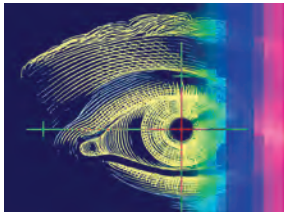# essentials

NEW VISION FOR TEACHING
Transforming Teaching: Connecting Professional Responsibility with Student Learning
Commission on Effective Teachers and Teaching, December 2011

To prepare this report for the National Education Association (NEA), commission members interviewed education experts and practicing teachers from around the country about the meaning of effectiveness. Through these conversations and additional research, the commission draws up recommendations to strengthen the teaching profession. The commission's call to action outlines steps for the NEA, state and local teacher associations, teachers, teacher preparation programs, school districts, state education agencies, state legislatures, and the U.S. Department of Education.
www.nea.org/assets/docs/ Transforming_Teaching(2).pdf

HEAR FROM THE EXPERTS
Professional Development and Teacher Evaluation in Improving Teacher Effectiveness
Center for American Progress, November 2011

In two video presentations, leading thinkers discuss ways to increase effective teaching that work and are cost-effective. In the first video, a panel addresses the debate on the purposes and policy drivers of teacher evaluation; the second video focuses on designing evaluation systems for high school teachers. Learning Forward Executive Director Stephanie Hirsh is among the panelists.
www.americanprogress. org/events/2011/11/ teacherevaluation.html

TECHNOLOGY IN THE CLASSROOM
Whole System Reform for Innovative Teaching and Learning
Michael Fullan, October 2011

Fullan examines the findings from the Innovative Teaching and Learning Research project sponsored by Microsoft Partners in Learning. This study was based on data from seven countries: Australia, England, Finland, Indonesia, Mexico, Russia, and Senegal. Fullan reviews what he calls the "wrong" and "right" drivers for whole system reform, examines key findings from the research, and focuses on Ontario as a good example of whole system reform. Recommended goals include declaring a focus on describable innovative teaching practices and developing strategies for implementation.
www.itlresearch.com/images/stories/reports/Whole%20System%20Reform%20 for%20Innovative%20Teaching%20and%20Learning.pdf

RESULTS-ORIENTED TEACHING
How Better Teacher & Student Assessment Can Power Up Learning
Washington New Millennium Initiative

Teachers in this initiative, one of several projects from the Center for Teaching Quality, draw on their classroom experiences and more than a year of research in this report, which focuses on how to create a results-oriented teaching profession. They advocate for new measures of student learning and teaching quality as well as systems that spread the expertise of effective teachers. Recommendations include a two-tiered assessment system with improved national- and state-level standardized tests; a two-tiered teacher evaluation system with improved school-level annual evaluations; and implementing results-oriented professional learning communities.
www.teachingquality.org/sites/default/files/WA_report_FINAL.pdf
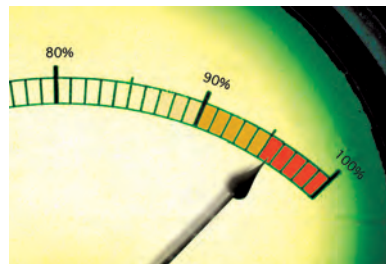
EVALUATION REFORM
Prioritizing Teaching Quality in a New System of Teacher Evaluation
American Enterprise Institute for Public Policy Research, November 2011

This policy brief focuses on where we are and what we need to do to develop a teacher evaluation system that will produce high-quality teaching. The authors state that we must prioritize the quality of teaching — not "teacher quality" — and insist on metrics more meaningful than the current "culture of nice" that gives 97% of teachers a rating of satisfactory or above. In addition, to address objections and shortcomings related to recent reform efforts, states and districts need to design a system of teacher evaluation that works with existing policies to improve teaching and learning. Reforming the evaluation system will bring about the greatest success through resources to help teachers improve their craft.
www.aei.org/files/2011/11/09/-eduo-november-2011_130927384655.pdf

DISTANCE EDUCATION
Distance Education for Teacher Training: Modes, Models, and Methods
Education Development Center, 2011

Whether upgrading teachers' existing skills, providing teachers with enrichment or continuing education, or helping teachers gain advanced degrees or certification, countries around the world are turning to distance education as an avenue for teacher education. This report examines programs in more than 100 nations and territories, focusing on strengths and weaknesses, examples of programs from each continent, and best practices necessary to develop a high-quality distance education program. Included are web references to existing programs and technology tools; an annotated reference section of distance-based resources; and a glossary of terms and bibliography.
http://idd.edc.org/resources/publications/modes-models-and-methods

FRAMEWORK FOR DEVELOPMENT
A Background Paper to Inform the Development of a National Professional Development Network for Teachers and School Leaders
Australian Institute for Teaching and School Leadership, October 2011

Improving outcomes for students becomes the reason for leaders and teachers to engage in professional learning and forms the basis for judging its effectiveness. The particular challenge for leaders is to develop schools with high adaptive capacity so that ongoing professional learning becomes a planned part of the development of every professional in every school. This report outlines a framework to guide professional learning for Australia's teachers and school leaders.

www.aitsl.edu.au/verve/_resources/Background_paper_inform_the_development_of_national_professional_development_framework_for_teachers_and_school_leaders.pdf

TACKLING TURNOVER
A System Approach to Building a World-Class Teaching Profession: The Role of Induction
Alliance for Excellent Education, October 2011

The authors explore the impact of induction on teacher turnover. Teachers who receive comprehensive induction report higher job satisfaction and commitment, higher levels of classroom teaching practices, and higher student achievement. The policy brief highlights induction programs that work and offers recommendations for developing policies to shape professional norms and practices across schools and districts as part of a coherent system.
www.all4ed.org/files/TeacherInduction.pdf