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## Right Conversations, Right Tools, Right on Time: National Comprehensive Center for Teacher Quality Hosts Forum on Measuring Teacher Effectiveness

*Presenters include Jo Anderson, U.S. Department of Education; Dennis Van Roekel, National Education Association; and Daniel Domenech, American Association of School Administrators.*

WASHINGTON, D.C. (May 13, 2010) — Accurately measuring a teacher’s effectiveness is a complex and difficult task—and a grade-A critical issue for our nation’s states and districts—especially those competing for Race to the Top funds. On Monday and Tuesday, 140 state and regional policymakers from 38 states rolled up their sleeves for a two-day forum, “Enhancing Teacher Evaluation: A Critical Lever for Improving Teaching and Learning,” hosted by the National Comprehensive Center for Teacher Quality (TQ Center)—a partnership with Learning Point Associates, ETS, and Vanderbilt University. To ensure that the teacher’s perspective was included, most states were joined by a teachers union representative. It was standing room only.

Setting the table for tackling the critical issue of teacher evaluation reform, the TQ Center’s goal was to inspire conversation, guide teams through action plans, and provide resources to policymakers who are stretched beyond their existing capacity to respond to calls for reforming teacher evaluation.

Two new online tools were introduced including a [Guide to Teacher Evaluation Products](#), highlighting more than 75 teacher evaluation tools, and the [Critical Decisions Guide: Building Teacher Effectiveness Systems](#), an interactive roadmap for states and districts to follow as they start down the road to reform. Both of these unique and comprehensive resources can be used by states and districts to explore various evaluation methods and tools that represent the “puzzle pieces” of an evaluation system.

“There is a real hunger for research-based information on every aspect of teacher evaluation, from system redesign to what types of evaluation products are currently available, to aligning feedback on performance with improvement goals for students, teachers, schools, and districts,” said Sabrina Laine, Ph.D., director of the TQ Center.

In her opening presentation, Dr. Laine noted that states are taking educator effectiveness very seriously. Twenty-nine states report either recent changes to legislation or an intent to pass legislation related to teacher evaluation. Her remarks were followed by a presentation from two teachers, policy fellows at Teach Plus, who underscored the importance of improving teacher evaluation as a key lever to increasing student achievement. One of the teachers, Christina Porter, a National Board Certified Teacher of English and literacy coach, emphasized that teachers do want to be evaluated. They want to know that the evaluation tools are high quality and that the guidelines and expectations are clear.

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The workshop was an opportunity to reflect on the new information gained, plans for action, and additional resources that may be needed to improve teacher quality by advancing teacher evaluation systems. For additional resources on evaluating teacher effectiveness, visit the [TQ Center website](#).

#### **About the National Comprehensive Center for Teacher Quality**

The National Comprehensive Center for Teacher Quality (TQ Center) is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. 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 and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to the current provisions of ESEA.

#### **About Learning Point Associates**

Learning Point Associates is a nationally recognized, nonprofit education research and consulting organization with 25 years of experience working with educators and policymakers to transform education systems and student learning.