



NATIONAL COMPREHENSIVE CENTER  
FOR **TEACHER QUALITY**

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# **Educator Quality Resource Catalog**

AUGUST 2012

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 Topic **EQUITABLE DISTRIBUTION**
**Moving Toward Equity: An Online Policy and Practice Guide for Equitable Teacher Distribution** **2012**
<http://tqsource.org/equity/>
**ONLINE RESOURCE**

States and school districts have been striving for the past decade to ensure that low-income and minority students receive high-quality instruction from high-quality teachers to the same extent that their more affluent and nonminority peers do, but the United States has a long way to go to achieve equitable teacher distribution. This guide provides background information about defining equitable teacher distribution, why it is important to address the issue, and suggestions for how to measure equitable teacher distribution. This tool also provides insight into addressing distribution issues at four levels of decision making: regional comprehensive centers, state education agencies, local education agencies, school districts, and schools. Each section includes practical strategies, examples of policies in action, and helpful resources aimed to achieve equitable teacher distribution today and in the future.

**Ensuring the Equitable Distribution of Teachers: Strategies for School, District, and State Leaders** **2010**
<http://www.tqsource.org/publications/February2010Brief.pdf>

Authors: Ellen Behrstock, Ph.D.; Matthew Clifford, Ph.D.

This brief discusses the need for highly qualified and effective teachers to be distributed equitably in schools and districts across all states. It emphasizes the roles of education leaders at the school, district, and state levels in securing such teachers so that all students have equal opportunities to learn.

**The Distribution of Highly Qualified, Experienced Teachers: Challenges and Opportunities** **2009**
<http://www.tqsource.org/publications/August2009Brief.pdf>

Authors: Jennifer Imazeki, Ph.D.; Laura Goe, Ph.D.

This brief discusses the research base relating to the equitable distribution of teachers and provides strategies for addressing this challenge. It includes a discussion of policy responses to equitable distribution challenges and their relative cost-effectiveness, ways for states to identify districts and schools in need of targeted assistance, data that states and districts should collect and analyze to assess the effectiveness of new programs, and state strategies to improve teacher distribution.

**Systems and Strategies for Addressing the Inequitable Distribution of Teachers** **2009**
<http://www.tqsource.org/webcasts/equitableDistribution/>

This webcast, which was held May 21, 2009, was facilitated by Candace Crawford, senior associate at The Education Trust. It brought together experts and practitioners to discuss existing research and strategies that address the inequitable distribution of teachers. Presenters included Judy Wurtzel, advisor to the secretary, U.S. Department of Education; Cortney Rowland, senior policy associate at the TQ Center; and Charles Clotfelter, Ph.D., professor of public policy studies, economics, and law at Duke University. The presentations included an overview of the research, information about the requirements and potential funding through ARRA that can be used to address the inequitable distribution of teachers, and a discussion of useful resources from the TQ Center. A recording of the webcast and PowerPoint presentations are available online.

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**Using ARRA Funds to Improve Teacher Effectiveness and Equitable Distribution:  
An Interactive Mapping Tool**

2009

<http://www.tqsource.org/arra/main.php>

**ONLINE RESOURCE**

This webcast was held September 30, 2009. During the webcast, Amy Potemski of Learning Point Associates provided an overview of Using ARRA Funds to Improve Teacher Effectiveness and Equitable Distribution. Marilyn Muirhead of the Mid-Atlantic Comprehensive Center discussed how regional comprehensive centers can assist states in using the tool to respond to ARRA applications. Tricia Coulter, Ph.D., of Learning Point Associates and deputy director of the TQ Center provided further examples of how states can use the map to think strategically and systemically about the use of ARRA funds to address teacher quality issues. A recording of the webcast and PowerPoint presentations are available online.

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Topic **EFFECTIVENESS AND EVALUATION**

**Guide to Evaluation Products**

2012

<http://resource.tqsource.org/GEP/>

**ONLINE RESOURCE**

This guide can be used by states and districts to explore various evaluation methods and tools that represent the “puzzle pieces” of an evaluation system. The guide includes detailed descriptions of more than 75 educator evaluation tools that are currently implemented and tested in districts and states throughout the country. Details for each include the following:

- Research and resources
- Information about the educator and student populations assessed
- Costs, contact information, and technical support offered

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**Lessons Learned on Communication and Engagement for Educator Evaluation: Colorado  
Case Study**

2012

[http://www.tqsource.org/publications/TQ\\_Policy-to-PracticeBrief\\_CO\\_Case\\_Study.pdf](http://www.tqsource.org/publications/TQ_Policy-to-PracticeBrief_CO_Case_Study.pdf)

Authors: Ellen Behrstock-Sherratt, Kietha Biggers, Jenni Fetters

Key to generating teacher effectiveness policies that are sustainable and achieve their intended outcomes are stakeholder engagement and buy-in. This Policy-to-Practice Brief provides lessons learned from Colorado’s strategies to lay the foundation for strong stakeholder involvement for its educator evaluation reforms. The brief may be used as a companion piece to *A Practical Guide to Designing Comprehensive Evaluation Systems*.

