



EXCELLENT TEACHERS FOR EACH AND EVERY CHILD

A Guide for State Policy

DECEMBER 2013



Great Public Schools for Every Student



A Union of Professionals



Acknowledgments

This state policy blueprint was developed because of increasing interest from each of our organizations and members to develop a solutions-oriented roadmap for lawmakers and advocates on teaching quality. There was a common agreement that this project should be a collaboration to develop a useful policy tool for state leaders committed to improving educational opportunities for students and families across the country.

We know that practitioners and policymakers alike are more interested than ever in examples of sound ideas for educational equity and excellence, ideas grounded in research and the expertise of educators. Policy strategies that pretend to represent quick and easy fixes are plentiful, but they don't meet the needs of educational leaders who are seeking more systemic ways of addressing complex issues. We hope this document begins to address some of the hunger from the field for more visionary policy thinking. We are confident the thoughtful contributions of each organization and their talented staff made to develop this document will help strengthen the daily efforts of our network of students, families, community leaders, policymakers, practitioners, and thought leaders in education.

The Stanford Center for Opportunity Policy in Education (SCOPE) provided research support for this project, to assist in the development of evidence-based policy options linked to state practices to improve teaching and learning.

Contents

I. Introduction	1
II. The Primary Agenda: Meeting the Needs of America’s Students	3
III. Questions State Policymakers Should Ask	5
IV. Policies to Promote a Diverse, Talented, and Sustainable Teaching Force	8
A. Recruiting Diverse and Talented Individuals into the Teaching Profession.....	9
B. Preparing Teachers for the Classroom and for Leadership.....	11
C. Supporting Ongoing Professional Learning and Development.....	13
D. Developing Evaluation Systems that Improve Student Learning.....	15
E. Addressing Teaching and Learning Conditions.....	17
F. Funding a Sustainable Teaching Force.....	19
G. Promoting Comprehensive Teaching Quality Strategies.....	21
V. Related Resources	23
VI. Sources and Notes	31

I. Introduction

All students deserve access to a high-quality education, one that is rich and full and helps them to reach their full potential. Public schools should prepare students with the knowledge and skills to participate fully in our democracy and to be successful in this dynamic 21st-Century world. Since education is the key to improving one's quality of life, all students deserve access to high-quality educational opportunities. This is a moral and ethical imperative and, in today's global and interdependent economy, it is an economic imperative as well.

Raising student achievement has long been a high priority for America's public schools. While many of the policies aimed at raising standards and boosting achievement have been well intentioned, they have not accomplished their lofty goals. In fact, some policies have become roadblocks to providing a world-class public education to students at every grade and level. The good news is that there are many promising policies and practices at the district and state level that are helping educators expand their professional knowledge and that are supporting their efforts to create classrooms and conditions where students grow, learn and achieve. And many states are building on their policy successes, working hard to develop comprehensive, integrated strategies that will broaden the distribution of well-prepared and effective teachers.

We can all learn from each other's experiences. Sharing successes and innovative ideas is important, so this guide for lawmakers includes model policy frameworks that can be adapted to meet their own state's needs, and it identifies concrete action steps that every state can take to improve teaching and learning. But we also believe that policymakers need to take a fresh look at what's going on in their own states, so we are providing a series of questions to promote thoughtful analysis about how states can best promote and sustain educational excellence.

It is time for a bold new policy direction in the United States—one anchored in research, reliant on the expertise of professional educators, and focused on creating a world-class public education system that supports the individual needs of each and every student.

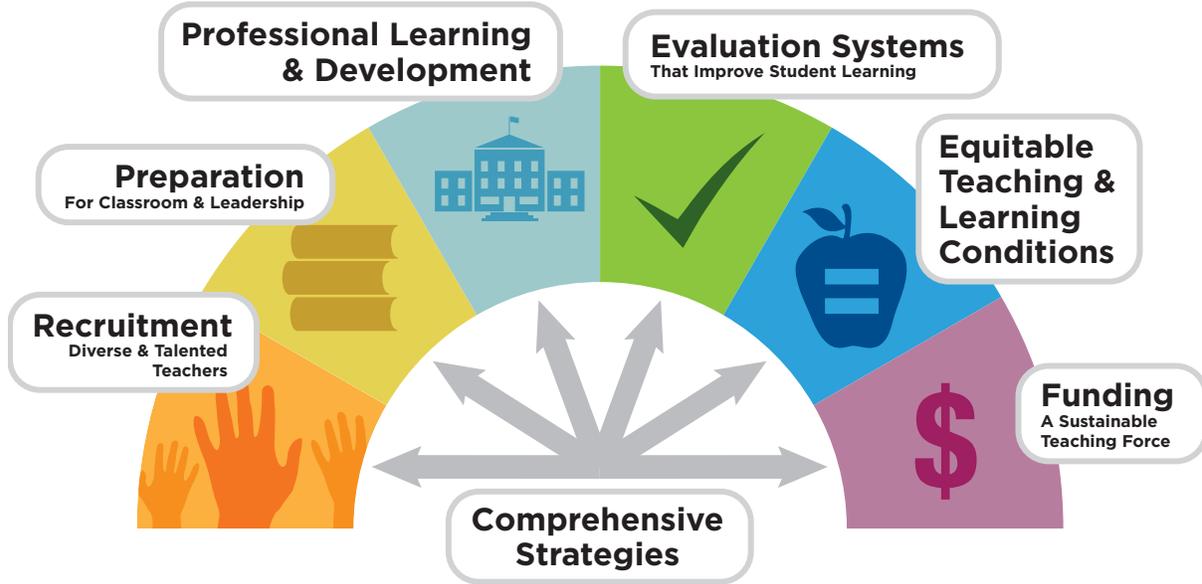
The Importance of Teaching Quality

Research makes it clear that teachers, together with principals and school leaders, are the most important school-based influence on student learning. This simple fact demands that we take steps to ensure that the best, brightest, and most committed enter the teaching profession, that they are well-prepared and supported on the job, and that they are appropriately compensated for their effectiveness and hard work. To help policymakers improve and reimagine state policy, it is important to take a systems view on education in the 21st Century, by enacting policies that focus not only on the individual teacher but also on the broader circumstances and community conditions needed to support achievement for all students. In other words, "teaching quality" must include the many factors in addition to the expertise of teachers, administrators, and school personnel that can affect student learning, things such as learning conditions, the school environment, and instructional resources and supports (academic, social, emotional, and health). Research suggests that teachers—along with these other influences—all affect student learning.

This guide offers a roadmap for policymakers to support state, district, and classroom practices and policies that provide all students with opportunities to learn and succeed. It can help state leaders identify the steps needed to create and fund effective learning environments so that every student can master the analytical skills and knowledge required to succeed in school and in life. This guide also seeks to drive home the fact that effective teaching is indispensable to achieving this vision.

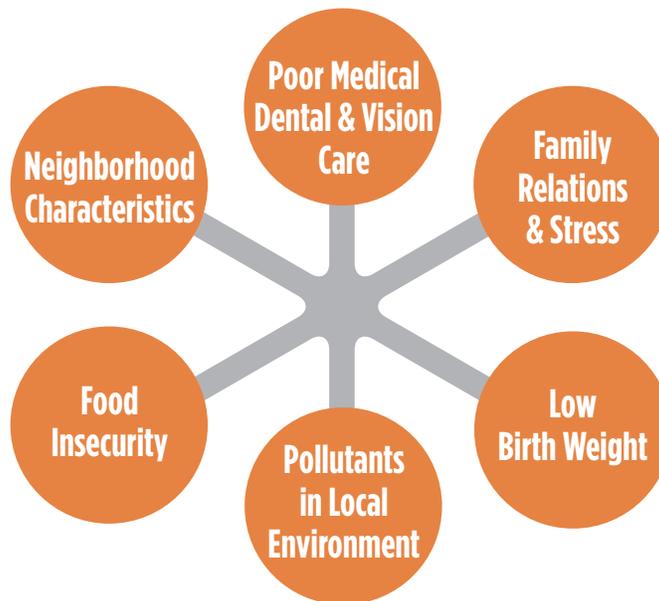
We want to remind the reader that policies are only as effective as their implementation. Just like the old-fashioned game of telephone, where individuals repeat what they think they heard, new education laws are interpreted and translated by many individuals at many levels before they reach the school and classroom level.

What is Teaching Quality?



Teaching quality offers a systems perspective on teaching, taking into account not just the teacher but the factors that affect the quality of teaching such as the expertise of teachers and their professional peers, learning conditions, school environment, instructional resources and supports (academic, social, emotional, and health).

Out-of-School Factors Influencing Student Success



Source: Berliner, D. (2009). *Poverty and potential: Out-of-school factors and school success.*

II. The Primary Agenda: Meeting the Needs of America's Students

Nationwide, public schools serve a vibrant, diverse population that represents families who have had roots in the United States for generations along with those who have more recently arrived from virtually every nation on the globe. English Language Learners (ELLs) are the fastest growing segment of the public school population, with California and Texas being home to the highest proportion of ELL students. The number of immigrants continues to grow, especially in communities in the Southeast and Midwest.

