Doctor of Education Program
Contemporary Approaches to Educational Problems
Case Study Analysis 1 – Team and Individual Assignment
Teacher Evaluation Systems

During weeks 3, 4, 5 & 6 of the Contemporary Approaches in Education (CAE) course, you will examine the case of teacher evaluation using Baltimore City Public Schools (City Schools). This Case Study 1 assignment is intended to provide you the opportunity to (1) continue your examination of teacher evaluation from theoretical, contextual, and empirical perspectives taken up in the Disciplinary Approaches to Education (DAE) course, (2) augment your understanding of the strengths and weaknesses of measures of teachers effectiveness, and (3) apply the skills being acquired in Research Methods and Systematic Inquiry I (RMI) to refine a Problem of Practice (POP). You will gain in-depth knowledge of City School’s approach to teacher effectiveness and the strengths and weaknesses of various measures of teacher effectiveness by reading research articles and technical reports. You will also investigate artifacts from the City Schools’ teacher effectiveness system website (http://www.baltimorecityschools.org/Page/24953). The goal of this assignment is for you to engage as a team to present a contextual framework for a POP in the area of teacher effectiveness and evaluation.

In this first case study analysis within the CAE course, you will choose an area of teacher effectiveness and evaluation (e.g., inclusion of student survey and student feedback, inclusion of value-added models, implementation of student learning objectives) and examine this measure from theoretical, contextual, and empirical perspectives. This case study analysis will provide you an opportunity to implement the needs assessment study methodology (the same process studied in the RMI course) including identifying participants or stakeholders; evaluating the reliability and validity of measures; and gathering both existing and new data to deeply understand a POP. You will develop a greater understanding of the purpose of assessment studies, how they can be employed to provide an objective view on a problem, and how theoretical, contextual, empirical frameworks are vital in guiding a study.

**Case Study I Deliverables**

This case study analysis will consist of an Individual Assignment and a Team Presentation. As a team, you will agree on one area of teacher effectiveness and evaluation. As an individual, you will investigate your team-chosen area of teacher effectiveness and evaluation from one theoretical perspective, which will inform the development of your team presentation.
**Team Presentation:** Your team will select one area of teacher effectiveness and evaluation as a POP. Your team project will be in the form of a presentation uploaded to VoiceThread in which you share your understanding of this area of teacher effectiveness and evaluation as a POP. Your presentation should include a theoretical, contextual, and empirical foundation informing your choice of constructs that you would examine for a needs assessment study to more fully understand this area of teacher effectiveness and evaluation. Individual students are expected to contribute the theoretical perspective they investigated to the presentation. Further, as a team, you should consider and present the following:

- Background and context of the problem that reflects the perspectives considered by individual team members;
- Opportunities and challenges related to a district’s implementation of a teacher evaluation system;
- Questions that personnel from a district may ask themselves and their stakeholders as they conduct a needs assessment including one research question that focuses on the needs assessment.

**NOTE:** This is not a comprehensive list and teams should include additional information!

**Individual Assignment:** Individual students will write an analysis of the team-chosen area of teacher effectiveness and evaluation from a specific theoretical perspective from the following list: psychological, sociological, anthropological, economic, or historical perspective. This individual assignment will consist of a discussion of the component of teacher effectiveness from this perspective (less than 7 pages, excluding the cover page reference page) and should include 4 – 5 resources (including at least 2 empirical studies) not included on the syllabus.

**Case Study Work Timeline**

**By the end of Week 3 — Team Work:** Initiate a conversation in your team space to (1) identify the team’s focus within teacher effectiveness and evaluation; (2) develop roles and responsibilities for team members; (3) determine a plan for researching this component of teacher effectiveness and evaluation; and (4) consider
the theoretical perspective each individual will take to investigate the team topic. For example, the team may examine value-added systems or classroom observations. The teams should limit their focus so that they may produce an in-depth analysis of the area they choose to examine. Upload a document reflecting your decisions to the resources section of your team space.

**Week 3—Individual Work:** Once the team has selected the area of teacher effectiveness and evaluation, each individual student should pick a perspective and begin to investigate the team-chosen area from his or her individual theoretical perspective.

**Weeks 4 & 5:** Students will participate in team discussions to develop a contextual, theoretical, and empirical overview of the area of teacher effectiveness and evaluation and develop a research question to serve as a foundation for informing your choice of constructs that you will examine for a needs assessment study. Active discussion is required within the team space as students collaborate to develop their team project. By the end of Week 5, teams will submit their team presentation to VoiceThread.

**Week 6 -** Individuals will provide feedback to team presentations. Individuals will also submit their assignment to the Gradebook.

**The Case Study Analysis 1 is worth 20 points:**

- Individual Assignment – 10 points
- Team Presentation – 10 points