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**State Teacher Evaluation Policy Database****2012**<http://resource.tqsource.org/stateevaldb/>**ONLINE RESOURCE**

This database promotes information sharing and collaboration as states and districts engage in principal evaluation. The State Teacher Evaluation Policy Database collects information on state-level teacher evaluation policies across multiple states. The database is organized under eight key components of a comprehensive evaluation system: evaluation system goals, stakeholder investment and communication plan, selecting measures, system structure, evaluators, data integrity, using results, and system evaluation. This database allows users to compare information on teacher evaluation policies across all eight components for up to three states at a time or to compare multiple states on a single topic of their choosing.

**Summary of “Expert Forum on the Evaluation of Teachers of English Language Learners”****2012**[http://tqsource.org/publications/ForumSummary\\_July2012.pdf](http://tqsource.org/publications/ForumSummary_July2012.pdf)

In response to federal initiatives, states have made dramatic changes in their policies related to teacher evaluation during the past three years. In response to this need in the field, the TQ Center convened a forum of distinguished experts in December 2011 to discuss current efforts to develop evaluation systems designed to assess how well teachers of English language learners are educating these students. Forum participants worked to identify challenges to the development of these evaluation systems and to provide recommendations to states and districts for creating the systems.

**Summary of “Using Student Growth to Evaluate Educators of Students With Disabilities: Issues, Challenges, and Next Steps”****2012**[http://www.tqsource.org/pdfs/TQ\\_Forum\\_SummaryUsing\\_Student\\_Growth.pdf](http://www.tqsource.org/pdfs/TQ_Forum_SummaryUsing_Student_Growth.pdf)

Prepared By: Lynn Holdheide, Diane Browder, Sandra Warren, Heather Buzick, Nathan Jones

In an effort to inform state and district practices, the TQ Center, the Council of Chief State School Officers Assessing Special Education Students State Collaborative on Assessment and Student Standards, and ETS collaboratively convened a two-day forum (September 26–27, 2011) for select stakeholders to discuss the challenges and help inform policy, practice, and research regarding the use of the growth of students with disabilities for measuring teacher effectiveness. This brief documents the results of this forum, including a description of the benefits, the challenges, state and district considerations, implementation implications, and needed research in the current methods used to measure student growth for the purposes of teacher evaluation.

**Teacher Evaluation Models in Practice****2012**<http://resource.tqsource.org/evalmodel/>**ONLINE RESOURCE**

This TQ Center online resource responds to the need for detailed information about the design, implementation, and delivery of teacher evaluation models in practice in districts and states.

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**A Practical Guide to Designing Comprehensive Teacher Evaluation Systems****2011**<http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>

Authors: Laura Goe, Ph.D.; Lynn Holdheide; Tricia Miller, Ph.D.

This tool is designed to assist states and districts in constructing high-quality teacher evaluation systems in an effort to improve teaching and learning. It is intended to facilitate discussion and promote coherence in the development process. The guide begins with an overview of the factors influencing teacher evaluation reform today and continues with a discussion of approaches to balancing state accountability and district autonomy. The remainder of the guide is structured around the essential components of the design process as supported through research and practice. Each subsection includes an overview of the component, resources and practical examples, and a series of guiding questions designed to help states organize their work and move strategically toward an evaluation system that functions to improve student learning and teacher performance.

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**Alternative Measures of Teacher Performance****2011**[http://www.tqsource.org/pdfs/TQ\\_Policy-to-PracticeBriefAlternativeMeasures.pdf](http://www.tqsource.org/pdfs/TQ_Policy-to-PracticeBriefAlternativeMeasures.pdf)

Authors: Amy Potemski; Mahua Baral; Cassandra Meyer; With Lisa S. Johnson, Ed.D.; and Sabrina W. M. Laine, Ph.D.

This Policy-to-Practice Brief introduces five current examples of measures of teacher performance. The goal is to assist regional comprehensive centers and state education agencies in building local capacity to incorporate the use of alternative measures of teacher performance into the overhaul of state evaluation systems—especially in states with looming legislative deadlines.

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**Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects****2011**<http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf>

Authors: Laura Goe, Ph.D.; Lynn Holdheide

This brief was developed to help states consider options for assessing student learning growth for the majority of teachers who teach content not assessed through standardized tests. It provides information about options for states to explore as well as factors to consider when identifying and implementing measures. The brief also focuses specifically on federal priorities to help ensure that evaluation systems meet the high expectations set for teacher evaluation. Finally, the brief emphasizes the importance of fairly measuring all teachers, including them in the evaluation process, and ensuring validity in measurement.

