

Thursday, February 3, 2011

2:30 – 4:30 p.m. EST



Defining and Measuring Educator Effectiveness



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If you do not have speakers or a headset, dial 888-803-6395.





Agenda

Overview and Introduction

Pamela Buffington

Featured Presentation

Laura Goe

What's Next

Pamela Buffington



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What Are the Regional Educational Laboratories?

The network of ten RELs serves regions' educational needs by providing access to high-quality, scientifically valid education research through applied research and development projects, studies and other related technical assistance activities

Visit www.relnei.org

REL NORTH

EDC AMERICAN INSTITUTES FOR RESEARCH WestEd

Full Screen

To: Everyone

2

1

3

3

2

Full Screen



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1. What is your role?

1. What is your role?

- State Policymaker
- District Administrator
- School Administrator
- Teacher

Who's With Us Today?



What Is a Regional Educational Laboratory?



- Network of ten RELs
- Serves regional needs:
 - Applied research
 - Development projects
 - Studies
 - Technical assistance



<http://ies.ed.gov/ncee/edlabs/>

REL-NEI States and Territories



- Connecticut
- Maine
- Massachusetts
- New Hampshire
- New York
- Puerto Rico
- Rhode Island
- US Virgin Islands
- Vermont



Five-million-plus students
Nearly 10,000 schools and 2,000 districts

Defining and Measuring Educator Effectiveness



Working Together

- REL Northeast and Islands
- National Comprehensive Center for Teacher Quality
- New England Comprehensive Center
- Maine Department of Education



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Agenda

Overview and Introduction

Pamela Buffington

Featured Presentation

- **Background & Research** **Laura Goe**
 - **The Value of Value-Added**
 - **The Locked Room**
-

What's Next

Pamela Buffington



Featured Presenter



Dr. Laura Goe
Research Scientist
Educational Testing Service



Principal Investigator
National Comprehensive Center for
Teacher Quality



Laura Goe, Ph.D.



- Former teacher in rural & urban schools
 - Special education (7th & 8th grade, Tunica, MS)
 - Language arts (7th grade, Memphis, TN)
- Graduate of UC Berkeley's Policy, Organizations, Measurement & Evaluation doctoral program
- Principal Investigator for the National Comprehensive Center for Teacher Quality
- Research Scientist in the Learning & Teaching Research Center at ETS

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National Comprehensive Center for Teacher Quality (the TQ Center)



A federally-funded partnership whose mission is to help states carry out the teacher quality mandates of ESEA

➤ Vanderbilt University

- Students with special needs, at-risk students

➤ Learning Point Associates, an affiliate of AIR

- Technical assistance, research, fiscal agent

➤ Educational Testing Service

- Technical assistance, research, dissemination

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The Goal of Teacher Evaluation



*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

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Topics to be addressed...



Today's webinar will focus on

- The many definitions of teacher effectiveness and the only one that matters
- When all you have is a hammer, everything looks like a nail
- The value of value-added
- The locked room mystery: how to evaluate teachers without ever setting foot in a classroom

An upcoming webinar will zero in on

- The state of a few states (and districts)
- Evaluation models: strengths & weaknesses

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Defining Teacher Effectiveness



Wherein we will consider some definitions of teacher effectiveness and the only one that matters

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Definitions in the Research and Policy Worlds



- Much of the research on teacher effectiveness doesn't define effectiveness at all though it is often *presumed* to be teachers' contribution to **student achievement**
- Bryan C. Hassel of Public Impact stated in 2009 that "The core of a state's definition of teacher effectiveness must be **student outcomes**"
- Checker Finn stated in 2010 that "An effective teacher is one whose **pupils learn what they should** while under his/her tutelage"

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Goe, Bell, & Little (2008)

Definition of Teacher Effectiveness



1. Have high expectations for all students and help students learn, as measured by value-added or alternative measures.
2. Contribute to positive academic, attitudinal, and social outcomes for students, such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
3. Use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.