Almost one in three Americans belongs to a racial or ethnic minority group, and demographers predict that number will continue to rise. The growth of America's students of color, coupled with recent declines in the birth rate of the White population, has placed young people and public schools on the frontlines of America's new diversity. We know that America's public schools can and should better serve all students, especially students of color, English Learners, and the growing number of students with disabilities. We believe it is imperative to focus on families and communities who do not have access to the best that public education has to offer.

While the U.S. population overall has become more diverse, local public schools have grown more segregated than they were a half-century ago. In many districts, especially in urban centers, a large proportion of students of color live in impoverished neighborhoods and attend schools that are primarily Black or Latino. The re-segregation of our schools, once a distant worry, is now an established fact. This should concern all of us because public schools in low-income communities tend to draw less experienced and less qualified teachers, face higher rates of teacher turnover, operate in inadequate facilities, and are unable to provide needed learning materials. Students who attend these under-resourced schools already face other challenges in their daily lives, whether that means coming to school hungry, living in a "food desert," or

in some cases fearing for their personal safety on the walk to school. Some of our students live in unstable home situations, suffering from inadequate health care or dealing with other disruptive life issues. For example, more than one in five students in the United States lives in a household with food insecurity, not knowing where they will find their next meal. And, without consistent access to nutritious and sufficient amounts of food, a child's ability to learn and grow and stay healthy is severely compromised.

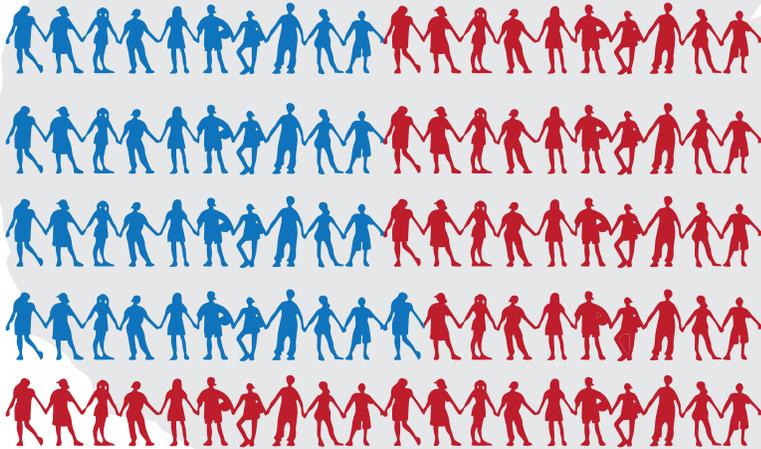
Besides more students living in poverty, there is also a rise in the number of students with developmental issues and with particular language needs. Both populations require educators to adapt instruction and academic content to meet students' individual needs and to creatively develop new methods to teach more demanding content to diverse learners. Educators also need a keen ability to help parents and caretakers reinforce lessons taught in the classroom.

The many out-of-school factors that affect a student's ability to learn and succeed must be a primary consideration as we re-think issues related to quality teaching and learning. Socio-economic conditions must be addressed as part of well-crafted and comprehensive strategies to improve educational opportunity for every student. State education policies must reflect a clear understanding of the cultural, social, linguistic, and economic connections between communities and public schools—and ensure that educators and schools are equipped with the knowledge, skills, and professional resources to support all students.

America's Changing Demographics

41%

of students benefit from Title 1 funding



1 in 2

students is Caucasian



1 in 5

students is Latino



1 in 6

students is African American



1 in 10

students is an English Language Learner



1 in 10

students has some type of disability



1 in 20

students is Asian American/Pacific Islander



III. Questions State Policymakers Should Ask

State policymakers play a critical role in creating the vision, establishing the framework, and providing the resources for improving teaching quality. They must be knowledgeable about issues related to teacher recruitment and distribution as well as understand the socio-economic context in which teaching and learning take place. Policymakers must be responsive to demands that educators must teach more challenging content and provide instructional support to more diverse learners. The growing expectations placed on America's schools mean that teachers need comprehensive and professional preparation as well as supportive teaching and learning conditions.

Lawmakers must ask pertinent and probing questions to inform the work they are doing on behalf of today's and tomorrow's students. The questions listed below can help state policymakers develop policies that effectively serve their students and constituents.

Recruiting Diverse and Talented Individuals into the Teaching Profession

The world's best-performing school systems recruit talent committed to the teaching profession and to serving students and families. If we are serious about developing and sustaining high-performing, world-class school systems, then we need strategies that will guide talented individuals into education and into classrooms where they are most needed.

Questions to consider:

- How does our state collect and report on the demographics and trends of the teaching profession? How can we use this type of data to develop better policy decisions for the state?
- Does our teacher workforce—current and future—reflect the racial and ethnic diversity of our students?
- Where are most of our teacher candidates being prepared? How do we encourage more highly

qualified teachers to work in underserved schools?

- What are we doing to encourage talented individuals who have the potential to be effective teachers to pursue teaching as a career? Does our state have teacher recruitment programs that are successfully targeting high-achieving middle and high school students? How can those efforts be leveraged?

Preparing Teachers for the Classroom and for Leadership

Prospective teachers need high-quality programs that will prepare them to be classroom-ready and able to teach all students on day one. State polices must ensure that *all* students—including those in impoverished communities, rural students, students with disabilities, and those learning English—are being taught by knowledgeable and capable teachers who have demonstrated their competencies prior to being assigned a classroom of students. Additionally, all teachers should be given opportunities to share their expertise within schools, districts, and states.

Questions to consider:

- What are the state's requirements for licensure and how do they match up with the needs of our students? How do we know?
- What kinds of partnerships have been forged between teacher preparation programs and local schools that will help teachers be ready for the classrooms of today? What more can be done?
- What can we do to support competent and capable teachers so they are committed to remaining in the profession?
- What kind of career ladders and pathways for professional growth are available for seasoned educators? How can we better address the imperative of encouraging professional growth and leadership?

Supporting Ongoing Professional Learning and Development

An increasing number of demands are being placed on teachers: more diverse learners and English-language learners, more students with disabilities, new evaluation systems, and more stringent student achievement standards. For teachers to successfully meet these growing demands, states need policies to ensure that teachers are not only well prepared prior to entering the classroom, but that they continue to receive the appropriate professional support, time and resources necessary to develop their professional practice and leadership capacity.

Questions to consider:

- What kind of professional learning opportunities are available to our teachers? What do we know about the quality of their professional development?
- What kind of ongoing daily support do teachers receive? How do we know? Do teachers have time to collaborate with peers?
- Does the state encourage or require meaningful professional learning opportunities?
- What kind of financial support does the state provide for professional learning opportunities? Is it adequate and stable?

Developing Evaluation Systems that Improve Student Learning

Teacher evaluation systems must be part of a holistic education system that supports the teaching and learning process. A robust evaluation system recognizes evidence of teachers' instructional excellence, their contributions to student learning, and their impact on the school, community, and profession as a whole. In addition, a comprehensive evaluation system should include a professional growth framework that is linked to high-quality professional development.

Questions to consider:

- Are evaluations linked to what students need to know and do they accurately show what students are able to do? Do evaluation systems help improve instruction and student learning?
- How are teachers and their representatives involved in the development, implementation and monitoring of teacher evaluation systems? How are students involved and thoughtfully incorporated?
- Do evaluation systems encourage or discourage teacher collaboration? What evidence do we have that they ensure teaching expertise is shared?
- How are teachers compensated? Is compensation aligned to evaluations and to evidence of a commitment to sustained professional growth?
- How are teacher evaluation systems aligned with professional growth opportunities in the areas of induction, professional development, and teacher leadership?

Addressing Teaching and Learning Conditions

Research shows that a school's teaching and learning conditions have a powerful influence on both student learning and teacher retention. Policymakers can develop and implement policies that improve student learning by recognizing that the classroom does not inoculate students from daily social and economic challenges. State leaders need information to better understand how teachers and other school personnel, parents, students, and the community perceive the school's teaching and learning conditions.

Questions to consider:

- Does the state have a method for monitoring teaching and learning conditions for students, teachers, principals, and schools?
- How do teaching and learning conditions connect to state school climate indicators?

- Do students in all schools have supportive learning conditions? If not, how can the state better distribute accomplished teachers and effective school leaders within districts, improve access to quality instructional materials, and ensure every student attends a school that is safe and supportive?

Funding a Sustainable Teaching Force

Students do better in well-funded schools. Schools and districts that are able to pay teachers well often have a significant advantage in recruiting and retaining talented and experienced educators compared to low-wealth communities. Yet large differences in school funding continue to exist that can be addressed by policymakers to better understand how state dollars are invested and distributed. Lawmakers can also consider how state tax policies can be changed to ensure that resources for schools are shared in a smarter fashion and used to keep great teachers in schools.

