be engaged in learning and to develop a positive attitude towards school.

### **The Role of Power and Bias in Teacher Evaluation**

Teacher evaluation is a powerful tool that can be used to shape teaching and learning. However, it is important to be aware of the potential for power and bias to influence evaluation practices.

Power can play a role in teacher evaluation in a number of ways. For example, supervisors may be more likely to give positive evaluations to teachers who they like or who have more seniority. They may also be more likely to give negative evaluations to teachers who they perceive as threats or who challenge their authority.

Bias can also play a role in teacher evaluation. For example, teachers who are from certain racial or ethnic groups may be more likely to be evaluated negatively than teachers who are from other groups. Teachers who are women may also be more likely to be evaluated negatively than teachers who are men.

It is important to be aware of the potential for power and bias to influence teacher evaluation practices. We must take steps to ensure that evaluation

systems are fair and equitable.

## **Creating More Fair and Equitable Evaluation Systems**

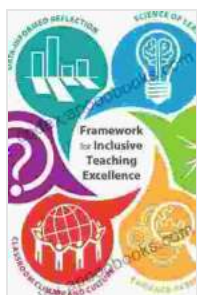
There are a number of steps that we can take to create more fair and equitable teacher evaluation systems. These steps include:

- **Using multiple measures of teacher performance.** No single measure of teacher performance is perfect. By using multiple measures, we can get a more complete picture of teacher effectiveness.
- **Providing teachers with feedback on their evaluations.** Teachers need to know how they are doing in order to improve their teaching. Evaluation feedback should be specific, actionable, and timely.
- **Training evaluators on how to avoid bias.** Evaluators need to be trained on how to avoid bias in their evaluations. This training should include information on the different types of bias and how to mitigate them.
- **Creating a culture of trust and respect.** A culture of trust and respect is essential for fair and equitable teacher evaluation. Teachers need to feel comfortable speaking up about their concerns and challenging their evaluations if they believe they are unfair.

By taking these steps, we can create teacher evaluation systems that are fair, equitable, and effective. These systems will help to improve teaching and learning for all students.

Teacher evaluation is a complex and multifaceted process that has a profound impact on teaching and learning. It is important to be aware of the history of teacher evaluation, its impact on teaching and learning, and the role of power and bias in shaping evaluation practices.

We must take steps to ensure that teacher evaluation systems are fair and equitable. These systems will help to improve teaching and learning for all students.

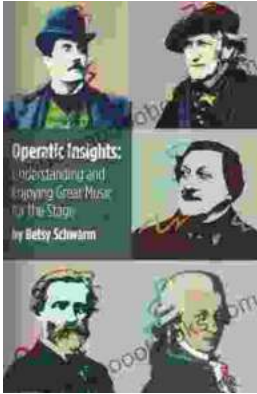


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