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Goe, Bell, & Little (2008)

Definition of Teacher Effectiveness



4. Contribute to the development of classrooms and schools that value diversity and civic-mindedness.
5. Collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

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Race to the Top Definition of Effective Teacher



Effective teacher: students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance. (pg 7)_

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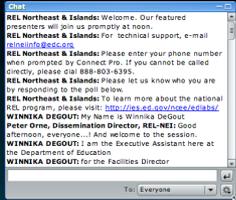
Race to the Top Definition of Highly Effective Teacher



Highly effective teacher students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice).

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What Do You Think?

:: USE THE CHAT TO ELABORATE ::



What Attributes Are Critical to Your Definition of Teacher Effectiveness?

Teacher Evaluation



**TEACHER CLASSROOM EVALUATION CHECKLIST
(LONG FORM)**

Note to Evaluation: This instrument is designed for a 45 minute or longer classroom evaluation visit. If less time is allocated for the evaluation, adapt the instrument by focusing on selected items of your choosing or use the Intermediate or Short Form of this instrument. Familiarize yourself with this instrument prior to the classroom visit.

School _____ Teacher: _____ Date: _____
 Subject: _____ Grade: _____ Evaluator: _____
 Evaluation # 1 2 3 4 5 (Circle One) Length of Evaluation: _____ minutes
 Meeting set with teacher to discuss evaluation: Date _____ Time _____
 Was pre-evaluation conference conducted? YES NO If yes, when? _____

Directions: The following checklist fairly represents the classroom behaviors and activities common to classrooms. Mark an "X" in the column that best represents the behavior observed.

Yes _____ Definitely observed
 No _____ Not observed
 Uncertain _____ Not sure
 Not applicable (N/A) _____ Does not apply to this observation

GENERAL CLASSROOM MANAGEMENT				
THE TEACHER:	YES	NO	UNCERTAIN	N/A
Maintains a warm, comfortable learning environment				
Establishes and communicates realistic expectations and well-defined behavioral expectations				
Maintains eye contact				
Displays self-confidence and self-control				
Maintains attendance				
Uses rewards with students				
Monitors student behavior				
Students display understanding and cooperation				
Communicates clearly				
Calls students by name				
Involves students in learning tasks				



Wherein we will consider the statement “When all you have is a hammer, everything looks like a nail.”

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Research Behind the Push for New Evaluation Measures and Systems



- Value-added research shows that teachers vary greatly in their contributions to student achievement (Rivkin, Hanushek, & Kain, 2005)
- The Widget Effect report (Weisberg et al., 2009) "...examines our pervasive and longstanding failure to recognize and respond to variations in the effectiveness of our teachers." (from Executive Summary)

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Multiple Measures of Teacher Effectiveness



- **Evidence of *growth in student learning and competency***
 - Standardized tests, pre/post tests in untested subjects
 - Student performance (art, music, etc.)
 - Curriculum-based tests given in a standardized manner
 - Classroom-based tests such as DIBELS
- **Evidence of *instructional quality***
 - Classroom observations
 - Lesson plans, assignments, and student work
- **Evidence of *professional responsibility***
 - Administrator/supervisor reports
 - Surveys of students and/or parents
 - An “evidence binder” created & presented by the teacher