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**Challenges in Evaluating Special Education Teachers and English Language Learner Specialists****2010**<http://www.tqsource.org/publications/July2010Brief.pdf>

Authors: Lynn R. Holdheide; Laura Goe, Ph.D.; Andrew Croft; Daniel J. Reschly, Ph.D.

This brief provides the results of an inquiry conducted by the TQ Center with support from the Council for Exceptional Children and several national experts in the context of current research and practice in teacher evaluation. It offers policy and practice recommendations for regions, states, and districts to help in their efforts to create valid, reliable, and comprehensive evaluation systems for all teachers as they work to improve the achievement of all students.

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**Determining Processes That Build Sustainable Teacher Accountability Systems****2009**<http://www.tqsource.org/publications/October2009Brief.pdf>

Author: Lucy Steiner

Ongoing teacher accountability issues have impelled several responses in the form of changes to current teacher evaluation practices. This brief reports preliminary findings and recommendations from a study of such change processes conducted by Public Impact for the TQ Center in three school districts and three state departments of education.

**Methods of Evaluating Teacher Effectiveness****2009**[http://www.tqsource.org/publications/RestoPractice\\_EvaluatingTeacherEffectiveness.pdf](http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf)

Authors: Laura Goe, Ph.D.; Andrew Croft

This brief is intended to help regional comprehensive centers and state policymakers as they consider evaluation methods to clarify policy, develop new strategies, identify effective teachers, or guide and support districts in selecting and using appropriate evaluation methods for various purposes. Included in this brief is a five-point definition of teacher effectiveness the authors developed by analyzing research, policy, and standards that address teacher effectiveness and by consulting experts in the field.

**Approaches to Evaluating Teacher Effectiveness: A Research Synthesis****2008**<http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>

Authors: Laura Goe, Ph.D.; Courtney Bell, Ph.D.; Olivia Little

This 2008 research synthesis by Laura Goe, Ph.D.; Courtney Bell, Ph.D.; and Olivia Little of ETS examines how teacher effectiveness is measured and provides practical guidance for evaluating teacher effectiveness. It evaluates the research on teacher effectiveness and different instruments used to measure teacher effectiveness. In addition, it defines components and indicators that characterize effective teachers, extending this definition beyond teachers' contributions to student achievement gains to include how teachers affect classrooms, schools, and colleagues as well as how teachers contribute to other important outcomes for students.

**Improving Instruction Through Effective Teacher Evaluation: Options for States and Districts****2008**<http://www.tqsource.org/publications/February2008Brief.pdf>

Authors: Carrie Mathers; Michelle Oliva; With Sabrina W. M. Laine, Ph.D.

This brief discusses the measures used in teacher evaluation and focuses on their strengths, limitations, and current use. It underscores aspects of evaluation policies currently aligned with best practices and illuminates areas in which policymakers can improve evaluation rules, regulations, and implementation, thereby improving teacher instruction and student performance.

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**Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation**

2007

<http://www.tqsource.org/publications/NCCTQCommFramework.pdf>

Author: Jane Coggshall, Ph.D.

This communication framework was developed to promote effective dialogue about the measurement of teacher quality and effectiveness. It facilitates communication about policies regarding teacher effectiveness by helping to build a shared understanding of the terminology used in the discussion. The framework consists of four components: communication planning, goals clarification, teacher quality terms, and measurement tools and resources. The framework also includes definitions of key measurement terms, three communication tools, resources that provide information about standards for teaching quality, and additional resources.

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**The Link Between Teacher Quality and Student Outcomes: A Research Synthesis**

2007

<http://www.tqsource.org/publications/LinkBetweenTQandStudentOutcomes.pdf>

Author: Laura Goe, Ph.D.

This 2007 research synthesis, by Laura Goe, Ph.D., of ETS, describes the link between teacher quality and student achievement using a framework for defining teacher quality in terms of qualifications, characteristics, practices, and effectiveness. Summaries of recent studies connecting various aspects of teacher quality to student outcomes on standardized achievement tests are included, along with three summary tables that provide highlights and comparisons of research.

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**Topic PREPARATION**

**Evaluating the Effectiveness of Teacher Preparation Programs for Support and Accountability**

2012

[http://www.tqsource.org/publications/TQ\\_RP\\_BriefEvaluatingEffectiveness.pdf](http://www.tqsource.org/publications/TQ_RP_BriefEvaluatingEffectiveness.pdf)

Authors: Jane G. Coggshall, Ph.D.; Lauren Bivona; Daniel J. Reschly, Ph.D.

