

NEW FROM WALLACE

Hours of Opportunity: Volumes I, II, III

RAND Corporation, October 2010

Coordinating the work of citywide stakeholders, including government, school districts, and nonprofits, holds the promise of increasing the quality of and participation in after-school programs. This study examines efforts in five cities that received The Wallace Foundation's \$58 million

investment to increase access to and quality of out-of-school learning opportunities. Attendance in high-quality after-school programs can support school attendance,

improve attitudes toward learning, and help students apply what they learn in school.

www.wallacefoundation.org/KnowledgeCenter/Pages/default.aspx

MORE THAN SCORES

Problems With the Use of Student Test Scores to Evaluate Teachers

Economic Policy Institute, August 2010

Student test scores alone do not provide a sufficiently well-rounded picture of teacher quality. There is little evidence that using test scores to judge teacher effectiveness accurately identifies strong and weak teachers, nor is there evidence that incentivizing student test score gains motivates teachers to improve student learning. In this briefing paper, the Economic Policy Institute argues for a comprehensive evaluation system that more fully and accurately represents teachers' performance in the classroom and its impact on student learning.

www.epi.org/publications/entry/bp278



DEVELOPING EDUCATORS

Transforming Teaching and Leading: A Vision for a High-Quality Educator Development System

Council of Chief State School Officers, 2010

Teachers and administrators play a key role in supporting student achievement and promoting equity. Any efforts to improve the education system must recognize educators' need for current, specialized knowledge and skills as well as collaboration and ongoing professional development. The Council of Chief State School Officers (CCSSO) argues that an educator development system — one that focuses on practice standards, growth opportunities, and

performance reviews — will help states to prepare, evaluate, and support educators more effectively. In this white paper, CCSSO outlines the basic elements of such a system and suggests several courses of action for educators and organizations.

www.ccsso.org/Documents/2010/Transforming_Teaching_and_Leading_Education_Workforce_2010.pdf

A MULTIDIMENSIONAL PICTURE

A Teacher Evaluation System That Works

National Institute for Excellence in Teaching, August 2010

TAP: The System for Teacher and Student Advancement has been used in schools across the country for more than 10 years. Offering an alternative to one-dimensional teacher evaluation methods, TAP relies on classroom observations and measurements of student achievement growth to assess teacher performance. It also provides teachers with feedback and emphasizes professional development and mentoring support. This working paper takes a look at TAP's impact, concluding that its evaluations provide a multifaceted picture of teacher effectiveness, and that teachers' skills and retention rates are positively affected by the system.

www.tapsystem.org/publications/wp_eval.pdf

TOP-TIER TEACHERS

Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching

McKinsey & Company, September 2010

One often-overlooked component of improving teacher effectiveness — and thus improving student achievement — is recruiting new teachers with high academic rankings. Many countries seek and retain teachers with strong academic backgrounds, with tangible results for students. In contrast, just 23% of new teachers in the U.S. (only 14% in high-poverty schools) were in the top third of their academic class. This report considers how the U.S. could increase the number of new teachers who come from the top third of their graduating classes, and how it could pursue such a strategy in a cost-effective manner.

www.mckinsey.com/clientervice/Social_Sector/our_practices/Education/Knowledge_Highlights/Closing_the_talent_gap.aspx



GETTING THE SCHOOLS WE NEED

Seven Strategies for District Transformation

Education Resource Strategies, September 2010

The school systems we have are not the school systems we need. Based on this premise, Education Resource Strategies (ERS) has identified seven key strategies to help school districts transform and improve student achievement. The strategies fall into seven general categories: school funding, teaching structure, school design, instructional support, leadership, central services, and partnerships. A chart outlines the strategies and identifies common misalignments and possible responses. The report offers real-world examples and a list of recommended actions. ERS studied and worked with high-performing urban schools and districts undergoing transformation to develop the strategies. This guide is a part of a series, *Practical Tools for District Transformation*.

http://erstrategies.org/resources/details/seven_strategies



WHERE'S THE INCENTIVE?

Teacher Pay for Performance: Experimental Evidence from the Project on Incentives in Teaching

National Center on Performance Incentives, September 2010

Do financial incentives for teachers lead to improvements in student achievement? A three-year study of middle school mathematics teachers in Metropolitan Nashville Public Schools — the Project on Incentives in Teaching (POINT) — explored the effects of rewarding teachers financially for students' improved scores on standardized tests. Teachers volunteered to participate and chose their own methods for improving students' test performances. The study found that financial incentives had little, if any, correlation with student achievement. This report, a precursor to a longer and more comprehensive report scheduled to come out in the next few months, considers the implications.

www.performanceincentives.org/news/detail.aspx?pageaction=ViewSinglePublic&LinkID=563&ModuleID=48&NEWSPID=1

EVALUATION STANDARDS

Teacher Evaluation 2.0

The New Teacher Project, 2010

A new report proposes six interdependent design standards that can be used to develop a comprehensive, fair teacher evaluation system. An established annual evaluation process must include clear, well-defined, and rigorous expectations as well as regular feedback.

In addition, the evaluation process must consider multiple measures of performance (particularly the teacher's impact on student achievement) and use multiple ratings to accurately represent the range of teacher effectiveness. Finally, evaluations must have real-world meaning, both for the teacher and the school. This report describes the six standards, provides real-life examples, and acknowledges potential pitfalls.

www.tntp.org/index.php/publications/issue-analysis/view/teacher-evaluation-2.0



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HOW TO GET IN TOUCH

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