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Öffentlicher Gastvortrag

Mittwoch, 19. Mai 2021, 16.15 bis 17.45 Uhr

Virtuelle Veranstaltung. Zoom-Meeting beitreten:

<https://uzh.zoom.us/j/96978184626?pwd=Z1B2bERHN0IRL093UWNmcWNrK1NPOT09>

Meeting-ID: 969 7818 4626, Kenncode: 992091

Prof. Dr. David Blazar

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Are some teaching practices easier versus harder to improve? Regression discontinuity evidence from a teacher evaluation system

The teaching-learning literature identifies a range of practices that are positively related to student outcomes: (i) leading a well-organized classroom, (ii) providing emotionally supportive environments, and (iii) delivering accurate and demanding content with a particular focus on conceptual understanding. Among these practices, some are thought to be "harder" and others "easier" for teachers to execute in classrooms, and, in turn, some "harder" versus "easier" to improve. We explore this hypothesis in the context of a U.S. teacher evaluation system that includes multiple levers aimed at improving teacher practice: dismissal threats for low-performing teachers, and financial rewards for high-performing teachers. Strict cutoffs in evaluation criteria support a regression discontinuity and, in turn, causal claims. Our preliminary findings show large effects of teacher evaluation incentives on "easier" practices related to behavior and classroom management, particularly for teachers who are subject to dismissal threats. Effects of dismissal threats generally are half as large on "harder" practices related to rigorous content and teaching for conceptual understanding. For high-performing teachers eligible for financial rewards, we also find positive effects on teaching practice. However, effect sizes are substantially smaller than those for dismissal threats, and we do not find differential effects across "easier" versus "harder" practices. This aligns with our hypotheses that highly skilled teachers eligible for financial rewards already were excelling in all areas of practice. Overall, our findings affirm the challenge of developing conceptually oriented classrooms.

Studierende, Kolleginnen und Kollegen sowie weitere interessierte Personen sind herzlich zu dieser Veranstaltung eingeladen.