Multiple Measures of Student Learning

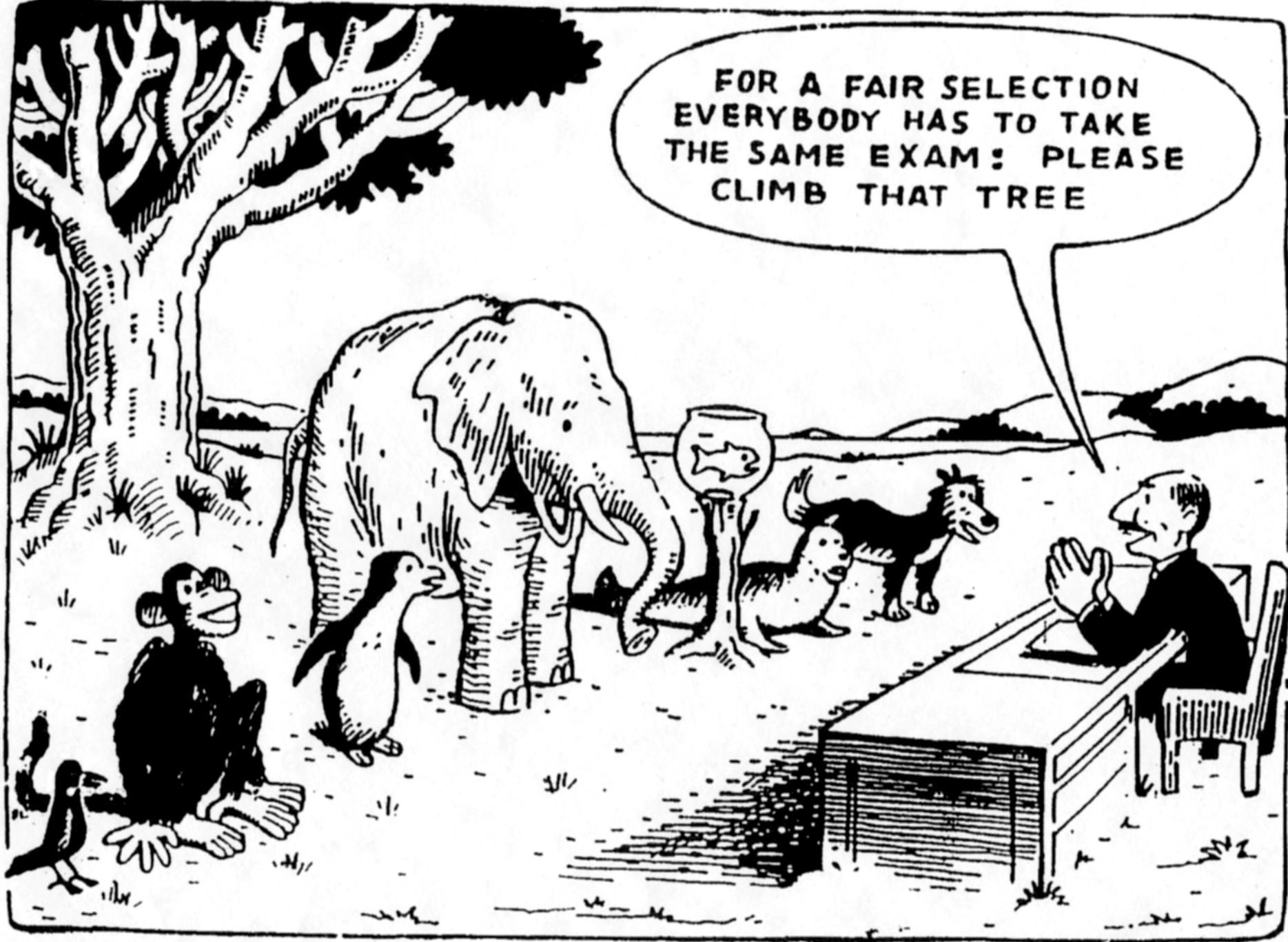


- **Evidence of growth in student learning and competency**
 - Standardized assessments (state/district tests)
- **Evidence collected by teachers and scored by groups of educators**
 - The 4 Ps: portfolios, projects, products, and performances
 - Essays, written responses to complex questions
- **Evidence collected and scored in classrooms**
 - Classroom-based assessments such as DRA, DIBELS, curriculum-based tests, unit tests

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FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Teacher Observations: Strengths and Weaknesses



➤ Strengths

- Great for teacher formative evaluation
- Helps evaluator understand teachers' needs across school or across district

➤ Weaknesses

- Only as good as the instruments and the observers
- Considered "less objective"
- Expensive to conduct (personnel time, training, calibrating)
- Validity of observation results may vary with who is doing them, depending on how well trained and calibrated they are

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Example: University of Virginia's CLASS Observation Tool



	Emotional Support	Classroom Organization	Instructional Support
Pre-K and K-3	<p>Positive Climate</p> <p>Negative Climate</p>	<p>Behavior Management</p> <p>Productivity</p>	<p>Concept Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p>
Upper Elementary/ Secondary	<p>Teacher Sensitivity</p> <p>Regard for Student (Adolescent) Perspectives</p>	<p>Instructional Learning Formats</p>	<p>Content Understanding</p> <p>Analysis and Problem Solving</p> <p>Quality of Feedback</p>

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Example: Charlotte Danielson's Framework for Teaching



Domain 1: Planning and Preparation

includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment.

