

Connecting the Measurement and Improvement of Teaching to Teaching Quality *Courtney Bell*

Today we stand in a moment of great excitement and great risk. Through many different initiatives, education professionals are under increasing policy pressure to improve teaching and learning in measurable and innovative ways. While educational research in this area has been of varying quality, there is a substantial body of sound research that does provide guidance for how to improve teaching and learning. How can we connect credible research efforts to this policy press? To address this disconnect, Bell will summarize the current policy pressure to improve teaching quality and the features of teaching upon which the pressure is focused. Based on an ongoing literature review, Bell will then review the validity evidence for three evidentiary sources that are used, or under consideration, for making judgments about teaching quality – observational protocols, artifact protocols, and instructional collections. Finally, Bell will consider the ways in which researchers and developers might shape their work so that it both responds to and reshapes the current policy pressure.