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

Key Findings on EC and EO
Average moves of EC and EO per lesson

<table>
<thead>
<tr>
<th></th>
<th>Black Teachers</th>
<th>White Teachers</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC</td>
<td>~22.6</td>
<td>~12.0</td>
<td>p=0.001</td>
</tr>
<tr>
<td>EO</td>
<td>~10.3</td>
<td>~6.8</td>
<td>p=0.03</td>
</tr>
</tbody>
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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