

ACT Research and Policy

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Information Brief

Policymakers recognize that teacher evaluation is an important issue facing school systems across the country. One form of evaluation occurs when principals or other school administrators observe teachers.

Even at higher performing high schools, teachers and administrators hold different opinions about the value of observation and feedback practices.

In addition to the data presented, 54% of administrators indicated “School leaders effectively address inadequate staff performance” as contributing a great deal to student achievement; only 30% of teachers thought so.

Value of Teacher Observation and Feedback

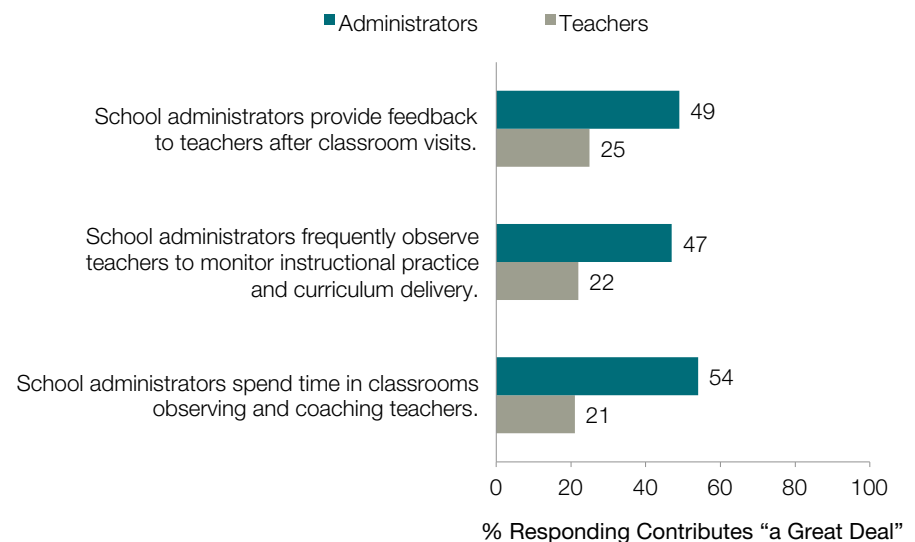
Perceptions at Higher Performing High Schools

September 2012

A fall 2011 survey assessed practices that teachers and administrators at higher performing high schools believe make a difference in preparing students for college and career readiness.

The importance of practices related to teacher monitoring, feedback, and evaluation varied significantly across types of staff, with administrators being more likely to rate these practices as important. For example, 54% of the administrators rated their *time spent in classrooms observing and coaching teachers* as contributing a great deal to student achievement, as compared to less than 25% of teachers.

Perceived Value of Administrator Observation and Feedback



Note: Data come from 272 educators from 63 high performing high schools across 25 states. Schools were selected based on students' growth towards college and career readiness or based on improvement in average ACT scores over time.