This Research & Policy Brief explores the different options that states and teacher preparation programs have for evaluating teacher preparation programs. The authors describe the research and policy that point to the strengths and weaknesses as well as opportunities and challenges these options entail. The authors also describe how the states on the forefront of change—Louisiana, Texas, Tennessee, North Carolina, Ohio, and Florida—are approaching the evaluation of their teacher preparation programs.

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**Preparation of Effective Teachers in Mathematics**

2011

[http://www.tqsource.org/pdfs/TQ\\_IssuePaper\\_Math.pdf](http://www.tqsource.org/pdfs/TQ_IssuePaper_Math.pdf)

Authors: Kristin L. McGraner, Ed.D.; Amanda VanDerHeyden, Ph.D.; Lynn Holdheide

This Issue Paper applies the recommendations from the National Mathematics Advisory Panel to teacher preparation and professional development practices in mathematics. It highlights the panel's recommendations and provides further research to support the inclusion of the recommendations into a framework for thinking about mathematics instruction in the schools. Also included is an innovation configuration that provides a set of recommendations for providers of preservice and inservice teacher development to evaluate and align opportunities according to the panel's recommendations to strengthen the quality of mathematics teaching and learning.

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**Linking Assessment and Instruction: Teacher Preparation and Professional Development** 2010

[http://www.tqsource.org/pdfs/TQ\\_IssuePaper\\_AssessInstruct.pdf](http://www.tqsource.org/pdfs/TQ_IssuePaper_AssessInstruct.pdf)

Author: John L. Hosp, Ph.D.

This Issue Paper introduces effective practices for teachers in collecting and using data to make instructional decisions and provides a research base on the linking of assessment data and instruction. It uses an innovation configuration framework to identify the skills and competencies that teachers need to make sound decisions and describes essential components for preservice and inservice teacher training. The paper also includes recommendations for the integration of the innovation configuration into teacher preparation and professional development practices.

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**Preparing Teachers Effectively for At-Risk Schools** 2009

<http://www2.tqsource.org/strategies/atrisk/teacherPrepforAtRiskSchools.pdf>

Author: Molly Lasagna

Improving teacher preparation for successful teaching in at-risk schools will help these schools and districts create stability and growth by retaining teachers and will address the equitable distribution of highly qualified teachers, break the cycle of outdated teaching methods and low expectations, and raise student achievement.

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**Preparing Teachers of English Language Learners** 2009

<http://www.tqsource.org/pdfs/PreparingTeachersofELLsprelim%20ed.pdf>

Authors: Kristin L. McGraner, Ed.D.; Laura Saenz, Ph.D.

This Issue Paper addresses the challenges of preparing general education and English language learner teachers for classroom contexts that include a diverse array of languages and cultures. It includes an innovation configuration for evaluating teacher preparation programs and professional development.

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**Teaching as a Clinical Practice Profession: Implications for Teacher Preparation and State Policy** 2009

<http://www.tqsource.org/publications/clinicalPractice.pdf>

Authors: Jamie Alter, Jane G. Coggshall

Written in collaboration with the TQ Center, this New York Comprehensive Center Issue Brief describes five elements of a clinical practice profession and examines the work of teachers in relation to those elements. It provides examples of efforts to ground teacher preparation in practice, such as urban teacher residency programs, and contains state policy recommendations to support the clinical education of teachers.

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**Effective Classroom Management: Teacher Preparation and Professional Development** 2007

<http://www.tqsource.org/topics/effectiveClassroomManagement.pdf>

Authors: Regina M. Oliver; Daniel J. Reschly, Ph.D.

In this Issue Paper, Regina Oliver and Daniel Reschly, Ph.D., of Vanderbilt University, discuss the importance of teacher preparation and ongoing professional development relative to classroom management. The paper provides a tool that outlines effective classroom management strategies, highlighting the specific content and level of training that should be addressed in preservice teacher preparation.

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Subtopic INNOVATION CONFIGURATIONS

**Innovation Configurations: Guidelines for Use in Institutions of Higher Education and Professional Development Evaluation** 2011

[http://www.tqsource.org/publications/IC\\_Guidelines.pdf](http://www.tqsource.org/publications/IC_Guidelines.pdf)

This document describes the content and purpose of innovation configurations, outlines their intended use as syllabus evaluation tools, and provides scoring guidelines and examples for clarification.

**Classroom Organization and Behavior Management Innovation Configuration** 2011

[http://www.tqsource.org/publications/IC\\_ClassroomOrg.pdf](http://www.tqsource.org/publications/IC_ClassroomOrg.pdf)

Authors: Regina M. Oliver; Daniel J. Reschly, Ph.D.