Domain 3: Instruction is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.

Domain 2: The Classroom Environment

addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.

Domain 4: Professional Responsibilities

addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

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Example: Kim Marshall's Rubric



Planning & Preparation for Learning

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Knowledge	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Strategy	Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.

Research on Observations: Danielson Framework



- Lots of research on Danielson Framework (1996) and whether its scores correlate with student achievement growth
 - Goe (2007) reviews many studies, most finding weak or no correlation
 - Kane et al. (2010) describes research linking observation scores with value-added scores (found some small, significant correlations)
 - Sartain et al. (2010) describes challenges in implementation, differences researcher/principal ratings
 - Consortium on Chicago School Research has ongoing project studying implementation and results of replacing the “checklist” with the Danielson Framework

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Research on Observations: CLASS



- Considerable research, mostly conducted by creators of CLASS
 - Howes et al. (2008): children's relationship with teachers, not teachers' qualifications, mattered
 - Pianta et al. (2007): "Children from nonpoor families and who scored high on achievement at 54 months were most likely to experience classrooms high in positive emotional or instructional climate throughout elementary school. Poor children were highly unlikely (only 10%) to experience classrooms with high instructional climate across multiple grades."

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Federal Priorities (August 2010)



- From “Race to the Top” and reiterated in the August 5, 2010 Federal Register (Vol. 75, No. 150) “Secretary’s Priorities for Discretionary Grant Programs”
 - Teachers should be evaluated using state standardized tests where possible
 - For non-tested subjects, other measures (including pre- and post-tests) can be used but must be **“rigorous and comparable across classrooms”** and must be **“between two points in time”**
 - Multiple measures should be used, such as multiple classroom evaluations

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Teacher Behaviors/Practices that Correlate With Achievement



- High ratings on learning environment observed in a teacher's classroom (Kane et al., 2010)
- Positive student/teacher relationships (Howes et al., 2008)
- Parent engagement by teachers and schools (Redding et al., 2004)
- Teachers' participation in intensive professional development with follow-up (Yoon et al., 2007)

