

## A TURNAROUND SUCCESS STORY

**“Strategic staffing for successful schools: Breaking the cycle of failure in Charlotte-Mecklenburg schools”**  
*Education Resource Strategies, April 2010*

A case study of the Charlotte-Mecklenburg school district’s efforts to help its failing schools highlights the use of strategic staffing in reform. The district’s three-year initiative uses a differentiated approach that allows it to assess the needs of its lowest-performing schools and provide

targeted support, focusing the system’s top talent on the

biggest challenges and making staff changes as necessary.

The authors posit that an effective turnaround strategy requires

the coalescence of several factors: a strong

leader, teacher teams that use assessment data to adjust instruction, school designs that prioritize academics and provide student support, and central office resources and backing.

[http://erstrategies.org/resources/details/breaking\\_the\\_cycle\\_of\\_failure\\_in\\_charlotte\\_schools/](http://erstrategies.org/resources/details/breaking_the_cycle_of_failure_in_charlotte_schools/)



## THE VALUE OF INTERIM ASSESSMENTS

**“From testing to teaching: The use of interim assessments in classroom instruction”**

*Consortium for Policy Research in Education, December 2009*

Although interim assessments are commonly used and widely believed to improve both instruction and learning, very little research exists on how these assessments are actually applied in the classroom. A three-year study in 45 urban and suburban elementary schools explored the ways in which interim assessments and policies supporting their use affected math instruction. Perhaps surprisingly, it found that interim assessments designed for instruction were helpful but not sufficient to spur instructional reform. Teachers’ practices appeared to be more affected by their ability to understand their students’ learning needs than by the type of assessment the teachers used.

<http://hub.mspnet.org/entry.cfm/20696>

## INTEGRATED REFORM

**“More than widgets: TAP: A systemic approach to increased teaching effectiveness”**

*National Institute for Excellence in Teaching, December 2009*

Differentiating teachers’ effectiveness — moving away from the standard satisfactory/unsatisfactory dichotomy by which many teachers are evaluated — is increasingly recognized as an important component in improving teaching and learning. However, new evaluation tools by themselves are not sufficient to effect reform. They must be integrated with professional

development, compensation, and advancement opportunities to create sustainable, long-term change. One program gaining attention, the System for Teacher and Student Advancement (TAP), seeks to align these factors by offering an evaluation structure that includes multiple career paths, ongoing professional development, instructionally focused accountability, and performance-based compensation.

[www.tapsystem.org/publications/ffo\\_rpts\\_eckert.pdf](http://www.tapsystem.org/publications/ffo_rpts_eckert.pdf)



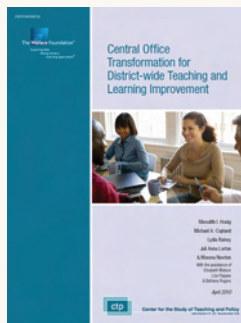
## WHAT DO LEADERS NEED?

### “Central office transformation for district-wide teaching and learning improvement”

*The Wallace Foundation, April 2010*

This report, part of a series investigating how leaders affect student learning and achievement, explores one main question: What does it take for leaders to encourage and support powerful, equitable learning at the school, district, and state levels? Using a comprehensive study of educational reform efforts in three major cities — Atlanta, New York, and Oakland, Calif. — the authors argue that effective change hinges on providing principals with sustained support and shifting the focus of central offices from administration and compliance issues to classroom instruction.

[www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/central-office-transformation-for-district-wide-teaching-and-learning-improvement.aspx](http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/central-office-transformation-for-district-wide-teaching-and-learning-improvement.aspx)



## PEER POWER

### “Teacher to teacher: Realizing the potential of peer assistance and review”

*Center for American Progress, May 2010*

## Center for American Progress



Improving the quality of teachers is essential to improving students' educational outcomes. This report explores

a new program, Peer Assistance and Review (PAR), in which expert teachers evaluate novice and underperforming teachers, providing regular feedback and mentoring. The system helps to recruit, identify, and reward the most effective teachers; provides ongoing support; and, where necessary, lays out a clear path for transitioning ineffective teachers out of the classroom. The authors describe the program, consider its strengths and challenges, and suggest the best means for implementation.

[www.americanprogress.org/issues/2010/05/par.html](http://www.americanprogress.org/issues/2010/05/par.html)

## WHAT JOB-EMBEDDED PROFESSIONAL DEVELOPMENT MEANS

### “Job-embedded professional development: What it is, who is responsible, and how to get it done well”

*National Comprehensive Center for Teacher Quality, April 2010*

This issue brief, written in collaboration with the Mid-Atlantic Comprehensive Center and NSDC, takes a look at job-embedded professional development. What learning opportunities meet the criteria? How can these opportunities be used to positively impact teacher instruction and, ultimately, student achievement? What conditions encourage

the most effective professional development, and how can leaders at the school, district, and state levels best provide support? These questions and others are explored, with an emphasis on professional development for teachers.

[www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf](http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf)



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