

# The Measures of Effective Teaching

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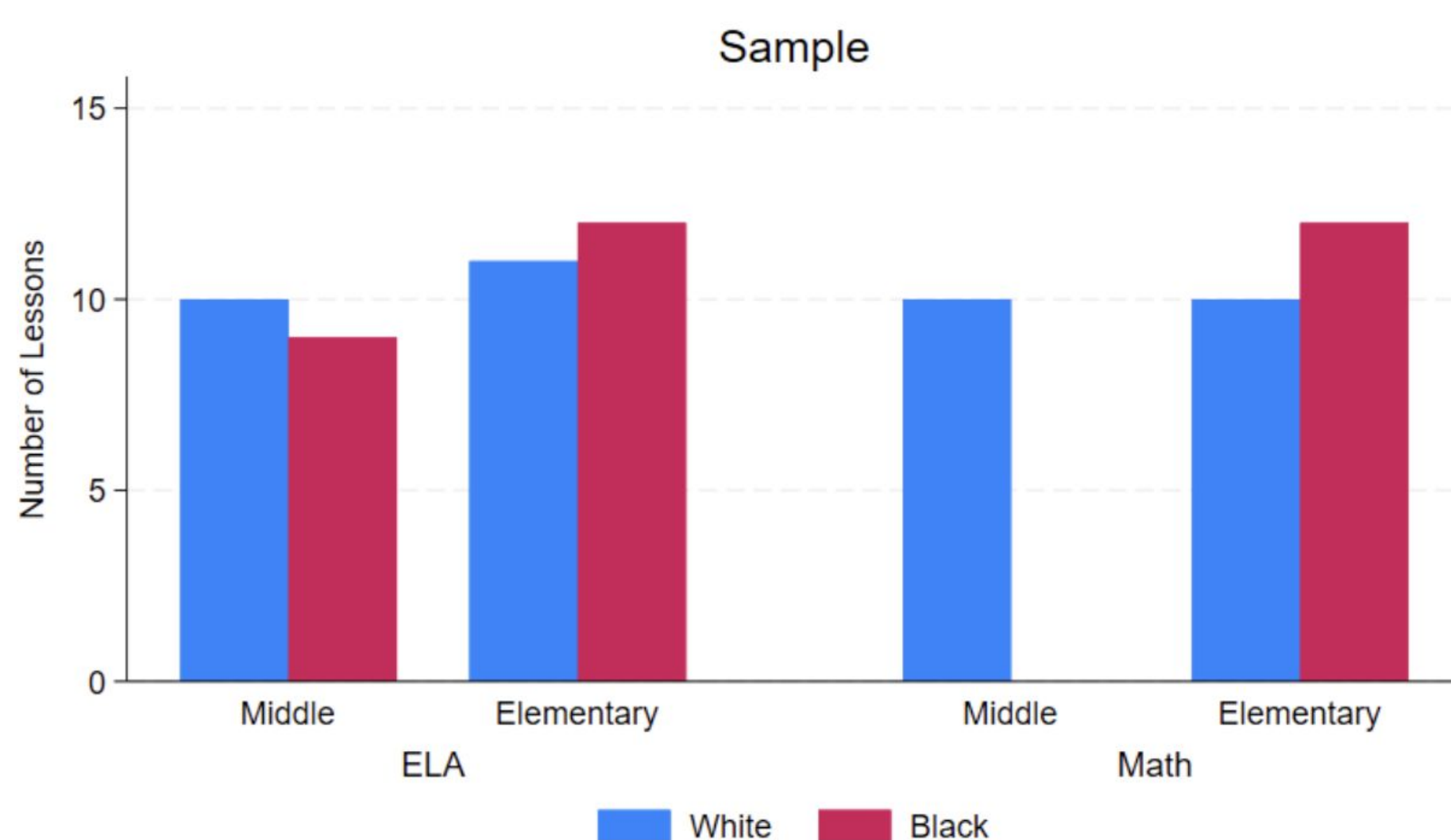
**Background:** Campbell and Ronfeldt (2018) found that Black teachers who work with minoritized and marginalized students tend to get lower evaluation scores and that these differences do not appear to be explained by differences in instructional quality. Follow up analysis (on-going) pinpoints that the scoring differences are concentrated on questioning and discussion.