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Questions or Comments





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Pamela Buffington

Featured Presentation

- **Background & Research**

- **The Value of Value-Added**

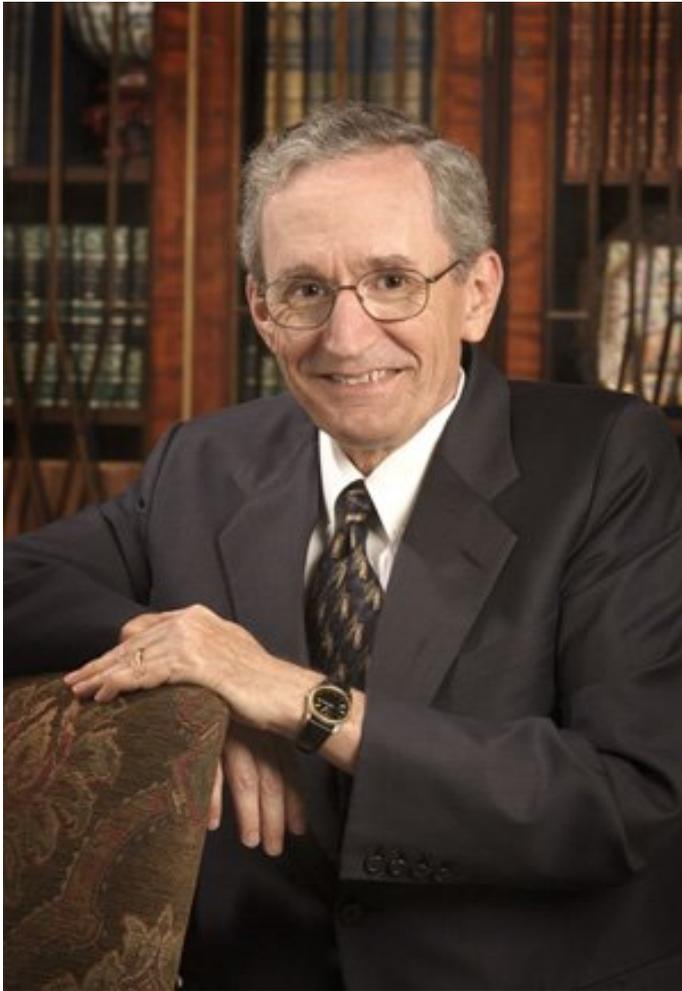
Laura Goe

- **The Locked Room**

What's Next

Pamela Buffington

The Value of Value-Added



Wherein we will consider
the value of value-added

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Most Popular Growth Models

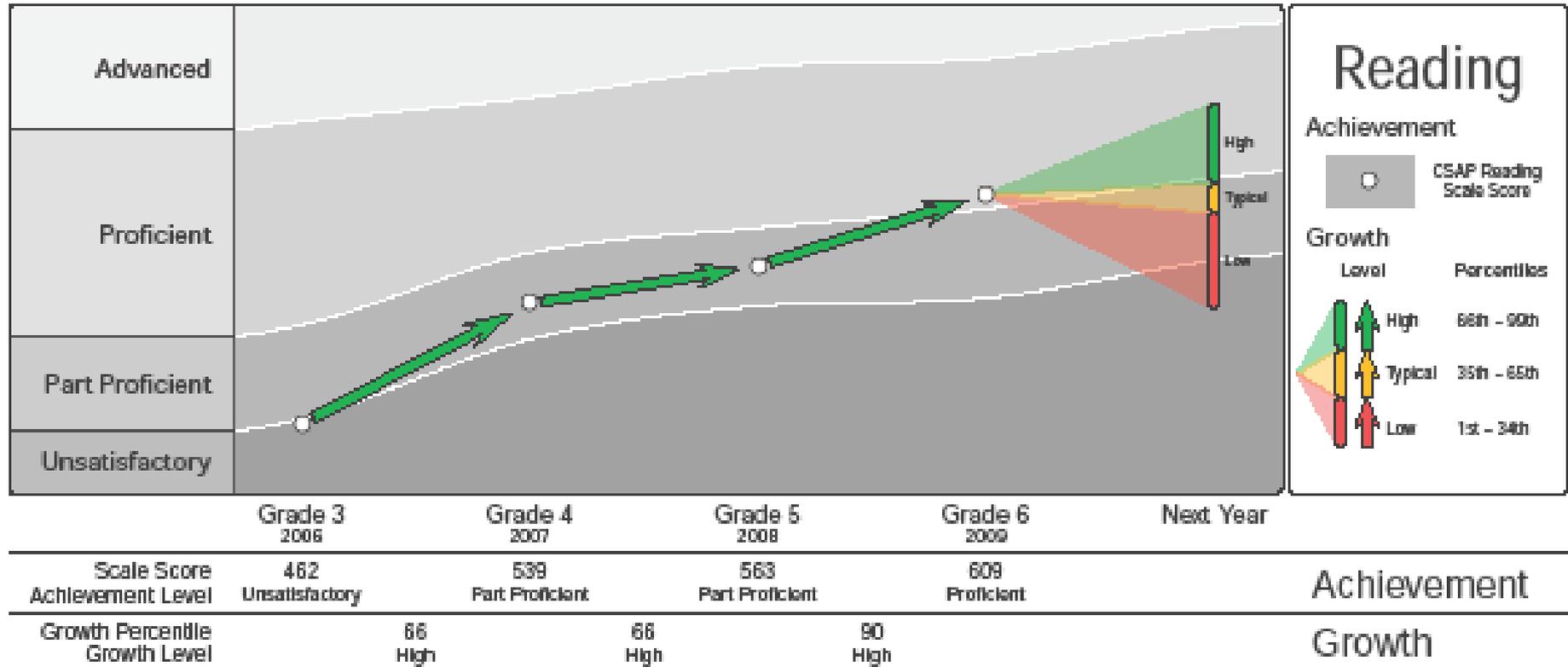


- Value-added models (requires prediction)
 - There are many versions of value-added models (VAMs), but results from the different models are quite similar
 - Most states and districts that use VAMs use the Sanders' model, also called TVAAS
 - Prior test scores (3+ years in the Sanders' model) are used to predict the next test score for a student
- Colorado Growth model (no prediction needed)
 - Focuses on "growth to proficiency"
 - Measures students against "academic peers"

