Dr. Alyson Lavigne featured in Washington Post article addressing proper teacher evaluations.

By Valerie Strauss
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"Addressing Teacher Evaluation Properly" is the understated title of a new paper that may suggest that the authors have taken a delicate approach to their subject, which has been one of the key issues in the education reform wars for well over a decade. Actually, it would be hard to be much blunter in this statement of theirs:

“We all believe that our students should be taught by effective teachers, and a focus on evaluation is one way to achieve this end. But unfortunately, most believe that teacher evaluation is ineffective because all teachers are rated the same (as good) and more and less effective teachers are not identified. Recent efforts to improve teacher evaluation have been costly … and remain ineffective as massive reforms intended to improve practice were unsuccessful. Further, research by educational psychologists, and other social scientists on these new reforms has identified many unintended and harmful effects upon teachers and the teaching profession.”

The research brief was written for American Psychological Association scholars Alyson L. Lavigne, an assistant professor of instructional leadership at Utah State University, and Thomas L. Good, professor emeritus in the Department of Educational Psychology at the University of Arizona. It assesses what isn’t working now, explains why and presents alternatives. Good and Lavigne are the authors of the well-regarded book “Looking in Classrooms,” which uses educational, psychological, and social science theories and classroom-based research to teach about the complexities and demands of classroom instruction. The 11th edition of the book is being published in June.

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