



## COACHING WORKS

### An Interaction-Based Approach to Enhancing Secondary School Instruction and Student Achievement

*Science, August 19, 2011*

Coaching middle and high school teachers to enhance the quality of their interactions with students leads to significant gains in students' end-of-school-year achievement test scores, according to a study by researchers at the University of Virginia. The study evaluates the effectiveness of a professional development portfolio for teachers called MyTeachingPartner-Secondary, or MTP-S, created by researchers at the university's Center for Advanced Study of Teaching and Learning. According to the study, improvements in teachers' interactions with students lead to substantial gains in high-stakes, state standardized tests.

[www.sciencemag.org/content/333/6045/1034.full](http://www.sciencemag.org/content/333/6045/1034.full)

## BETTING ON TEACHERS

### 43rd Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools

*Phi Delta Kappa/Gallup, September 2011*

The results of this year's poll reaffirm Americans' trust in and respect for their local schools and teachers, but also reflect an increasing level of concern for our nation's schools as a whole. While a number of issues relate to how we ensure all students have access to the highest-quality education, including teachers, technology, charter schools, and more, what remains constant in all domains is the need for quality teaching and highly skilled teachers.

[www.pdkintl.org/poll/index.htm](http://www.pdkintl.org/poll/index.htm)



## POLICY'S IMPACT

### Teacher Participation in Content-Focused Professional Development & the Role of State Policy

*Teachers College Record, Volume 113, No. 11, 2011*

Analysis shows that school and state policy are more predictive of teacher participation in effective professional development in a high-stakes subject (math) than a low-stakes subject (science). In addition, alignment between state standards and assessments is a key attribute of policies that promote teacher participation in content-focused professional development in high-stakes subjects. The authors conclude that state- and school-level policies are more influential in high-stakes subjects. To encourage teachers to participate in effective professional development, they recommend states adopt policies that promote alignment between standards and assessments.

[www.tcrecord.org/Content.asp?ContentId=16145](http://www.tcrecord.org/Content.asp?ContentId=16145)

## THE NEW FACE OF TEACHERS

### Profile of Teachers in the U.S. 2011

*National Center for Education Information, 2011*

One-third of first-time public school teachers hired since 2005 attended an alternative to college campus-based teacher preparation. National Center for Education Information's survey findings illustrate differences between this population and their traditionally prepared peers, especially in attitudes about proposed school reform measures and ways to strengthen teaching. The findings also show similarities: Nearly all public school teachers strongly support firing incompetent teachers regardless of seniority, are generally satisfied with their jobs, think they are competent to teach, rate their teacher preparation programs highly, value working with colleagues, and plan to be teaching five years from now.

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[www.ncei.com](http://www.ncei.com)



**PERFORMANCE BONUSES****A Big Apple for Educators: New York City's Experiment with Schoolwide Performance Bonuses: Final Evaluation Report**  
*RAND Corporation, 2011*

RAND led an assessment of a three-year program designed to improve student performance through school-based financial incentives in New York City's high-needs public schools. Researchers examined student test scores; teacher, school staff, and administrator surveys; and interviews with administrators, staff members, program sponsors, and union and district officials. The researchers found that the program did not, by itself, improve student achievement, in part because conditions needed to motivate staff were not achieved and because of the high level of accountability pressure all the schools already faced.

[www.rand.org/pubs/monographs/MG1114.html](http://www.rand.org/pubs/monographs/MG1114.html)

**TITLE I TRENDS****State Test Score Trends Through 2008-09, Part 4: Is Achievement Improving and Are Gaps Narrowing for Title I Students?**

*Center on Education Policy, 2011*



This report compares achievement trends since 2002 on state reading and math tests for Title I students and non-Title I students in 19 states. Generally, achievement on state reading and math tests has improved for Title I students in most of the 19 states with comparable data. Further, gaps

between Title I participants and nonparticipants have also narrowed more often than they have widened since 2002, although trends were more positive at grades 8 and high school than at grade 4. Gaps between Title I and non-Title I students were often smaller than gaps between low-income and more affluent students, or between African-American and white students or Latino and white students.

[www.cep-dc.org](http://www.cep-dc.org)

**SUMMER LEARNING****Making Summer Count: How Summer Programs Can Boost Children's Learning**

*RAND Corporation, June 2011*

Summer learning programs can prevent the loss of knowledge and skills that occurs over the summer for many students, especially low-income students. This RAND study, commissioned by The Wallace Foundation, provides evidence, identifies obstacles, and analyzes costs. Recommendations include: Make planning a year-round effort; start early to hire quality staff and recruit students; incorporate best practices from successful programs; establish partnerships; seek and support stable funding; and expand the research base on the long-term and cumulative effects of programs.

[www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx](http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx)

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