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Sample Student Report: Colorado Growth Model



Slide courtesy of Damian Betebenner at www.nciea.org

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What Value-Added Models Cannot Tell You



- Value-added models are really measuring *classroom* effects, not teacher effects
- Value-added models can't tell you why a particular teacher's students are scoring higher than expected
 - Maybe the teacher is focusing instruction narrowly on test content
 - Or maybe the teacher is offering a rich, engaging curriculum that fosters deep student learning.
- *How* the teacher is achieving results matters!

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Cautions About Using Value-Added for Teacher Evaluation



- Braun et al. (2010) provides some useful definitions and a good review of research; notes that most researchers are not comfortable with using VAMs as the sole measures of teacher effectiveness
- Schochet & Chiang (2010) “Type I and II error rates for comparing a teacher’s performance to the average are likely to be about 25 percent with three years of data and 35 percent with one year of data.”

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Considerations in Using Value-Added for Teacher Evaluation



- Koedel & Betts (2009) suggest using multiple years of data for teacher evaluation to mitigate sorting bias; novice teachers cannot be evaluated under this system
- McCaffrey et al. (2009) "...there are significant gains in the stability [of teachers' value-added scores] obtained by using two-year average performance measures rather than single-year estimates"

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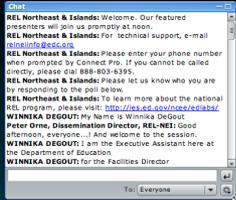
VAMs Don't Measure Most Teachers



- About 69% of teachers (Prince et al., 2006) can't be accurately assessed with VAMs
 - Teachers in subject areas that are not tested with annual standardized tests
 - Teachers in grade levels (lower elementary) where no prior test scores are available
 - Questions about the validity of measuring special education teachers and ELL teachers with VAMs

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What Do You Think?

:: USE THE CHAT TO ELABORATE ::

What are the implications for each audience?

- School and district leadership
- Educators
- Higher education
- State and local policy makers
- Students
- Parents
- Community members



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- **Background & Research**
- **The Value of Value-Added**

• **The Locked Room**

Laura Goe

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Pamela Buffington

The Locked Room



Wherein we will speculate on the locked room mystery: how to evaluate teachers without ever setting foot in a classroom

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Videotaping Instead of “Live” Observations: Pluses and minuses

- **Plus:** *Teachers’ videos can be scored from a distance*
 - Highly-trained and calibrated raters can examine the results
 - Yields greater reliability and comparability across classrooms
 - Cost savings: no need to train local evaluators
 - Easy to aggregate scores to spot trends, identify problems
- **Minus:** *Teachers’ videos can be scored from a distance*
 - Teacher does not have an opportunity to have a conversation with or question his/her evaluator
 - Removes one of the important benefits of observations to teachers—receiving individual, specific feedback on practice

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Efficiency vs. Opportunity



- Even if technology and data eliminates the need to ever go into a classroom, the teachers often benefit greatly from classroom visits
 - Informal drop-in visits
 - 10-min visits with a “two stars and a wish” note left in a teacher’s mailbox
 - Peer evaluators who can drop in regularly and provide feedback on changes they see in teachers’ practice, student engagement, etc.