Questions to consider:

- How is state and local revenue distributed among school districts?
- What is the state's average per-pupil expenditure and are there differences in funding throughout the state based on community needs and local revenue sources?
- How does the state monitor trends in teacher salaries and compensation? Are teachers compensated in a way that can sustain the state's teaching force for the long term?
- How do state tax policies impact the way revenue is generated to support schools?

Promoting Comprehensive Statewide Models

States need policies to support comprehensive education systems that can fulfill a variety of functions for recruiting and keeping talented educators, including: licensing, hiring, induction and mentoring, granting tenure, professional learning; evaluations, and promoting career pathways.

Questions to consider:

- Is there a comprehensive statewide strategy for improving teaching quality that addresses each of these issues: recruitment, preparation, induction, professional learning, evaluation, and career ladders? If so, what parts are being implemented well? What issues need more attention?
- If coordination is a concern, what would it take for key stakeholders to work together more effectively?
- How can stronger links be forged between these key elements of teaching quality: recruitment, preparation, licensure, and professional development?
- How clear are state standards for the profession? Can we make them better understood and better used to guide practice?

IV. Policies to Promote a Diverse, Talented, and Sustainable Teaching Force

State strategies are essential to developing a teaching force that reflects the student population and to setting clear standards for licensure and credentialing. They also are essential to promoting holistic models that improve morale, build capacity, and encourage teachers to remain committed to the profession for the long term. The strategies listed below are divided into seven categories, but are all aimed at accomplishing a single goal: ensuring a viable pipeline of well-prepared and effective teachers.

These are many examples of what states can do to support the work of counties, districts, and schools. This section identifies the possibilities. These ideas can prompt conversation and analysis about how states can support a new vision for teaching and learning. Discussions about raising student achievement must include candid exchanges about the impact of socio-economic disparities on our schools, our teachers, our students, and the ideal of educational excellence and justice for all.

Types of Policies to Promote a Diverse, Talented, and Sustainable Teaching Force

- A. Recruiting Diverse and Talented Individuals into the Teaching Profession**
- B. Preparing Teachers to be Ready for the Classroom and for Leadership**
- C. Supporting Ongoing Professional Learning and Development**
- D. Developing Evaluation Systems that Improve Student Learning**
- E. Addressing Teaching and Learning Conditions**
- F. Funding a Sustainable Teaching Force**
- G. Promoting Comprehensive Teaching Quality Strategies**

A. Recruiting Diverse and Talented Individuals into the Teaching Profession



Many individuals with the potential to be excellent teachers are not pursuing careers in education. There are a variety of reasons for this, ranging from inadequate salaries to the perception that teaching has lost status as a profession. The composition of the teaching workforce has not kept up with changing student demographics. Across the nation, students of color make up more than 40 percent of the public school population while, by contrast, teachers of color comprise only 17 percent of the teaching force. In this era of budget constraints and cutbacks, the racial/ethnic gap between students and their teachers has actually become wider as states have eliminated or scaled back efforts to bring more diverse talent to high-needs classrooms and to shortage areas such as special education.

A strong and diverse teaching workforce is essential to preparing all of today's students for the world that awaits them, and states have an obligation to draw new and diverse talent into America's classrooms. Policymakers must embrace policies and legislative initiatives that will ensure that teachers have adequate supports and compensation throughout their careers. It's time to step up efforts to elevate the teaching profession as a long-term and noble career choice.

Action Steps

- Develop a comprehensive statewide database for collecting and reporting on trends related to the supply of and demand for teachers, including who is entering and staying in teaching, and share that information with state policymakers, institutions of higher education, and school districts.
- Review existing state policies that address teacher shortages, student access to credentialed teachers, state licensure requirements, opportunities for teacher professional growth, and state accountability systems for measuring student achievement. Invite educators and community groups to be part of a review process that also examines ways in which policies are implemented and regulated by the state.

1. Illinois

Financial Incentives to Address Shortages

The Minority Teachers of Illinois (MTI) Scholarship Program

Through the *Minority Teachers of Illinois (MTI) Scholarship Program*, the state offers scholarships to encourage academically talented students from diverse backgrounds to pursue teaching careers, especially in certain disciplines or in hard-to-staff schools. Eligible students can be of African American/Black, Hispanic American, Asian American, or Native American origin. The program aims to provide students of color with access to teachers who have similar backgrounds and experiences to serve as role models and give them a vision for their own future. The program requires that at least 30 percent of the funds appropriated for scholarships are reserved for qualified male applicants.

The state also offers the Illinois Special Education Teacher Tuition Waiver Program for teachers or academically talented students pursuing careers in special education. Recipients are exempted from paying tuition and mandatory fees at eligible institutions for up to four calendar years. Like many programs of this type, the individual receiving the waiver agrees to teach in the state for a specified length of time.

LEARN MORE: <http://bit.ly/tq-illinois>

2. Illinois

Recruiting Teachers from the Community

Grow Your Own Teacher Act, IL P.A. 93-802 of 2005

The focus of this act is to prepare highly skilled teachers who will teach in high-need, hard-to-staff schools and remain in those schools for a substantial period of time. The initiative aims to recruit and prepare parent and community leaders and para-educators to become effective teachers and to increase the overall racial and ethnic diversity of teachers in shortage fields.

LEARN MORE: <http://bit.ly/tq-illinois-2>

3. Minnesota

Encouraging More Native Teachers

The Minnesota Indian Teacher Training Program (MTTP)

This strategy encourages Native Americans to become teachers and provides support for Native teachers to pursue master's degrees. Undergraduates, para-educators, and certified teachers are all eligible to receive tuition grants. The program includes mentoring from one of four identified higher education institutions as well as the school district. Undergrads are eligible for federal and state aid to cover financial needs, such as living expenses that are not met by the tuition grants. Loan forgiveness is available to Native Americans who are employed in a Minnesota school district, Head Start Program, early childhood and family education program, or enrichment program for Native American students.

LEARN MORE: <http://bit.ly/tq-minnesota>

4. North Carolina

Financial Incentives to Teach

North Carolina Teaching Fellows Program

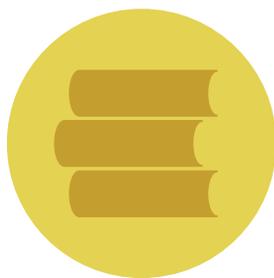
North Carolina's *Teaching Fellows Program* is designed to provide four-year college scholarship loans to high school seniors interested in preparing to teach in the state's public schools. Awarded based on an applicant's grade point average and scholastic aptitude test scores, the North Carolina Teaching Fellows Commission and regional review committees identify and encourage diverse, high-ability populations of students to consider a career in teaching and enter the program. Loans are forgiven if, within seven years after graduation, the recipient teaches for up to four years at a North Carolina public school or at a school operated by the United States government in North Carolina. Loans are also forgiven if, within seven years after graduation, the recipient teaches for three consecutive years at a school in a low-performing school system.

LEARN MORE: <http://bit.ly/tq-north-carolina>

SUMMARY RECOMMENDATIONS

Scholarships designed to recruit talented undergraduate students of diverse backgrounds, para-educators, and those to teach in shortage fields and locations should include funding for both tuition and living expenses. Loans should be forgiven if the teacher completes a specified number of years teaching in a state public school. Given that educators' professional responsibilities extend well beyond classroom instruction, leadership development opportunities should be a part of teacher preparation programs. States or districts should offer financial assistance for teachers to pursue additional relevant education and adjust compensation to match what an expert mentor teacher might earn in a competing occupation.

B. Preparing Teachers for the Classroom and for Leadership



Teacher preparation programs across the United States represent many stakeholder groups with varied and sometimes overlapping responsibilities. It's not always clear who is accountable for what. All those involved in preparing future teachers must collaborate to ensure that the standards, programs, and assessments are adequately funded and aligned to a shared vision for effective teaching.

States also need an organized and thoughtful approach to preparing educators not only for their first days in the classroom, but also for a successful teaching career. State policies should support high-quality teaching internships in local schools as part of teacher preparation and rigorous exit assessments as a threshold for entry into the profession. They should promote strong partnerships between local schools and educator preparation programs. States also must provide meaningful supports for novice teachers because well-prepared teachers are the key to serving all students well regardless of educational need. Teachers who feel adequately prepared for the classroom are more likely to remain in the profession.

Action Steps

- Work with key stakeholders, including parents and teachers, to make teacher preparation standards professionally based and explicit and to ensure educators get the support they need.
- Require prospective teachers to demonstrate the ability to lead classrooms and handle students of differing abilities and needs, a key element of performance-based assessments.
- Discourage the long-standing practice of assigning underprepared teachers to teach in disadvantaged communities.

1. Delaware

Standards for Entering the Profession

An Act to Amend the Delaware Code Related to Educator Licensure, Certification, and Preparation, SB 51

Delaware is one of the first states to require teacher candidates to pass a performance assessment, rather than a paper and pencil test, in order to earn a teaching license. This legislation, signed into law in June 2013, applies to new teachers who are prepared through university-based programs as well as those using alternative routes. Under the law, teacher preparation programs must establish rigorous exit requirements, including a performance assessment, as part of the program approval process.