This innovation configuration outlines effective classroom management strategies, highlighting the specific content and level of training that should be addressed in preservice teacher preparation and professional development efforts.

**Evidence-Based Mathematics Instruction Innovation Configuration** 2011

[http://www.tqsource.org/publications/IC\\_Mathematics.pdf](http://www.tqsource.org/publications/IC_Mathematics.pdf)

Authors: Kristin L. McGraner, Ed.D.; Amanda VanDerHeyden, Ph.D.; Lynn Holdheide

This innovation configuration is offered as a means of evaluating and aligning teacher preparation and professional development activities to promote stronger learning in mathematics in accordance with recent recommendations of the National Mathematics Advisory Panel.

**Inclusive Services Innovation Configuration** 2011

[http://www.tqsource.org/publications/IC\\_InclusiveServices.pdf](http://www.tqsource.org/publications/IC_InclusiveServices.pdf)

Authors: Lynn R. Holdheide; Daniel J. Reschly, Ph.D.

This innovation configuration identifies the components of inclusive services that should be incorporated in teacher preparation at the preservice and inservice levels. The components can be used to evaluate general and special education teacher preparation and professional development programs.

**Learning Strategy Instruction Innovation Configuration** 2011

[http://www.tqsource.org/publications/IC\\_LearningStrategy.pdf](http://www.tqsource.org/publications/IC_LearningStrategy.pdf)

Author: Jean B. Schumaker, Ph.D.

This innovation configuration identifies the kinds of knowledge and skills teachers need to be competent learning strategy instructors.

**Linking Assessment and Instruction Innovation Configuration** 2011

[http://www.tqsource.org/publications/IC\\_LinkingAssessment.pdf](http://www.tqsource.org/publications/IC_LinkingAssessment.pdf)

Author: John L. Hosp, Ph.D.

This innovation configuration identifies the skills and competencies teachers need to make sound decisions about using assessment information to improve instruction and establishes a framework and justification for effective ways that teachers can collect and use assessment data to make instructional decisions.

**Response to Intervention Innovation Configuration****2011**[http://www.tqsource.org/publications/IC\\_RTI.pdf](http://www.tqsource.org/publications/IC_RTI.pdf)

Authors: Daniel J. Reschly, Ph.D.; Stephanie Wood-Garnett, Ph.D.

This innovation configuration emphasizes and illustrates the response to intervention (RTI) concepts and principles at the secondary level that are key teacher competencies. In addition, domains of preparation that hold promise for successful application of RTI are described.

**Topic PROFESSIONAL DEVELOPMENT****Generating Teaching Effectiveness: The Role of Job-Embedded Professional Learning in Teacher Evaluation****2012**<http://tqsource.org/publications/GeneratingTeachingEffectiveness.pdf>

Authors: Jane G. Coggshall, Ph.D.; Claudette Rasmussen; Amy Colton, Ph.D.; Jessica Milton; Catherine Jacques

This Research & Policy Brief supports the thinking and efforts of state and district leaders who are designing and implementing evaluation systems that not only measure teaching effectiveness but generate it. The brief describes the federal policy changes that animate this work, highlights the research on how teachers learn best, provides guidance on how to assess teachers' engagement in learning and collaboration, and outlines the essential conditions for evaluation systems that generate teaching effectiveness.

**Linking Teacher Evaluation to Professional Development: Focusing on Improving Teaching and Learning****2012**<http://tqsource.org/publications/LinkingTeacherEval.pdf>

Authors: Laura Goe, Ph.D.; Kietha Biggers; Andrew Croft

The recent increased attention to teacher evaluation has raised questions about the relationship between evaluation and student outcomes. This Research & Policy Brief provides an informal framework for using evaluation results to target professional growth opportunities for teachers within an aligned system of evaluation, leading to higher levels of teacher practice and student learning. It discusses the six components that are essential to include in a teacher evaluation system that can be effectively used for professional development. State policy leaders charged with the design and/or approval of teacher evaluation systems and districts that will be implementing teacher evaluation systems should find the discussion useful.

**Toward the Effective Teaching of New College- and Career-Ready Standards: Making Professional Learning Systemic****2012**<http://tqsource.org/publications/TowardEffectiveTeaching.pdf>

Author: Jane G. Coggshall, Ph.D.

This Research-to-Practice Brief describes options for states as they begin to move away from fragmented professional development and toward supporting more coherent and sustained professional learning opportunities for teachers. The brief includes discussions about how state-level professional development policy, teacher certification policy, teacher evaluation policy, and teacher compensation policy can come together to build systems to support true professional learning with respect to implementing new college- and career-ready standards. In addition, the brief highlights examples in which states are beginning to take important steps toward ensuring that all teachers are ready and able to prepare their students for college and careers in the 21st century.