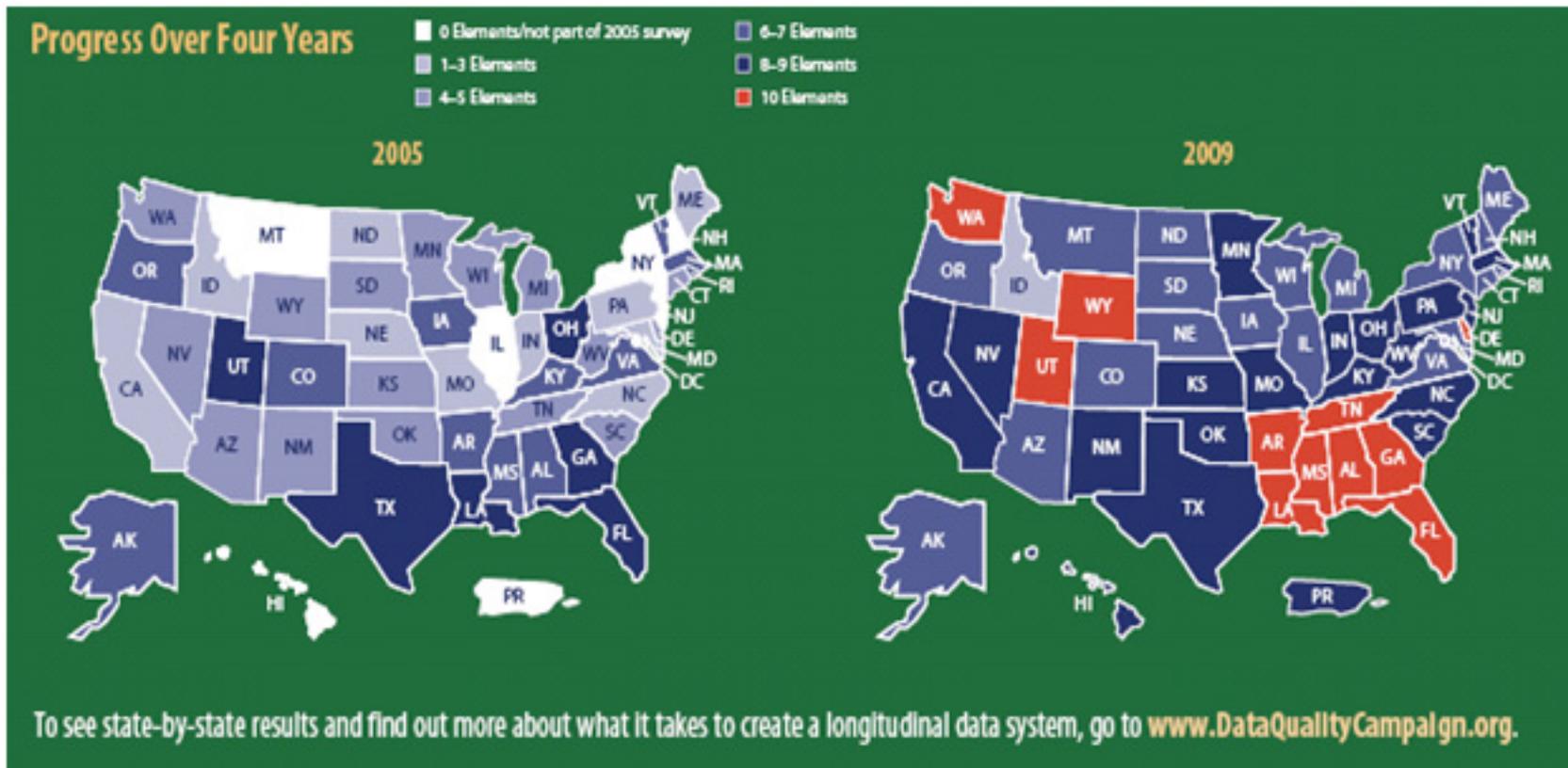
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The State of the States



Tune in to the next webinar wherein we will explore a few examples of district and state evaluations systems



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Evaluation Models



- In the next webinar, we will examine the following evaluation models
 - Austin, TX
 - Delaware
 - Georgia
 - Hillsborough, FL
 - Rhode Island
 - TAP (Teacher Advancement Program)
 - Washington, DC
- Examine these models in advance!

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1. What is your role?

1. What is your role?

- State Policymaker
- District Administrator
- School Administrator
- Teacher

With Which of the Following Models Are You Familiar?