LEARN MORE: <http://bit.ly/tq-delaware>

2. New Mexico

Support for New Teachers

State Regulatory Requirements for the Transition to Teaching Program

New Mexico has strong requirements to provide beginning teachers an effective transition into the teaching profession, retain capable teachers, advance student achievement, and improve the overall success of the school. The regulations require all beginning teachers who hold a waiver, internship license, or Level 1 teaching license who are employed in a New Mexico public school district, charter school, or state agency to complete a teacher mentorship program provided by the district, school, or agency. Beginning teachers are defined as having fewer than three years of classroom teaching experience. Mentorships last from one to three years.

LEARN MORE: <http://bit.ly/tq-new-mexico>

3. Ohio

Support for New Teachers

Ohio Resident Educator Program (REPA)

The Ohio Resident Educator Program is a four-year, entry level induction system aligned with the Ohio Standards for the Teaching Profession. Individuals who hold a professional educator license and complete Resident Educator Program training serve as mentors to new teachers. Novice teachers submit lesson plans, analyses of student learning, and their own reflections for review and scoring by trained assessors who have five or more years of teaching experience. A summative performance assessment is the final measure for determining whether teachers have made appropriate progress throughout the four years.

LEARN MORE: <http://bit.ly/tq-ohio>

4. Oregon

Comprehensive Strategies for Supporting New Teachers

Oregon Network of Quality Teaching and Learning, HB 3233

This state strategy created the Network of Quality Teaching and Learning, a comprehensive strategy for supporting new teachers. It provides funds for strategic investments intended to rapidly improve student performance, close achievement gaps, and raise levels of educational attainment and employability. Oregon's bill is designed to coordinate resources to support the professional growth of educators, connect preparation programs to current needs, focus attention on state targets, and communicate results from communities of practice on what works in what context. It promotes partnerships committed to advancing the teaching profession.

LEARN MORE: <http://bit.ly/tq-oregon>

SUMMARY RECOMMENDATIONS

These examples highlight the significance of high entry standards for the teaching profession, including rigorous standards for both traditional preparation programs and alternative pathways to the profession. They reinforce the importance of teachers meeting a high licensure standard before becoming teachers of record and the necessity of targeted supports, mentoring, and professional learning opportunities, especially within the first four years of teaching, a critical time period for new educators who are making decisions about whether teaching will be a temporary job or a long-term career. Creating a smooth transition to the classroom through professional networks and mentoring for newly credentialed teachers can help reduce the possibility of teacher turnover and improve the chances that teachers will remain committed to their students and profession for the long term. Student achievement is also a greater likelihood with a sustainable, veteran teaching force.

C. Supporting Ongoing Professional Learning and Development



For decades, research has shown that educators who are involved in rich learning experiences themselves tend to teach in more ambitious and effective ways. Unfortunately, relatively few teachers have those kinds of professional learning opportunities. Too often teachers experience professional development as little more than episodic, superficial offerings that are disconnected from the challenges they face every day in their classrooms. It's important to note that professional development can be a powerful tool for retention. It can enhance instructional quality and have a positive effect on student learning. It can also boost school morale and promote teachers' leadership skills. This section points to examples of state professional learning quality metrics, time for instruction and collaboration, and standards for the growth and development of educators.

Action Step

- Support professional development standards and evaluation regulations and processes that integrate the perspective of teachers, administrators, parents, and students.

1. Arkansas

State Guidelines on Professional Development

State Rules Governing Professional Development

Rules developed by the Arkansas Department of Education on license renewal require all teachers and administrators to document that they have completed 60 hours of professional development annually. Job-embedded professional learning is considered part of instructional time, and is not a supplement to the school day.

LEARN MORE: <http://bit.ly/tq-arkansas>

2. Connecticut

Connecting Professional Learning to Evaluations

An Act Concerning Revisions to the Education Reform Act of 2012, SB 1097

This bill links professional learning to expansive models for evaluating the individual performance of teachers. It also articulates a process for districts and teachers to work together to develop professional growth and evaluation plans. The legislation requires new teacher evaluation programs to be adopted by both the local board of education and the local professional development and evaluation committee, specifying the steps for adopting a program if the parties cannot agree on one. It includes a timeline for training evaluators before teachers are evaluated under the new program.

LEARN MORE: <http://bit.ly/tq-connecticut>

3. New Hampshire

State Guidance on Professional Learning and Growth

Administrative Rule Ed 512

Although not a law, this guidance on professional development and teacher recertification does have the force of law. It is overseen by the Joint Legislative Committee on Administrative Rules (JLCAR) calling for a comprehensive, sustained, and intensive approach to professional learning. It requires different processes to

address the professional learning needs of different employee groups such as teachers, administrators, para-educators, educational interpreters, and other certified or licensed professional staff.

LEARN MORE: <http://bit.ly/tq-new-hampshire>

4. Model Legislation Language

Setting Standards for Professional Learning and Growth

This model language, not represented in any current state legislation, can help states establish professional development standards and requirements for educators. It addresses factors related to professional development and offers guidance on making professional development an integral part of the school day for as many educators as possible.

LEARN MORE: <http://bit.ly/tq-model>

SUMMARY RECOMMENDATIONS

These examples highlight the growing number of high-quality and continuous professional learning policies at the state level. Just as student assessments should be used as a diagnostic tool to improve instruction, professional learning should help drive instructional improvement and be tied in a non-punitive way to teacher evaluations. Professional development models and programs should have clear and high standards in the same way that states have specific learning benchmarks for students. Meaningful professional development can help teachers improve their craft, encourage collaboration with peers, and incorporate thoughtful student feedback.

D. Developing Evaluation Systems that Improve Student Learning



Evaluation systems should be designed to foster teacher professional growth and learning. A good teacher evaluation system measures teachers on the practices that, over time, produce desirable student outcomes — and encourages them to continue improving their instruction. Evaluating individual teachers is part of the district’s responsibility to improve the educational system and to share accountability and responsibility for student success, but evaluation systems don’t always serve students’ needs. Evaluating teachers largely on an outcome such as a single standardized test score, for example, can lead to excessive test preparation and a narrowing of the curriculum, neither of which advances student learning.

Evaluation systems should be based on a holistic set of valid and reliable measures that include (1) evidence of classroom practice; (2) multiple sources of evidence of student learning that are appropriate for the curriculum and the students being taught; and (3) other evidence or related professional practice such as the teacher’s contribution to schoolwide improvement. These areas may be informed by classroom observations, lesson plans and assignments, student work, or feedback received from student surveys. Compensation programs should be designed to enhance teacher competence by supporting teachers’ opportunities to learn from each other and from outside experts. Bonus schemes that only reward performance, either group or individual, do nothing to improve instruction. But compensation plans that recognize successful practices and encourage educators to share those practices throughout a school can be used to improve performance systemwide.

Action Steps

- Convene key stakeholders as part of a state task force to assure that state or local teacher evaluation systems (a) use professional teaching standards, (b) support teacher learning and collaboration, and (c) rely on multiple measures of teaching practice, student learning, and professional contributions that reflect high-quality instruction.
- Develop a transparent career ladder plan that pays teachers a professional salary and offers incentives for sharing expertise with school or district colleagues. Career ladders should support and encourage collaboration and teamwork and provide opportunities for leadership and professional growth.

1. California

Peer Assistance and Review Drives Professional Development

California Peer Assistance and Review Program, Education Code Section 44500-44508

This model aims to use expert mentor teachers to help other teachers improve their skills. The teachers receiving the support may include beginning teachers, those with unsatisfactory classroom evaluations, and any others who voluntarily choose to participate. The mentor teachers offer ongoing feedback and assistance so their peers can improve their practice and demonstrate that improvement during the regular, formal evaluations done by administrators. Studies find that PAR programs improve teacher competence, reduce beginning teacher burnout, and effectively improve or remove veteran teachers who are not meeting teaching standards.

LEARN MORE: <http://bit.ly/tq-california>

2. Connecticut

Holistic Evaluation Models

Senate Bill No. 458, Public Act No. 12-116 An Act Concerning Educational Reform

The Connecticut law on evaluation promotes the use of multiple indicators of student academic achievement. It describes methods for assessing growth, looks at factors such as student characteristics and attendance, and lays out minimum requirements for teacher evaluation instruments and procedures. Evaluations also identify teachers' professional strengths in order to assess possibilities for professional growth opportunities. The guidelines encourage districts to hold high expectations for educators, evaluate them in a fair and consistent manner, and base employment decisions on fair, valid, reliable, and useful indicators of an educator's work.