**High-Quality Professional Development for All Teachers: Effectively Allocating Resources****2011**<http://www.tqsource.org/publications/HighQualityProfessionalDevelopment.pdf>

Authors: Sarah Archibald, Ph.D.; Jane G. Coggshall, Ph.D.; Andrew Croft; Laura Goe, Ph.D.

This brief is intended to assist state and district leaders in selecting professional learning activities that are worth the allocation of scarce resources. The brief summarizes current research and policy related to high-quality professional development, discusses factors that decision makers need to consider when making resource allocation decisions, and describes evaluation methods for professional learning activities. In addition, the brief includes examples of promising approaches to professional development and self-assessment tools that states and districts can use to determine whether they are on track to ensuring high-quality professional learning activities for all teachers.

**Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well****2010**<http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf>

Authors: Andrew Croft; Jane G. Coggshall, Ph.D.; Megan Dolan, Ed.D.; Elizabeth Powers; With Joellen Killion

Several federal regulations call for the implementation of job-embedded professional development, particularly in low-performing schools. This Issue Brief, written by the TQ Center in collaboration with the Mid-Atlantic Comprehensive Center and the National Staff Development Council, describes the research on job-embedded professional development, provides several descriptive examples, and details the conditions necessary for successful implementation. It also provides recommendations for how states, districts, and schools can support high-quality, job-embedded professional development to advance teaching and learning in all schools.

**Topic RECRUITMENT AND RETENTION****Increasing Teacher Retention to Facilitate the Equitable Distribution of Effective Teachers****2009**[http://www.tqsource.org/publications/KeyIssue\\_TeacherRetention.pdf](http://www.tqsource.org/publications/KeyIssue_TeacherRetention.pdf)

Author: Molly Lasagna

Increasing the retention of effective teachers in the profession will serve all principals, schools, and districts well. In high-need districts, where teacher turnover tends to be highest, improving teacher retention is particularly important. This Key Issue offers strategies to improve the retention of qualified and effective teachers in hard-to-staff schools.

**Recruiting Teachers for Schools Serving English Language Learners****2009**<http://www2.tqsource.org/strategies/recruit/recruitingTeachersforSchoolsServingELLs.pdf>

Authors: Peggje Garcia, Amy Potemski

Districts across the country are currently struggling to find enough teachers who are qualified to teach English language learners (ELLs). As the number of ELLs continues to grow in a more diverse range of districts, education leaders will have to develop creative and comprehensive recruitment strategies to ensure that all ELLs in the district can be served by a highly qualified teacher.

**Teacher Recruitment: Strategies for Widening the Teaching Pool in a Shrinking Economy**

2009

[http://www.tqsource.org/publications/RtoP\\_Brief\\_TeacherRecruitment.pdf](http://www.tqsource.org/publications/RtoP_Brief_TeacherRecruitment.pdf)

Authors: Kathleen T. Hayes, Ellen Behrstock

The negative consequences of the current economic recession are vast, for the education field and for all sectors of society. Yet one benefit has emerged from these recent tough economic times: Teaching is becoming a more attractive career choice. Although states and local policymakers should always work proactively to attract effective teachers to the profession, the impact of the economic recession—combined with a new public agenda focused on social responsibility—can open a window of opportunity to renew these efforts to encourage talented, caring, and committed professionals to consider teaching, particularly in chronic teacher-shortage areas. This brief explores a surge in interest in teaching as a career choice during the economic recession and presents ideas and strategies for recruiting highly qualified educators, particularly in chronic teacher-shortage areas.

**Teaching English Language Learners: A Complex System**

2009

[http://www.tqsource.org/pdfs/TQ\\_Policy-to-PracticeBriefELL.pdf](http://www.tqsource.org/pdfs/TQ_Policy-to-PracticeBriefELL.pdf)

Author: Amy Potemski

This brief provides an overview of the different components necessary for supporting English language instruction. It focuses on the impact of these components on the preparation and recruitment of teachers of English language learners.

**Identifying Professional Contexts to Support Highly Effective Teachers**

2008

<http://www2.tqsource.org/strategies/het/ProfessionalContexts.pdf>

Author: Eric Hirsch

Policymakers, practitioners, and researchers have long understood that teacher quality is the most important variable for the success of all students. Programs and policies, however, have focused almost exclusively on improving teaching quality through investments in human capital. Ultimately, investments in social capital help improve student learning by encouraging teachers to work together more effectively. By helping schools use data to assess, understand, and improve their teaching and learning conditions, states and districts can foster improved perceptions, motivations, and performance in schools and create positive environments in which all educators are supported, want to work, and can thrive.