## Research Question

Do the differences in scores assigned to the most instructionally effective Black and White women teachers for their “Use of Questioning and Discussion Techniques” reflect actual differences in their teaching practice?

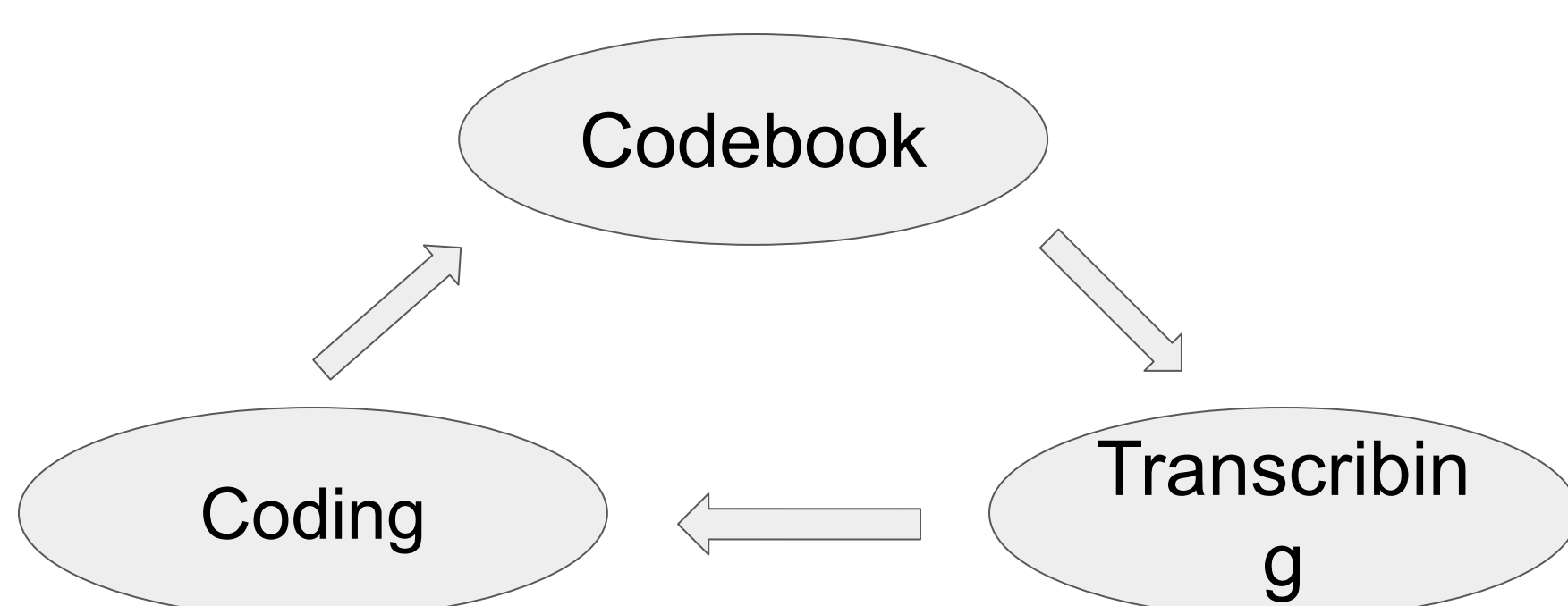
## Methodology

**Sample:** the MET database; n=84



**Data Analysis:** a Mixed-methods Approach

- Codebook Development



Questioning		Discussion	
Eliciting	Probing	Orchestrating	Contribution
<ul style="list-style-type: none"> <li>Close-Ended (EC)</li> <li>Open-Ended (EO)</li> <li>Wait Time (W)</li> </ul>	<ul style="list-style-type: none"> <li>Probing for Accessibility (PA)</li> <li>Probing for Process (PP)</li> <li>Probing for Understanding (PU)</li> </ul>	<ul style="list-style-type: none"> <li>Topic Setting (TS)</li> <li>Integrating (I)</li> <li>Distributing (D)</li> </ul>	<ul style="list-style-type: none"> <li>Redirecting (R)</li> <li>Highlighting (H)</li> <li>Support (S)</li> </ul>

- Descriptive statistics; Regression analysis

Reference: Campbell, S. & Ronfeldt, M. (2018). Observational evaluations of teachers: Measuring more than we bargained for? American Educational Research Journal, 55(6), 1233-1267.