LEARN MORE: <http://bit.ly/tq-connecticut-2>

3. Massachusetts

State Evaluation Regulations

Massachusetts Board of Elementary and Secondary Education Regulations

The Massachusetts Board of Elementary and Secondary Education, working in partnership with teacher and principal organizations, has new regulations for evaluations. The regulations, designed to promote the growth and development of educators, place student learning at the center of the evaluation process. Evaluations use multiple measures of student learning to assess growth and achievement, to recognize excellence in teaching and teacher leadership, to set a high bar for earning professional teaching status, and to set shorter timelines for professional improvement. The regulations also require students' instructional feedback to be taken into account. This system requires that all of the data be looked at in an integrated fashion to make thoughtful judgments about teaching.

LEARN MORE: <http://bit.ly/tq-massachusetts>

4. Iowa

Connecting Evaluation Systems to Teacher Leadership, Career Ladders and Professional Learning

This innovative state model makes a link between professional learning, evaluation and career growth in a comprehensive fashion. It does so by establishing a process to engage educators in thoughtful discussion about evaluation systems through a statewide Council on Educator Development and a system of Teacher Leadership. A task force as part of the legislation also examines the states' assessment models. Goals of each component of the bill are to drive student learning and promote teacher leadership in professional development and professional learning networks.

LEARN MORE: <http://bit.ly/tq-iowa>

SUMMARY RECOMMENDATIONS

There is no simple formula for establishing teacher evaluation processes that effectively advance student learning, but the examples captured in this section offer promising models on which to build. Research is clear that teacher evaluations in and of themselves do not work as a tool for motivating educators. Rather, they should be seen as one of many tools for improving practice and school performance.

E. Addressing Teaching and Learning Conditions



Public schools must provide supportive conditions for teaching and learning. That broad statement can encompass everything from the quality of professional preparation to the quality of instructional resources to the quality of school leadership. For teachers and students to do their best work, schools must also address the environmental, social, emotional, and health factors that affect students. This section offers ideas for establishing standards for learning conditions to promote student achievement and to foster a positive work climate for teachers. Standards should be used to drive budget and personnel decisions so states can make the best use of targeted and equitable investments.

Action Steps

- Host public discussions or hearings on the importance of supportive learning environments for students and teachers.
- Assess the teaching and learning conditions in schools across the state.

1. Illinois

Teaching and Working Conditions Standards

Working Conditions Survey, Public Act 97-0008

Each year the State Board of Education gathers feedback on the instructional environment of schools from teachers and older students (grades 6 through 12), and the state superintendent, in consultation with teachers, principals and other stakeholders, reports the findings. If budget constraints preclude a full statewide survey in any given year, the State Board of Education gives priority to surveying districts with low-performing schools and includes a representative sample of other districts.

LEARN MORE: <http://bit.ly/tq-illinois-3>

2. Kentucky

Teaching and Working Conditions Standards

Teaching Conditions Standards

In 2012, Kentucky became the second state to formally adopt teaching conditions standards, joining North Carolina in defining best practices for the role states can play in creating environments that enable great teaching. The decision was made in response to the statewide Teaching, Empowering, Learning, and Leading (TELL) Survey. Standards were adopted through a Memorandum of Understanding between the Governor and key state partners and have been used recently as part of the Elementary and Secondary Education Act (ESEA) state waiver application. The research-based standards are aligned with areas assessed by the Kentucky TELL Survey; they include Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Learning, and Instructional Practices and Support.

LEARN MORE: <http://bit.ly/tq-kentucky>

3. North Carolina

Connecting Conditions to Teaching Quality

Teacher Working Conditions Standards

North Carolina was the first state to adopt Teacher Working Conditions Standards. In 1999, the North Carolina Professional Teaching Standards Commission, with the support of the North Carolina State Board of Education, developed working conditions standards for schools in an effort to address issues driving teacher turnover. The presence of those standards across North Carolina schools has been assessed biennially since 2002 as part of the North Carolina Teacher Working Conditions Survey. Funding for completing the statewide survey every two years is guaranteed due to an appropriations bill.

LEARN MORE: <http://bit.ly/tq-north-carolina-2>

SUMMARY RECOMMENDATIONS

Research tells us that for teachers to be as effective as they can be they need supportive environments that give them the best opportunity to be successful with students. North Carolina, Illinois, and Kentucky present promising examples of equitable standards for teachers to teach and students to learn. What these exemplar states have not yet done is tie standards to a predictable state funding formula, ensuring that learning and working conditions are maintained, or linked to human capital and professional learning assessments. Addressing working conditions is an important first step for moving toward more equitable school conditions for students, teachers, principals, parents, and families.

F. Funding a Sustainable Teaching Force



The world's highest-achieving nations fund schools equally and offer comparable salaries to teachers across schools. In fact, in some cases additional resources are provided to teachers who choose to serve in high-need or shortage areas. Education resources in the United States, however, continue to be very uneven. Underfunded high-poverty schools and districts cannot compete with well-funded low-poverty districts when large salary disparities exist, or even when salaries are merely comparable. It is critical that policymakers push to develop an equitable, reliable base of funding so districts can maintain the elements of quality education and make locally appropriate, strategic decisions about how to spend resources to achieve results.

Creating a more sustainable state school funding system can help to establish more predictable supports for students, which can include higher pay for teachers. In fact, research shows that investing in teacher pay results in a significant return on investment by reducing school turnover and attrition and lowering rates of student remediation, special education placement, and dropout services.

This section shows options for shifting towards more reliable funding streams for education. This will require that lawmakers examine whether there might be untapped revenue streams, including deciding whether state and income tax structures for individuals and companies should be changed. State ballot measures also offer another challenging, but worthwhile, option for redirecting more state resources towards students and public schools.

Action Step

- Determine whether school funding is adequate and equitably allocated in the state, so that all districts can compete in the labor market for well-qualified personnel. If there are problems, evaluate how new tax structures or reallocation of existing resources can help create the conditions for a sustainable teaching force in all communities. If a change is necessary, decide the most appropriate vehicle for shifting revenue and resources.

1. California

Changing tax structures to provide targeted resources for students, schools, and communities

Proposition 30, Local Control Funding Formula, Assembly Bill No. 97

Using billions in new revenue from Proposition 30, California's landmark legislation provides a higher base level of funding per student and weighted funding for districts serving high portions of low-income students, those learning English, and students with disabilities. It also takes into account local school funding sources.

LEARN MORE: <http://bit.ly/tq-california-2>

2. Colorado

Changing tax structures to provide targeted resources for students, schools and communities

Amendment 66, Senate Bill 213, The Public School Finance Act of 2013

This legislation provides an overhaul to the state formula for financing public education. Its implementation has not yet happened. Colorado voters did not approve of a ballot measure (Amendment 66) which would bring \$1 billion to the state by changing income taxes. The legislation supports all day kindergarten for students, pre-school students to be funded by the state as half-day pupils and adjusts enrollment funding to be calculated on an average daily membership (ADM) rather than based on attendance on one day each year. Additionally, the legislation augments resources for at-risk and English language learners (ELL) students.

LEARN MORE: <http://bit.ly/tq-colorado>

3. Minnesota

Changing tax structures to provide targeted resources for students, schools, and communities

H.F. No. 630 - Omnibus Early Childhood through Grade 12 Education Budget Bill

Increasing income taxes on the upper two percent of Minnesotans allows the state to generate more than \$1.1 billion for early education through high school funding. This includes dollars to support free all-day kindergarten for families in every school district, money for early childhood education scholarships, special education programs, and a 1.5 percent increase in the basic per-pupil formula.

LEARN MORE: <http://bit.ly/tq-minnesota-2>

SUMMARY RECOMMENDATIONS

The evidence is clear that starting salaries within districts can influence whether a school district is an attractive employer for beginning teachers. It also shows that existing salary structures can influence whether teachers choose to stay or leave the profession, especially veteran educators. The next section of this document highlights what Connecticut and North Carolina have done to attract and retain great teaching talent. Both examples offer reminders of the importance of a long-term public commitment to funding great public school systems led by committed teachers. The responsibility to invest in public education, however, does not have to solely rely on state resources and initiatives. The federal government can also play an instrumental role in calling for equalized funding across schools to enable greater access to expert teachers and other resources.

G. Promoting Comprehensive Teaching Quality Strategies



Aligning state policy strategies with a clear vision for teacher recruitment, preparation, professional learning, and evaluation can help improve system performance and strengthen relationships between teachers, principals, schools, districts, and state departments of education. As with any systems operation, it can be difficult for the many different stakeholders to agree on a shared state vision. Reaching consensus on comprehensive bills can be tough, which might explain why many states seem to take a piecemeal approach to policy change. The work highlighted in this section offers a reminder that it is possible to pass bold policies that give the state's teaching workforce the best opportunities to succeed.

Action Step

- Partner to develop a coordinated statewide policy action plan that touches on all aspects of teaching quality, from recruitment and preparation through induction, professional development, evaluation, and career recognition.

