



ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS

I. WHERE DOES TEACHER EVALUATION FIT IN THE BIG PICTURE: WHERE HAS IT BEEN AND WHERE IS IT GOING IN RELATION TO STANDARDS/ CURRICULUM/ ASSESSMENTS REFORM?

TEACHER QUALITY: AN AMERICAN EDUCATIONAL DILEMMA

David K. Cohen, in *Teacher Assessment and the Quest for Teacher Quality: A Handbook* (2010), Mary Kennedy, ed.

This chapter lays out some of the historical and political factors that have made the American education system—including teacher evaluation—so disjointed. For example, with its emphasis on local control and history of weak government oversight, the U.S. never developed a common curriculum. But, “absent a common curriculum, teachers could not learn how to teach it, let alone how to teach it well...”

RECOGNIZING AND ENHANCING TEACHER EFFECTIVENESS: A POLICYMAKER’S GUIDE

Linda Darling-Hammond, in *Strengthening Teacher Quality in High-Need Schools: Policy and Practice* (2007), CCSSO

This chapter reviews the research on the myriad ways that have been proposed to evaluate teachers. The various goals of evaluation are also explored—from licensing to hiring, granting tenure, providing professional development, holding particularly ineffective teachers accountable, and identifying and recognizing particularly expert teachers. Also addressed is the difference between effective teachers and effective teaching.

ASSESSMENT FOR LEARNING AROUND THE WORLD:

WHAT WOULD IT MEAN TO BE INTERNATIONALLY COMPETITIVE?

Linda Darling-Hammond and Laura McCloskey, *Phi Delta Kappan*, December 2008

The author explores the assessment systems of several high-achieving education systems—Finland and Sweden and a group of English-speaking jurisdictions—to see what the U.S. can learn from the ways that school-based assessments in those nations are linked to curriculum and integrated into the instructional process to shape and improve learning for students and teachers alike.

RETAINING TEACHER TALENT:

CONVERGENCE AND CONTRADICTIONS IN TEACHERS' PERCEPTIONS OF POLICY REFORM IDEAS

Jane G. Cogshall, Amber Ott, and Molly Lasagna, January 2010

Policymakers and education reformers have spent a lot of time and energy debating and developing ways to identify effective teachers and to recruit, retain, compensate, and support them. But what do teachers think of these ideas? This survey by Public Agenda and Learning Point Associates “suggests that what teachers think are good indicators of effectiveness—and what they think will make them more effective—are not always aligned with what policymakers or researchers think.”

