

# **Conceptualizations and Dilemmas in Measuring Teacher Effectiveness**

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## **Abstract of Keynote Speech**

Numerous reforms have been initiated in teacher management and development in different parts of the world since the last two decades, as one of key responses to challenges of globalization and international competition. How to conceptualize teachers' performance and measure their effectiveness in achieving planned goals has become one of the core concerns in academic research, policy debates and professional practices. In order to understand the complex nature of teacher effectiveness and develop effective strategies to conceptualize, measure, monitor and enhance it in a new era, this speech will propose a new spectrum of multiple conceptualizations of teacher effectiveness in terms of nine models and three levels along with the three waves of education reforms. The usefulness, strengths and limitations of these models as well as the practical dilemmas and difficulties in conceptualization of teacher effectiveness will be discussed. It is hoped that the implications drawn from these multiple conceptualizations will be helpful to serve a wide range of purposes in teacher management and development worldwide.