1. Connecticut

Attracting teachers, raising preparation standards, and providing mentors to new educators

Educational Enhancement Act PA 86-1

This law establishes a starting salary for new teachers and makes it possible for low-wealth districts to compete in the market for qualified teachers. At the same time, it raises licensing standards by requiring a major in the discipline to be taught along with extensive knowledge of teaching and learning. It institutes performance-based examinations in subject matter and knowledge of teaching as a prerequisite for receiving a license. It also creates a state-funded mentoring program to support teachers in their first year on the job and establishes a sophisticated assessment program using state-trained assessors to determine which first-year teachers can continue teaching.

LEARN MORE: <http://bit.ly/tq-connecticut-3>

2. North Carolina

Attracting and retaining high-quality teachers through enhanced pay and rewards for working in high-need areas and achieving continuing certification

The Excellent Schools Act, Section VII and VIII

This comprehensive bill accomplishes many things simultaneously related to attracting, preparing, and retaining educators as well as boosting their expertise. It raises all teacher salaries in order to remain competitive with other states and provides additional salary increases for those who earn master's degrees or National Board certification. The legislation includes a subsidy to cover participation fees for Board certification along with three days of approved paid leave. It also increases licensure requirements for teachers and principals, invests in improvements in teacher education curriculum, and launches a mentoring program for novice teachers.

LEARN MORE: <http://bit.ly/tq-north-carolina-3>

SUMMARY RECOMMENDATIONS

Good policies deserve strong and well thought out implementation plans that are supported by adequate and consistent funding. Yet few states have been able to maintain funding to support bold policy proposals and meet the original intent of policies. Additionally, how policies are regulated can decide whether or not a law will have its intended effects. Or, state regulations can sometimes add burdensome reporting that undermines a focus on effective implementation. It is critical that practitioners, parents, and community leaders are intimately involved in the implementation of new state education laws. Lawmakers should keep in mind that passing new legislation is an important beginning—and not the end—of the policymaking process.

V. Related Resources

Recruiting Diverse and Talented Individuals into the Teaching Profession

Developing and Sustaining a High-Quality Teacher Force

Darling-Hammond, L. (Ed.), 2013, New York: Asia Society.

<http://edpolicy.stanford.edu/publications/pubs/971>

This brief describes the strategies used to develop and support high-quality teaching in three cities from different nations on three separate continents.

Addressing the Inequitable Distribution of Teachers: What It Will Take to Get Qualified, Effective Teachers in All Communities

Adamson, F. & Darling-Hammond, L., 2011, Stanford, CA: Stanford Center for Opportunity Policy in Education.

<http://edpolicy.stanford.edu/publications/pubs/507>

This brief summarizes the report, “Speaking of Salaries: What it Will Take to Get Qualified, Effective Teachers in all Communities,” examining how and why well-qualified teachers are inequitably distributed to students in the United States.

Meeting the Challenge: Recruiting and Retaining Teachers in Hard-to-Staff Schools

American Federation of Teachers, 2007, Washington, DC.: Author.

<http://www.aft.org/pdfs/teachers/hardtostaff0607.pdf>

This report examines inherent challenges of attracting and retaining qualified staff. All children deserve excellent teachers who know their content, how to teach it and how to maximize student learning. This paper puts forth several successful and promising strategies to help solve the school-staffing problem.

Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT Summits and Other Policy Initiatives

Berry, B., 2007, Hillsborough, NC: Center for Teaching Quality.

<http://www.teachingquality.org/content/recruiting-and-retaining-quality-teachers-high-needs-schools-insights-nbct-summits-and-other>

This cumulative report summarizes key themes and recommendations from five policy summits that elevated the policy and pedagogical ideas of more than 1000 National Board Certified Teachers.

Strengthening and Diversifying the Teacher Recruitment Pipeline: Four Strategies To Increase the Supply of Teachers in High-Need Areas

National Education Association, 2009, Washington, DC: Author.

<http://www.nea.org/home/35085.htm>

This report focuses on the recruitment and retention of educators of color and discusses four strategies to increase the existing pool, including: college fellows programs, high school teacher cadet programs, high school teacher academies, and community colleges.

Preparing Outstanding Teachers for the Classroom and for Leadership

Developing and Assessing Beginning Teacher Effectiveness: The Potential of Performance Assessments

Darling-Hammond, L., Newton, S., and Wei, R., 2012, Stanford, CA: Stanford Center for Opportunity Policy in Education.

<http://edpolicy.stanford.edu/publications/pubs/657>

In this quantitative study on the PACT assessment, Darling-Hammond, Newton, and Wei find that PACT scores are significant predictors of teaching effectiveness.

Learning to Practice: The Design of Clinical Experience in Teacher Preparation

Grossman, P., 2010, Washington, DC: American Association of College for Teacher Education and National Education Association.

http://aacte.org/pdf/State_Chapters/State Resources/Policy_Papers/Policy Paper - Clinical Preparation.pdf

This policy brief is part of a series commissioned by the Partnership for Teacher Quality to help inform and improve teacher quality policies at the state, local, and national level. The brief addresses issues related to clinical preparation and includes an overview of related research, promising practices, and recommendations.

Profession-Ready Teachers

National Education Association, 2013, Washington, DC: Author.

<http://www.nea.org/home/profession-ready-teachers.html>

This brief addresses NEAs position on what is needed to be profession-ready on the first day of being responsible for student learning. Teacher preparation providers must ensure that candidates have mastered both subject matter content and pedagogical content knowledge for their areas of expertise, and that they have demonstrated their ability to activate that knowledge toward improving their teaching and their students' learning.

Raising the Bar - Aligning and Elevating Teacher Preparation and the Training Profession

American Federation of Teachers, 2012, Washington, DC: Author.

<http://www.aft.org/pdfs/highered/raisingthebar2012.pdf>

This report, issued by the AFT Teacher Preparation Task Force, urged a move toward a systemic approach to preparing teachers and a more rigorous threshold to ensure that every teacher is ready to teach.

Recognizing and Developing Effective Teaching: What Policymakers Should Know and Do

Darling-Hammond, L., and Ducommun, C. E., 2010, Washington, DC: American Association of College for Teacher Education and National Education Association.

http://aacte.org/pdf/State_Chapters/State Resources/Policy_Papers/Policy Paper - Effective Teaching.pdf

This policy brief is part of a series commissioned by the Partnership for Teacher Quality to help inform and improve teacher quality policies at the state, local, and national level. This brief addresses issues related to teacher

effectiveness and includes an overview of the related research, promising practices, and recommendations.

Strengthening State Teacher Licensure Standards to Advance Teaching Effectiveness

Berry, B., 2010, Washington, DC: American Association of College for Teacher Education and National Education Association.

http://aacte.org/pdf/State_Chapters/State Resources/Policy_Papers/Policy Paper - Teacher Licensure.pdf

This policy brief is part of a series commissioned by the Partnership for Teacher Quality to help inform and improve teacher quality policies at the state, local and national level. This brief addresses issues related to teacher licensure and includes an overview of the related research, promising practices, and recommendations.

Teacherpreneurs: A Bold Brand of Teacher Leadership for 21st-century Teaching and Learning

Berry, B., 2013, *Science Magazine*, 340 (6130): 309-310.

<http://www.sciencemag.org/content/340/6130/309/F1.expansion.html> (registration required)

Berry explains why teacherpreneurs—classroom experts who have the time, space, and reward to incubate and execute their own ideas—are the key to transforming the U.S. education system.

Transforming Teaching: Connecting Professional Responsibility with Student Learning

Commission on Effective Teachers and Teaching, 2012, Washington, DC: National Education Association.

<http://www.nea.org/home/49981.htm>

Written by the National Education Association's Commission on Effective Teachers and Teaching, this report examines the policies and practices governing the teaching profession and crafts a teacher-centered vision of teaching and the teaching profession.

One License – Many Routes: NEA and Alternative Routes to Licensure

National Education Association, 2009, Washington, DC: Author.

http://www.nea.org/assets/docs/HE/PB24_Alternativeroutes.pdf

This policy brief articulates the need for teacher licensure standards that include: demonstrated high academic performance; extensive clinical experience; and demonstrated knowledge of subject matter, pedagogy, and child development.

What We Know: How Teacher Preparation Affects Student Achievement

American Association of Colleges for Teacher Education, 2012, Washington, DC: Author.

[http://aacte.org/pdf/Publications/Reports_Studies/What We Know - Teacher Retention.pdf](http://aacte.org/pdf/Publications/Reports_Studies/What_We_Know_-_Teacher_Retention.pdf)

This is one in a series of statements from AACTE on topics of major interest to the educator preparation profession. This statement summarizes findings from rigorous research linking teacher preparation to teacher retention.

What We Know: How Teacher Preparation Affects Teacher Retention

American Association of Colleges for Teacher Education, 2012, Washington, DC: Author.

[http://aacte.org/pdf/Publications/Reports_Studies/What We Know - Teacher Preparedness.pdf](http://aacte.org/pdf/Publications/Reports_Studies/What_We_Know_-_Teacher_Preparedness.pdf)

This is one in a series of statements from AACTE on topics of major interest to the educator preparation profession. This statement summarizes findings on teachers' perceived preparedness for entering the classroom after completing a teacher preparation program.

