

## FROM POOR TO GOOD TO GREAT

**How the World's Most Improved School Systems Keep Getting Better**  
*McKinsey & Company, November 2010*

How does a poorly performing school system become good, and a good one become excellent? This report analyzes 20 systems from around the world, all with improving but differing levels of performance, and examines how each has achieved significant and sustained gains in student outcomes, as

measured by international and national assessments.

The report identifies the reform elements that are replicable for school systems elsewhere as they move from poor to excellent performance.

Professional learning is a key element across all performance stages in all systems. Systems further along the journey rely on collaborative practice to improve teaching and to make teachers accountable to each other.

[www.mckinsey.com/clientservice/social\\_sector/our\\_practices/education/knowledge\\_highlights/how%20school%20systems%20get%20better.aspx](http://www.mckinsey.com/clientservice/social_sector/our_practices/education/knowledge_highlights/how%20school%20systems%20get%20better.aspx)

## NEWS ROUNDUP

**Professional Development: Sorting Through the Jumble to Achieve Success**

*Education Week, November 2010*

*Education Week* reporters draw on interviews with teachers, administrators, and scholars in this special report on teacher professional development. The articles examine many facets of teacher learning, including its research base, vendors, implementation in districts, cost, and evolution.

[www.edweek.org/ew/collections/pdreport-2010/index.html](http://www.edweek.org/ew/collections/pdreport-2010/index.html)



## DATA SYSTEMS EXAMINED

**Putting Data Into Practice: Lessons From New York City Education Sector, October 2010**

School districts and states have made impressive advances in collecting and managing data used for accountability purposes. This case study looks at New York City's efforts to create an evidence-based and collaborative teaching culture and offers lessons for other schools and systems seeking to maximize the use of data to drive and inform classroom-level instruction to improve student performance. Two critical

components of the district's strategy are regular collection and analysis of assessment data and the use of teacher inquiry teams that focus intensely on small groups of students.

[www.educationsector.org/publications/putting-data-practice](http://www.educationsector.org/publications/putting-data-practice)

## PRINCIPAL PREPARATION

**Districts Developing Leaders: Lessons on Consumer Actions and Program Approaches From Eight Urban Districts**

*Education Development Center, October 2010*

This report, commissioned by The Wallace Foundation, examines efforts in eight districts (supported by Wallace grants) to revamp university leader preparation programs and offers insights on effective leadership preparation practices for aspiring principals. Among the findings was the concept that districts exercised their influence as consumers of leadership preparation programs in different ways — as a discerning customer, as a competitor, and as a collaborator. The report also found that evolving state policies influenced leadership development programs.

[www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/districts-developing-leaders.aspx](http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/districts-developing-leaders.aspx)

