



## **VI. GENERAL DISCUSSION AND WRAP-UP**

### **IMPROVING INSTRUCTION THROUGH EFFECTIVE TEACHER EVALUATION: OPTIONS FOR STATES AND DISTRICTS**

Carrie Mathers, Michelle Oliva, and Sabrina Laine, TQ Research and Policy Brief, February 2008

The purpose of this Research and Policy Brief is to provide state and local policymakers with a comprehensive understanding of the measures used in teacher evaluation—their strengths, limitations, and current use. It looks at aspects of evaluation policies currently aligned with best practices and explores how policymakers can improve rules, regulations, and implementation—thereby improving teacher instruction and student performance.

### **THE “DATA WISE” IMPROVEMENT PROCESS: EIGHT STEPS FOR USING TEST DATA TO IMPROVE TEACHING AND LEARNING**

Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane,  
Harvard Education Letter, January/February 2006

The barriers to constructive, regular use of student assessment data to improve instruction can seem insurmountable. There is just so much data. Where do you start? How do you build your faculty’s skill in interpreting data sensibly? How do you build a culture that focuses on improvement, not blame? How do you maintain momentum in the face of all the other demands on your schools and districts? This brief describes one useful framework for tackling these issues.

### **FIXING TENURE: A PROPOSAL FOR ASSURING TEACHER EFFECTIVENESS AND DUE PROCESS— EXECUTIVE SUMMARY**

Joan Baratz Snowden, Center for American Progress, June 2009

“Fixing tenure first and foremost involves defining what effective practice is. We cannot ‘fix’ the tenure process without clear, shared standards of excellent practice and tools and procedures to measure that practice. Our current teacher evaluation practices are weak and designed at best to weed out the most egregious teachers, rather than to cultivate rigorous performance of all teachers.”