What We Know: How Teacher Preparation Affects Teachers' Sense of Preparedness

American Association of Colleges for Teacher Education, 2012, Washington, DC: Author.

[http://aacte.org/pdf/Publications/Reports_Studies/What We Know - Teacher Preparedness.pdf](http://aacte.org/pdf/Publications/Reports_Studies/What_We_Know_-_Teacher_Preparedness.pdf)

This is one in a series of statements on topics of major interest to the educator preparation profession. This statement summarizes findings from rigorous research on

the importance of teacher preparation to teachers' sense of preparedness.

Supporting Ongoing Professional Learning and Development

The Changing Teacher Preparation Profession: A Report from AACTE's Professional Education Data System (PEDS)

American Association of Colleges for Teacher Education, 2013, Washington, DC: Author.

<http://aacte.org/news-room/press-releases/aacte-releases-first-national-data-report-on-teacher-preparation-profession.html>

This report unveils findings from the most recent AACTE PEDS data collection, offering a current look at progress and challenges in higher-education-based teacher preparation. PEDS data is collected annually from nearly 95 percent of AACTE's more than 800 teacher preparation program members. The report presents a composite analysis of data from the 2011 and 2012 PEDS surveys for the 2009-2010 and 2010-2011 school years, respectively.

Expanding Learning, Expansive Teacher Leadership

Berry, B., and Hess, R., 2013, *Phi Delta Kappan*, 94 (2): 58-61.

<http://www.kappanmagazine.org/content/94/5/58.abstract> (registration required)

By rethinking the way time is used in schools, teachers are better able to collaborate with colleagues and take on leadership opportunities that improve student learning.

One Example of Teacher Performance Assessments, edTPA

<http://edtpa.aacte.org/>

Learn more about edTPA, a subject-specific preservice performance assessment designed by the profession for the profession. There are separate versions of the assessment for Early Childhood, Elementary, Middle Childhood, and Secondary licensure fields. The assessment includes a review of a teacher candidate's teaching materials, including lesson plans and video, as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students.

Performance-Pay for Teachers: Designing a System That Students Deserve

Center for Teaching Quality's TeacherSolutions team,
2007, Hillsborough, NC: Center for Teaching Quality.

<http://www.teachingquality.org/content/performance-pay-teachers-designing-system-students-deserve>

In this report created by CTQ's initial TeacherSolutions team, 18 of the nation's best teachers focused their attention on professional compensation, researching past efforts to create alternative pay models and crafting new and different solutions based on their understanding of the professional work of teachers.

Promoting Quality Teaching: New Approaches to Compensation and Career Pathways

Accomplished California Teachers, 2012, Stanford, CA:
National Board Resource Center.

<http://edpolicy.stanford.edu/publications/pubs/679>

Accomplished California Teachers propose new systems for career pathways and teacher compensation.

Share My Lesson

American Federation of Teachers and TES Connect, 2013.

<http://www.sharemylesson.com/>

Share My Lesson is a website where educators can come together to create and share their very best teaching resources. Developed by teachers for teachers, this free platform gives access to high-quality teaching resources and provides an online community where teachers can collaborate with, encourage, and inspire each other. Share My Lesson has a significant resource bank for Common Core State Standards, covering all aspects of the standards, from advice and guides to help with dedicated resources that support the standards.

Smart Moves: Bay Area Teachers on Structuring the Profession for Student Success

Center for Teaching Quality's Bay Area New Millennium Initiative, 2011, Carrboro, NC: Center for Teaching Quality.

<http://www.teachingquality.org/content/smart-moves-bay-area-teachers-structuring-profession-student-success>

Coalition for Teaching Quality-supported teachers in

California developed an infographic that shows how the teaching profession can be reconfigured to give teachers more time to collaborate and more room for professional growth.

Transforming Schooling And Teaching: Teacher Professional Development Series

This comprehensive project on teacher professional development identifies policies and practices that states are using to effectively prepare and support teachers in a series of four reports, available at <http://edpolicy.stanford.edu/projects/278> and listed individually below:

1) Building a Learning Community: A Tale of Two Schools

Mindich, D., and Lieberman, A., 2012, Stanford, CA:
Stanford Center for Opportunity Policy in Education.

<http://edpolicy.stanford.edu/publications/pubs/603>

In the fourth part of SCOPE-Learning Forward's Status of Professional Development series, Dan Mindich and Ann Lieberman examine ways to implement effective PLCs.

2) Professional Development in the United States: Trends and Challenges

Wei, R. C., Darling-Hammond, L., and Adamson, E., 2010, Dallas, TX: National Staff Development Council.

<http://edpolicy.stanford.edu/publications/pubs/89>

This report summarizes progress on key indicators of professional development collected as a part of the 2003-4 and 2007-08 Schools and Staffing Survey. Data and findings drawn from this study will be used to establish benchmarks for assessing progress in professional development over time. The study compares data from previous surveys and provides state-by-state comparison data.

3) Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., and Orphanos, S., 2009, Dallas, TX: National Staff Development Council.

<http://edpolicy.stanford.edu/publications/pubs/187>

This first study in a series on the state of professional development nationally finds that while the United States is making progress in providing support and mentoring for new teachers and focusing on bolstering content knowledge, the type of support and on-the-job training most teachers receive is episodic, often fragmented, and disconnected from real problems of practice. The report also reviews promising strategies in high-performing nations and U.S. states.

4) Teacher Professional Learning in the United States: Case Studies of State Policies and Strategies

Jaquith, A., Mindich, D., Wei, R. C., and Darling-Hammond, L., 2010, Oxford, OH: Learning Forward.

<http://edpolicy.stanford.edu/publications/pubs/202>

This study in the series on professional development in the United States examines state policies and practices of four states making progress in two areas: access to professional development, as defined by the Professional Development Access Index, and student achievement, as measured by the National Assessment of Educational Progress.

Using Longitudinal Data Systems to Inform State Teacher Quality Efforts

Noell, G., and Kowalski, P., 2010, Washington, DC: American Association of College for Teacher Education and National Education Association.

[http://aacte.org/pdf/State_Chapters/State_Resources/Policy_Papers/Policy_Paper - Data Systems.pdf](http://aacte.org/pdf/State_Chapters/State_Resources/Policy_Papers/Policy_Paper_-_Data_Systems.pdf)

This policy brief is part of a series commissioned by the Partnership for Teacher Quality to help inform and improve teacher quality policies at the state, local, and national level. It addresses issues related to data systems and includes an overview of the related research, promising practices, and recommendations related to use of data.

Developing Evaluation Systems that Improve Student Learning and Compensation

Advancing High-Quality Professional Learning Through Collective Bargaining and State Policy

National Education Association, American Federation of Teachers, Council of Chief State School Officers, and

National Staff Development Council, 2010, Washington, DC: Authors

<http://www.nea.org/home/40578.htm>

This report contains recommendations and examples of collectively bargained language, legislation, regulations, and administrative guidelines in 12 policy areas that can guide association leaders and policymakers in developing collective bargaining agreements, memoranda of understanding, and state policies to strengthen and enhance the quality of professional development to improve teaching and learning.

Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement

Darling-Hammond, L., 2013, New York: Teachers College Press.

<http://edpolicy.stanford.edu/publications/pubs/737>

This book makes a compelling case for a research-based approach to teacher evaluation that supports collaborative models of teacher planning and learning.

Creating a Comprehensive System for Evaluating and Supporting Effective Teaching

Darling-Hammond, L., 2012, Stanford, CA: Stanford Center for Opportunity Policy in Education.

<http://edpolicy.stanford.edu/publications/pubs/591>

This report proposes effective research-based systems to address teacher evaluation and development.

How Better Teacher and Student Assessment Can Power Up Learning

Center for Teaching Quality's Washington team, 2011, Carrboro, NC: Center for Teaching Quality.

<http://www.teachingquality.org/content/how-better-teacher-student-assessment-can-power-learning>

In this teacher-created and researched report, the Coalition for Teaching Quality's Washington team puts forth their suggestions for improving evaluation systems to better meet the needs of students and their teachers.

It's Elemental: A Quick Guide to Implementing Evaluation and Development Systems

American Federation of Teachers, 2012, Washington, DC: Author.

http://www.aft.org/pdfs/tools4teachers/IE_itselemental_110112.pdf

It's Elemental shares insights, resources, and ideas that inform evaluation system implementation. "Implementation" describes the activities surrounding the transformation of planning and design into action and operations and the transition from theory to practice. This guide introduces 10 essential "elements" that new teacher evaluation systems might address as they move forward. These snapshots are designed to encourage districts and teams to grapple with questions, explore new ideas, and, ultimately, to demonstrate accountability for the performance of their new systems.

Making Teacher Evaluation Work for Students: Voices from the Classroom

Center for Teaching Quality's Denver team, 2011, Carrboro, NC: Center for Teaching Quality.