## UNEQUAL ACCESS

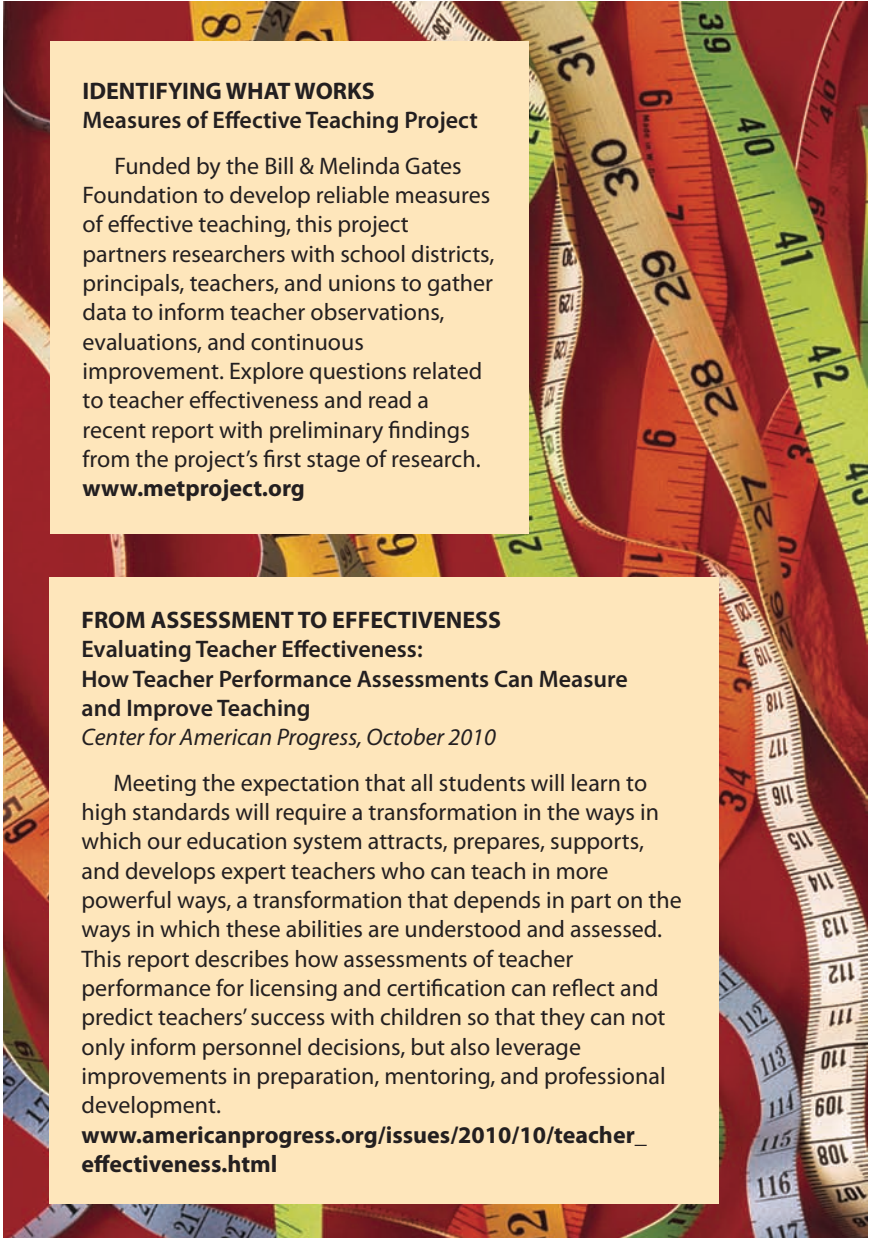
**Not Prepared for Class: High-Poverty Schools Continue to Have Fewer In-Field Teachers**

*The Education Trust, November 2010*

High-poverty schools continue to have a disproportionately high number of out-of-field and inexperienced teachers, despite No Child Left Behind requirements, says the Education Trust's latest report. The authors analyze recent data from the U.S. Department of Education's 2007-08 Schools and Staffing Survey (SASS) for out-of-field and first-year instructor rates and offer six recommendations for how districts and states can change these patterns. One recommendation is to make data about teacher quality and equality public, and another is for states to adopt a policy to prohibiting disproportionate assignment of high- or low-quality teachers.

[www.edtrust.org/dc/publication/not-prepared-for-class-high-poverty-schools-continue-to-have-fewer-in-field-teachers](http://www.edtrust.org/dc/publication/not-prepared-for-class-high-poverty-schools-continue-to-have-fewer-in-field-teachers)





### IDENTIFYING WHAT WORKS

#### Measures of Effective Teaching Project

Funded by the Bill & Melinda Gates Foundation to develop reliable measures of effective teaching, this project partners researchers with school districts, principals, teachers, and unions to gather data to inform teacher observations, evaluations, and continuous improvement. Explore questions related to teacher effectiveness and read a recent report with preliminary findings from the project's first stage of research.  
[www.metproject.org](http://www.metproject.org)

### FROM ASSESSMENT TO EFFECTIVENESS

#### Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching

*Center for American Progress, October 2010*

Meeting the expectation that all students will learn to high standards will require a transformation in the ways in which our education system attracts, prepares, supports, and develops expert teachers who can teach in more powerful ways, a transformation that depends in part on the ways in which these abilities are understood and assessed. This report describes how assessments of teacher performance for licensing and certification can reflect and predict teachers' success with children so that they can not only inform personnel decisions, but also leverage improvements in preparation, mentoring, and professional development.

[www.americanprogress.org/issues/2010/10/teacher\\_effectiveness.html](http://www.americanprogress.org/issues/2010/10/teacher_effectiveness.html)

## STUDENT ASSESSMENT CONTINUUM

### EdSteps

*Council of Chief State School Officers*

This grassroots effort led by the Council of Chief State School Officers aims to give teachers, parents, and students a web-based resource for comparing their student work to that of other students. The centerpiece will be a large, public library of student work samples in key skill areas that are typically difficult and costly to assess. For each skill area, student work will be presented in a continuum from emerging to accomplished work that will allow teachers, parents, and students to measure individual progress.

[www.edsteps.org](http://www.edsteps.org)

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