**Recruiting Quality Teachers in Mathematics, Science, and Special Education for Urban and Rural Schools**

2007

<http://www.tqsource.org/publications/NCCTQRecruitQuality.pdf>

This publication focuses on six strategies for recruiting highly qualified teachers in mathematics, science, and special education.

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 Topic **SPECIAL EDUCATION**
**Teacher Preparation and Professional Development in Effective Learning Strategy Instruction**

2009

<http://www.tqsource.org/publications/EffLearnStrtInstructionIssuePaper.pdf>

Author: Jean B. Schumaker, Ph.D.

In this issue paper, Jean Schumaker, Ph.D., describes learning strategies and provides a brief review of some of the literature that demonstrates that learning strategy instruction can successfully transform ineffective learners into effective learners. Dr. Schumaker also explains the kinds of knowledge and skills teachers must acquire to be competent learning strategy instructors and makes recommendations related to teacher training programs that specifically address learning strategy instruction.

**Teacher Preparation for Response to Intervention in Middle and High Schools**

2009

<http://www.tqsource.org/publications/September2009Brief.pdf>

Authors: Daniel J. Reschly, Ph.D.; Stephanie Wood-Garnett, Ph.D.

This brief provides an overview of the response to intervention (RTI) decision-making process and describes its applications in middle and high schools. It also emphasizes preparing preservice and inservice teachers to use RTI to improve classroom and school results.

**Teacher Preparation to Deliver Inclusive Services to Students With Disabilities**

2008

<http://www.tqsource.org/publications/TeacherPreparationtoDeliverInclusiveServices.pdf>

Authors: Lynn R. Holdheide; Daniel J. Reschly, Ph.D.

In this issue paper, Lynn Holdheide and Daniel Reschly, Ph.D., of Vanderbilt University present a brief review of the legal and policy foundations and best professional practices for inclusive services. The paper presents the key components of inclusive services that should be incorporated in teacher preparation at the preservice and inservice levels and offers an inclusive services innovation configuration, which can be used to evaluate general and special education teacher preparation and professional development programs.

**The Teacher Preparation → Teacher Practices → Student Outcomes Relationship in Special Education: Missing Links and Next Steps: A Research Synthesis**

2008

[http://www.tqsource.org/publications/1706\\_NCCTQResearchSynthesis.pdf](http://www.tqsource.org/publications/1706_NCCTQResearchSynthesis.pdf)

Author: Laura Goe, Ph.D.

This brief, by Laura Goe, Ph.D., of ETS, examines the relationship among preservice teacher preparation, teacher inservice practice, and outcomes for students with special needs. Specific recommendations for program improvement and further research are provided.

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**Improving Student Outcomes in General and Special Education With Effective Classroom Management Practices** 2007

<http://www2.tqsource.org/strategies/multitieredSystems/TQClassroomManage.pdf>

Author: Regina M. Oliver

Effective classroom management strategies are necessary to establish contexts that support the academic and behavioral competence of all students, including students with disabilities. All students benefit from effective classroom management; however, effective classroom management is even more critical for students who are at risk for poor educational outcomes or who have been identified with a disability. These strategies and resources are provided to help regional comprehensive center and state education agency staff be aware of the initiatives, programs, or activities taking place in other settings.

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**Teacher Quality for Multitiered Interventions** 2007

<http://www2.tqsource.org/strategies/multitieredSystems/TQMultitiered.pdf>

Author: Daniel J. Reschly, Ph.D.

This document provides an overview of teacher quality and the implementation of a multitiered system. The critical goal of a multitiered intervention system is to improve academic and behavioral competencies for all students. Multitiered systems emphasize prevention, early identification, early intervention, and intense treatment of academic and behavior problems. Highly qualified and effective teachers and support personnel (e.g., counselors, speech therapists) are crucial to the successful implementation of multitiered systems.

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Topic **LEADERSHIP**

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**A Practical Guide to Designing Comprehensive Principal Evaluation Systems** 2012

<http://tqsource.org/publications/DesigningPrincipalEvalSys.pdf>

Authors: Matthew Clifford, Ph.D.; Ulcca Joshni Hansen, Ph.D., J.D.; Sara Wraight, J.D.

This guide is designed to assist states and districts in constructing high-quality teacher evaluation systems in an effort to improve leadership, learning, and school performance. The guide begins with an overview of the factors influencing principal evaluation reform today and continues with a discussion of approaches to balancing state accountability and district autonomy. The remainder of the guide is structured around the essential components of the design process as supported through research and practice. Each subsection includes an overview of the component, resources and practical examples, and a series of guiding questions designed to help states organize their work and move strategically toward an evaluation system that functions to improve student learning, as well as school leadership and performance. This guide complements *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems*.