<http://www.teachingquality.org/content/making-teacher-evaluation-work-students-voices-classroom>

The Coalition for Teaching Quality's Denver team recommends ways to build on the state's new evaluation system so that teachers are improving and students are benefiting.

Teacher Evaluation: A Resource Guide for National Education Association Leaders and Staff

National Education Association, 2011, Washington, DC: Author.

<http://www.nea.org/home/51276.htm>

This guide provides information and resources on the key issues that must be addressed whether one is bargaining or advocating for a state or district comprehensive teacher evaluation system.

Teacher Evaluation and Development Handbook

New York State United Teachers, 2011, Latham, NY: Author.

<http://www.nysut.org/~media/Files/NYSUT/>

Resources/2013/April/TED/TED_Handbook.pdf

TED, a system of Teacher Evaluation and Development, was created by six labor/management Innovation Teams across New York State to integrate evaluations in a continuum that advances teacher practice and student learning. TED is based on cutting-edge research, is aligned with New York State legislation, and has been field-tested in districts whose visionary leaders committed immeasurable time and intellectual capital to this project.

Funding a Sustainable Teaching Force

Doing more harm than good? A commentary on the politics of cost adjustments for wage variation in state school finance formulas

Baker, B.D., 2008, *Journal of Education Finance*, 33(4): 406-440.

<http://www.jstor.org/stable/10.2307/40704338>

This article addresses the design and application of cost adjustments in state school finance policies intended to compensate local public school districts for differences in the costs of recruiting and retaining qualified teachers.

Balancing district needs and student needs: The role of economies of scale adjustments and pupil need weights in school finance formulas

Baker, B., and Duncombe, W., 2004, *Journal of Education Finance*, 195-221.

http://scholar.google.com/citations?view_op=view_citation&hl=en&user=0NQWga8AAAAJ&citation_for_view=0NQWga8AAAAJ:2osOgNQ5qMEC

States have not been quick to rethink how to restructure resources around the needs of students to meet new standards. This article explores possible options for administering weighted funding formulas.

The Right to Comprehensive Educational Opportunity

Rebell, M. A., 2012, *Harvard Civil Rights - Civil Liberties Law Review*, 47(1).

<http://harvardcrcl.org/wp-content/uploads/2011/10/Rebell-The-Right-To-Comprehensive-Educational-Opportunity.pdf>

This article establishes a statutory and constitutional basis for a right to comprehensive educational opportunity. It examines the federal No Child Left Behind Act (“NCLB”), which implicitly establishes a statutory right to comprehensive educational opportunity through its stated goal of providing “fair, equal, and substantial” educational opportunities.

Providing Comprehensive Educational Opportunity to Low-Income Students: How Much Does it Cost?

Rothstein, R., Wilder, T., and Allgood, W., 2011, New York, NY: Campaign for Educational Equity, Teachers College, Columbia University.

http://www.tc.edu/i/a/document/18662_2rothstein.pdf

The authors estimate the economic costs and benefits attributable to a single cohort of 37,000 12th-grade students from low-income families who are currently finishing up in New York City public schools. They also examine the potential gains for those who are able to get the type of investments and supports needed to promote their academic success.

Healthier Students Are Better Learners: A Missing Link in Efforts to Close the Achievement Gap

Basch, C. E., 2010, Equity Matters: Research Review No. 6, New York: The Campaign for Educational Equity.

http://www.tc.columbia.edu/i/a/document/12558_EquityMattersVol6_WebFINAL.pdf

This article provides a summary of the growing body of research that clearly links student achievement to health-related problems, making a case for health disparities to be addressed as part of a school reform agenda.

American Early Childhood: Preventing or Perpetuating Inequity?

Kagan, S. L., 2009, Equity Matters: Research Review No. 3. New York: The Campaign for Educational Equity.

http://www.tc.columbia.edu/i/a/document/13797_EquityMatters_Kagan_Final.pdf

This paper explains why and how the opportunity gap for early learners must be addressed, especially for students of color. It examines the current differences in access to high-quality early education.

Examining the Link between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-pecuniary Variation

Loeb, S., and Page, M., 2000, *Review of Economics and Statistics*, 82(3): 393-408.

<http://www.mitpressjournals.org/doi/abs/10.1162/003465300558894?journalCode=rest>

Loeb and Page take a critical look at the relationship between student achievement and teacher salaries and suggest that salaries can be a positive predictor for student outcomes.

Addressing Teaching and Learning Conditions

Children of Poverty Deserve Great Teachers: One Union’s Commitment to Challenge the Status Quo

Berry, B., 2009, Washington DC: National Education Association.

<http://www.teachingquality.org/content/children-poverty-deserve-great-teachers-one-unions-commitment-changing-status-quo-nea-ctq>

Commissioned by the NEA, this paper offers independent research and recommendations and points to four teaching quality strategies that will transform every high-poverty school into a high-performing school.

Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance

Carter, P. & Welner, K. (Eds.), 2013, New York: Oxford University Press.

<http://edpolicy.stanford.edu/publications/pubs/761>

Carter and Welner bring together leading education experts to address policy and reform efforts that tackle the inequality of learning opportunities in U.S. schools. Along with links to the book, this site offers policy recommendations and a guide to promising programs.

Creating Teacher Incentives for School Excellence and Equity

Berry, B., Eckert, J., and Bauries, S. R., 2011, Boulder, CO: National Education Policy Center.

<http://nepc.colorado.edu/publication/creating-teacher-incentives>

A review of research reveals that most teacher-incentive pay plans do not lead to school excellence and equity, because of the lack of grounding in the realities of what it takes for teachers to teach effectively. The authors point to the kind of performance pay system that would lead to student learning — one where what is valued most is teachers spreading their expertise to their colleagues. An accompanying legal brief offers legislative language to implement their recommendations.

Creating the Teaching Profession that 21st-century Students Deserve

Berry, B., 2011, *AdvancED Source*, Fall: 5-6.

<http://www.advanc-ed.org/issues-in-education/perspectives/teaching-future-creating-teaching-profession-21st-century-students->

Berry describes the four levers of change needed to transform the U.S. education system.

Understanding Teacher Working Conditions: A Review and Look to the Future

Berry, B., Smylie, M., and Fuller, E., 2008, Hillsborough, NC: Center for Teaching Quality.

<http://www.teachingquality.org/content/understanding-teacher-working-conditions-review-and-look-future>

In this report, the Center for Teaching Quality presents a fresh approach to understanding the relationship between teacher working conditions, teaching practices and student learning.

VI. Sources and Notes

Straight Talk on Teaching Quality: Six Game-Changing Ideas and What to Do About Them, 2011, Providence, RI: Brown University, Annenberg Institute for School Reform.

<http://www.schottfoundation.org/drupal/publications/StraightTalk.pdf>

Poverty and Potential: Out-of-School Factors and School Success, Berliner, D., 2009, Tempe, AZ, and Boulder, CO: Education Policy Research Unit and the Education and the Public Interest Center.

<http://epicpolicy.org/publication/poverty-and-potential>

Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance, Carter, P. L., and Welner, K. (Eds.), 2013, New York, NY: Oxford University Press.

<https://edpolicy.stanford.edu/publications/pubs/761>

Fast Facts on Education. National Center for Education Statistics, 2013. <http://nces.ed.gov/fastfacts>

Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color, Boser, U., 2011, Washington, DC: Center for American Progress.

http://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/teacher_diversity.pdf

More information about edTPA can be found at <http://edtpa.aacte.org/>

What Does Obama Really Believe In?, Tough, P., 2012, *The New York Times Magazine*, August 15.

<http://www.nytimes.com/2012/08/19/magazine/obama-poverty.html?pagewanted=all>

E Pluribus...Separation: Deepening Double Segregation for More Students, UCLA Civil Rights Project, 2012.

<http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students>

Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation, Wright, S. P., Horn, S. P., and Sanders, W. L., 1997, *Journal of Personnel Evaluation in Education*, 11: 57-67.

http://www.sas.com/govedu/edu/teacher_eval.pdf (abstract)

Funding Disparities and the Inequitable Distribution of Teachers: Evaluating Sources and Solutions,

Adamson, F., and Darling-Hammond, L., 2012, *Education Policy Analysis Archives*, 20(37).

<http://epaa.asu.edu/ojs/article/view/1053>.

Is School Funding Fair? A National Report Card, Baker, B., Sciarra D., and Farrie, D., 2010, Newark, NJ: Education Law Center.

http://www.schoolfundingfairness.org/National_Report_Card.pdf

Closing the Talent Gap: Attracting and Retaining Top-third Graduates to Careers in Teaching, Auguste, B., Kihn, P., and Miller, M., 2010.

http://mckinseysociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf

The High Cost of Teacher Turnover. Carroll, T. G., 2007, Washington, DC: National Commission on Teaching and America's Future.

<http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-policy-brief.pdf>

EXCELLENT TEACHERS FOR EACH AND EVERY CHILD
A GUIDE FOR STATE POLICY
DECEMBER 2013



Great Public Schools for Every Student



A Union of Professionals