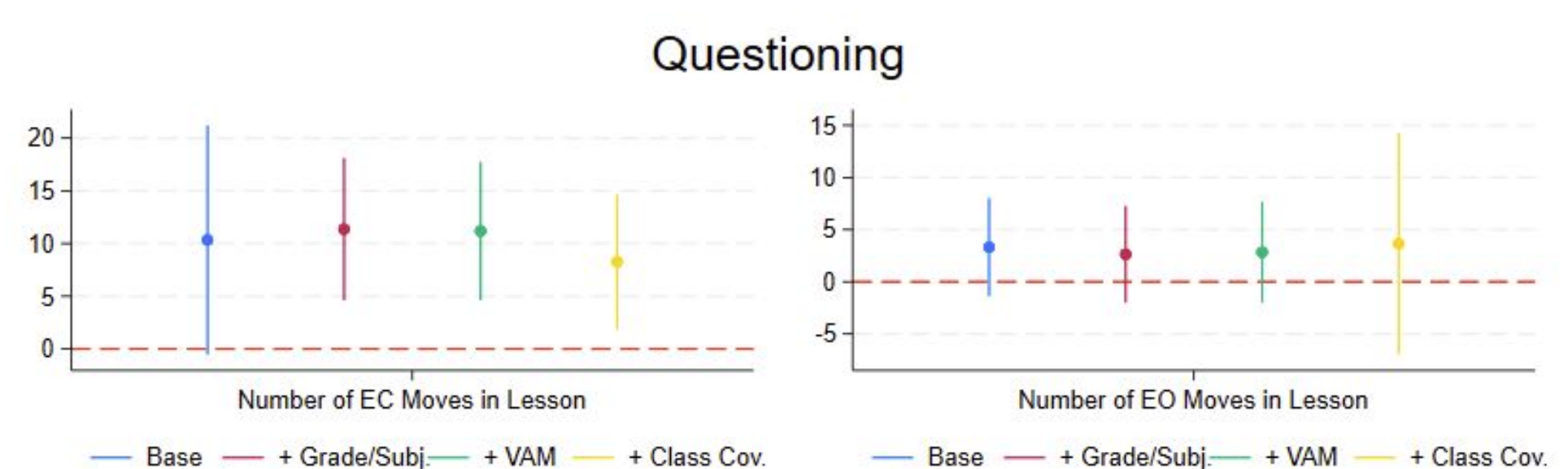
## Key Findings on EC and EO

Average moves of EC and EO per lesson

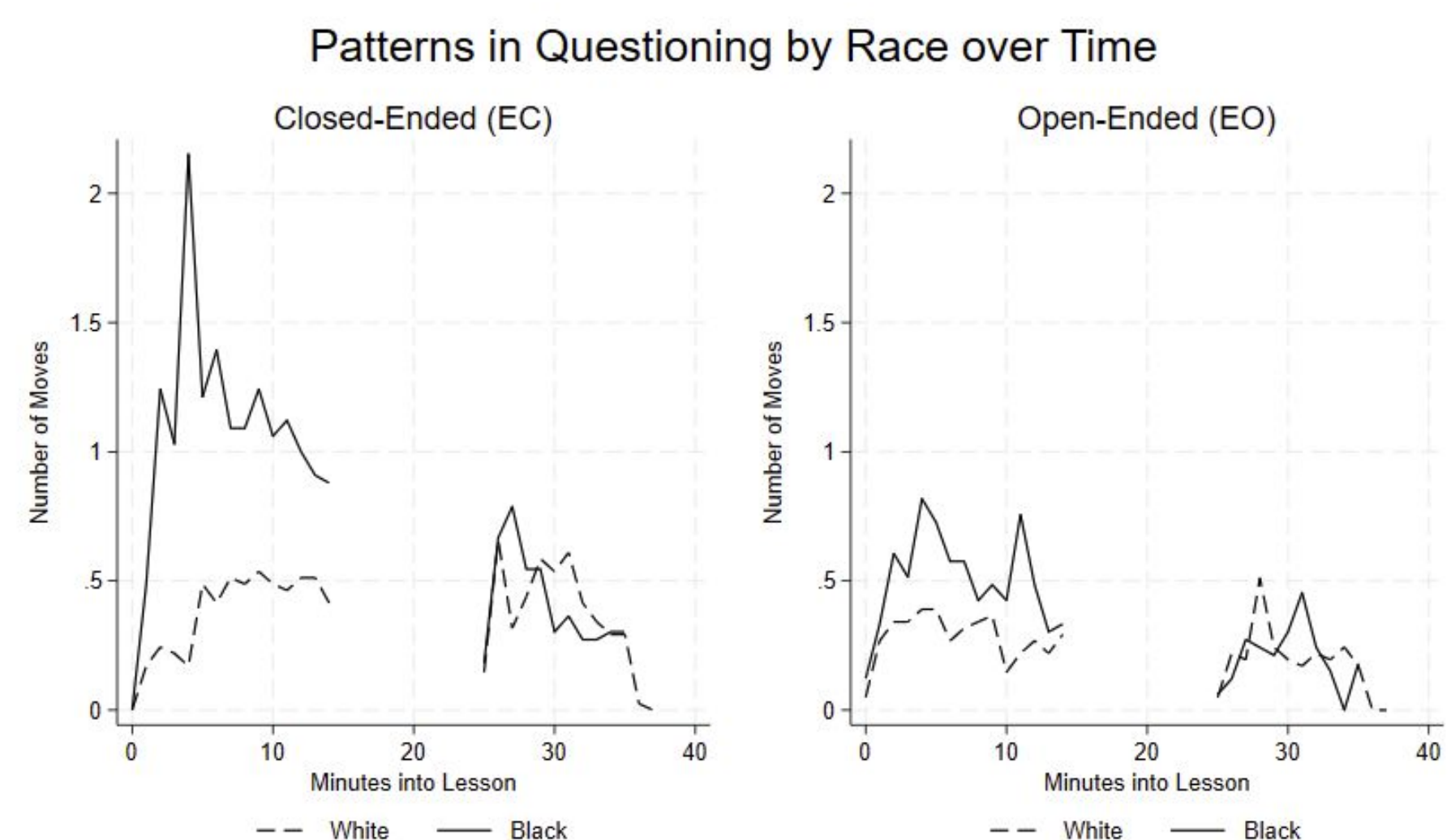
Moves	Black Teachers	White Teachers	p-value
EC	~22.6	~12.0	p=0.001
EO	~10.3	~6.8	p=0.03

**Note:** EC - Close-ended Questions; EO - Open-ended Questions

## Model Regression Analysis on EC and EO



## Line-by-line Look of EC and EO



## Assumptions & Next Steps

Given that Black teachers are not asking fewer EOs, could it be possible that Black teachers are penalized based on the high-frequency of ECs they asked at the beginning of the lesson?

➔ **Thematic analysis** on ECs during the first fifteen minutes of the lesson