:: CHECK ALL THAT APPLY ::

Observation Instruments



Charlotte Danielson's Framework for Teaching

<http://www.danielsongroup.org/theframeteach.htm>

CLASS

<http://www.teachstone.org/>

Kim Marshall Rubric

[http://www.marshallmemo.com/articles/Kim%20Marshall%20Teacher%20Eval%20Rubrics%20Jan%](http://www.marshallmemo.com/articles/Kim%20Marshall%20Teacher%20Eval%20Rubrics%20Jan%20)

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www.tqsource.org

Evaluation System Models



Austin (Student Learning Objectives)

<http://www.austinisd.org/inside/initiatives/compensation/slos.phtm>

Delaware Model

http://www.doe.k12.de.us/csa/dpasii/student_growth/default.shtml

Georgia's CLASS Keys

System: http://www.gadoe.org/tss_teacher.aspx

Rubric:

<http://www.gadoe.org/DMGetDocument.aspx/CK%20Standards%2010-18-2010.pdf?>

[p=6CC6799F8C1371F6B59CF81E4ECD54E63F615CF1D9441A92E28BFA2A0AB27E3E&Type=D](http://www.gadoe.org/DMGetDocument.aspx/CK%20Standards%2010-18-2010.pdf?p=6CC6799F8C1371F6B59CF81E4ECD54E63F615CF1D9441A92E28BFA2A0AB27E3E&Type=D)

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Evaluation System Models (cont'd)



Hillsborough, Florida

[http://communication.sdhc.k12.fl.us/empoweringteachers/?
page_id=317](http://communication.sdhc.k12.fl.us/empoweringteachers/?page_id=317)

Rhode Island Model

[http://www.ride.ri.gov/educatorquality/EducatorEvaluation/Docs/
Working%20Group%](http://www.ride.ri.gov/educatorquality/EducatorEvaluation/Docs/Working%20Group%20)

Teacher Advancement Program

<http://www.tapsystem.org/>

Washington DC IMPACT Guidebooks

[http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher
+Success/IMPACT+\(Performance+Assessment\)/IMPACT
+Guidebooks](http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks)

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<http://www.cecr.ed.gov/guides/other69Percent.pdf>

Race to the Top Application

<http://www2.ed.gov/programs/racetothetop/resources.html>

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For technical assistance, e-mail relneiinfo@edc.org.

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For technical assistance, e-mail relneiinfo@edc.org.



Questions or Comments





Agenda

Overview and Introduction

Pamela Buffington

Featured Presentation

- **Background & Research**
- **The Value of Value-Added**
- **The Locked Room**

Laura Goe

What's Next

Pamela Buffington



What's Next

Defining and Measuring Educator Effectiveness – Part II

- Thursday, March 3, 2011
- 2:30–4:30 PM EST

Archive

Part 2 of 2: Thursday, March 3, 2011, 2:30–4:30 PM EST

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This event is for Maine educational stakeholders only.

OVERVIEW

This two-part webinar will assist Maine state education leaders, practitioners, and key constituent groups in learning about research on evaluating educator effectiveness using multiple measures. As in many states, educator effectiveness has emerged as a key issue in Maine, particularly regarding recent state work in response to Race to the Top and School Improvement Grants. Education Commissioner Angela Faherty has expressed strong support for engaging with research through dialogue between national researchers and local education practitioners that leads to practical solutions.



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Bridging Research and Practice in Maine



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Defining and Measuring Educator Effectiveness: Bridging Research and Practice in Maine *Reflection Template*

TEAM: _____

Our greatest challenge(s) regarding educator effectiveness is/are:

-
-
-
-

What strategies do you have in place to respond to your challenge(s)?	What policies do you have in place to respond to your challenge(s)?	How can the webinar presentations and discussions help in responding to your challenge?	How will you bring these resources into your local conversations?

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RESEARCH: The Institute of Education Sciences has published a new Practice Guide! **Developing Effective Fractions Instruction for Kindergarten Through 8th Grade** presents five recommendations to improve students' understanding of fractions.

REFERENCE DESK: **Does School Choice Impact the Distribution of Student Populations in Certain Schools?**



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WHAT'S NEW

WEBINAR: A January 21 Policy Challenges Conference for Maine educators and policymakers on "Defining and Measuring Educator Effectiveness," has been **rescheduled to a webinar** on February 3, 2:30-4:30 p.m. [Click here](#) for details and to register!

REFERENCE DESK: [What Does the Research Say About Having School Recess Before or After Lunch?](#)

REFERENCE DESK: [What Is the Research on Effective Family Engagement Practices in K-8 Schools?](#)



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