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**State Policies on Principal Evaluation: Trends in a Changing Landscape** 2012

<http://tqsource.org/publications/StatePoliciesOnPrincipalEval.pdf>

Authors: Catherine Jacques; Matthew Clifford, Ph.D.; Katie Hornung

The recent wave of education reform initiatives has resulted in new principal evaluation legislation in the past few years. This Policy-to-Practice Brief describes the trends in recently passed principal evaluation legislation, with a focus on implementation timelines and pilot programs. In addition, it discusses possible implementation challenges and areas of importance that derive from the components of *A Practical Guide to Designing Comprehensive Principal Evaluation Systems* and data collected in the *State Principal Evaluation Policy Database*.

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**State Principal Evaluation Policy Database****2012**<http://resource.tqsource.org/stateevaldb/>**ONLINE RESOURCE**

This database promotes information sharing and collaboration as states and districts engage in principal evaluation. The State Principal Evaluation Policy Database collects information on state-level principal evaluation policies across multiple states. The database is organized under eight key components of a comprehensive evaluation system: evaluation system goals, stakeholder investment and communication plan, selecting measures, system structure, evaluators, data integrity, using results, and system evaluation. This database allows users to compare information on principal evaluation policies across all eight components for up to three states at a time or to compare multiple states on a single topic of their choosing.

**Teacher Leadership as a Key to Education Innovation: Action Steps and Promising Strategies for State, District, and University Officials****2010**[http://www.tqsource.org/pdfs/TQ\\_Policy-to-PracticeBriefTeacherLeadership.pdf](http://www.tqsource.org/pdfs/TQ_Policy-to-PracticeBriefTeacherLeadership.pdf)

This brief is intended to help regional centers and state policymakers as they consider expanded career paths for teachers as a vehicle for promoting teacher leadership and educator quality.

**Leading Gen Y Teachers: Emerging Strategies for School Leaders****2009**<http://www.tqsource.org/publications/February2009Brief.pdf>

Authors: Ellen Behrstock, Matthew Clifford

This brief provides research-based strategies for supporting and retaining Generation Y teachers. It examines the policies and practices that the private sector has adopted to attract top Gen Y talent to their workplaces and applies these to 10 strategies for school leaders to support effective teachers. Each strategy is adapted to meet Gen Y teachers' specific workplace needs.

**Identifying How Highly Effective Leaders Support Teachers****2008**<http://www2.tqsource.org/strategies/het/HighlyEffectiveLeaders.pdf>

The effectiveness of teachers is shaped, at least in part, by the effectiveness of the school principal. Given the important role teachers have in improving student achievement, securing an adequate teacher supply in terms of numbers, quality, motivation, and morale is among the most important responsibilities of effective school leaders. Leaders establish a vision for school improvement, influence others to work toward achieving this vision, affect student learning, affect teacher retention, and are in a position to encourage and empower teachers.

**Paving the Path to the Urban School Principalship****2008**<http://www.tqsource.org/publications/June2008Brief.pdf>

Authors: Jane Coggshall, Ph.D.; Judy K. Stewart, Ph.D.; Monica Bhatt

This brief focuses on what it takes to attract talented and experienced individuals to the principalship. It describes what inspires some people to start on this path, what gives them pause, and what deters others entirely. Using the research literature and results from four focus groups of aspiring principals in three major cities, this brief describes the steps along the pathway to the principalship as well as the characteristics of the individuals taking the journey. Based on these sources, the brief provides suggestions for influencing changes in policy and practice to increase the supply of high-quality school leaders.



**Topic MULTIPLE TOPICS****America's Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms****2009**<http://www.tqsource.org/publications/2009TQBiennial/2009BiennialReport.pdf>

Editor: Laura Goe, Ph.D.

The TQ Center's second biennial report is designed to help regional comprehensive centers and state education agencies as they move away from piecemeal reform strategies and think systemically about policies and practices that support an effective educator workforce. The 2009 report illustrates advances in building state capacity to lead change in reforming the teaching profession; examines multiple interconnected components among the educator career continuum; reviews challenges in and highlights steps toward ensuring equitable distribution of teachers; and discusses how to define, evaluate, and compensate educators based on effective practice.

**America's Challenge: Effective Teachers for At-Risk Schools and Students****2007**<http://www.tqsource.org/publications/NCCTQBiennialReport.pdf>

Editor: Carol A. Dwyer, Ph.D.

In this 2007 inaugural biennial report, the TQ Center provides a tremendous amount of information regarding the availability, recruitment, and retention of teachers for at-risk schools and students. The report includes findings from a nationally representative public opinion survey of first-year teachers conducted in spring 2007.





## ABOUT THE NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS; Learning Point Associates, an affiliate of American Institutes for Research; and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.



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