

## RELEVANT RESEARCH FINDINGS

The findings below result from a) the research of Dr. William Sanders, using value-added assessment data from Tennessee and several other states and b) research conducted by Drs. William Webster and Robert Mendro, Dallas Public Schools.

In these studies, effective teachers are defined as those whose students demonstrate gains in achievement.

### TVAAS (Sanders) Findings:

1. Student scores are affected, either positively or negatively, by the influence of a single teacher.
2. Average gains of students taught by the most effective and most ineffective teachers are substantially different (more than 50 percentile points) at all grade levels.
3. Residual effects of a teacher on subsequent academic growth can be measured at least three years after a child leaves that teacher's classroom.
4. Students assigned three ineffective teachers in a row never recover.
5. The factors having most influence on student achievement in order of importance are: teacher, achievement level of the student, school system.
6. Effective teachers appear to be effective with students at all achievement levels, regardless of the level of heterogeneity in their classrooms. (Supports Slavin's findings that there are no positive effects of ability grouping.)
7. A recent study of the relationship between teacher effectiveness and teacher years of experiences shows that:
  - Effectiveness of beginning teachers (ability to produce learning gains) is quite low;
  - Effectiveness increases substantially between years 1 and 10;
  - Effectiveness plateaus between years 11 and 20 (It's flat!);
  - Effectiveness decreases substantially (rapidly descending slope) after year 20.
8. (Reading Instruction). Beyond third grade, students increasingly tend to read books at a level of difficulty below their actual grade levels. By 6<sup>th</sup> and 7<sup>th</sup> grades, no student of any reading ability read books which, on average, were at their actual grade level.
9. (Reading Instruction). Differences in reading achievement of students taught by highly effective and highly ineffective teachers was most striking in the lower

grades, especially for students of lower ability. Highly effective teaching of the most able students.

10. (Reading Instruction). Value-Added scores in reading increase with the number of books read. The exceptions are at 5<sup>th</sup> and 6<sup>th</sup> grades where reading a very large number (128.256) of (easy?) books has a negative effect on scores.
11. (Reading Instruction). Value-Added scores in reading in 4<sup>th</sup> through 6<sup>th</sup> grade rise consistently with the difficulty level of the books read.

Dallas Findings:

1. One year spent with a poor teacher results in residual effects on students' subsequent academic growth that are measurable two and three years later.
2. Effective mathematics teachers demonstrate common patterns of classroom practice.