

Timeline of Relevant Educator Effectiveness Research and Policy

Last Updated: September 2015

Type	Year	Educator Effectiveness Research Reports and Policies
Research	Mar. 1996	<p>Good, T. L. (1996). Teaching effects and teacher evaluation. In J. P. Sikula, T. J. Buttery, & E. Guyton (Eds.), <i>Handbook of research on teacher education</i> (2nd ed., pp. 617–665). New York, NY: Macmillan. Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED400230</p> <p>This report discusses the technical, research, and social issues associated with performance evaluation and suggests that the technical complexity within teacher evaluation should not be underestimated.</p>
Research	Nov. 1996	<p>Sanders, W. L., & Rivers, J. C. (1996). <i>Cumulative and residual effects of teachers on future students' academic achievement</i>. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center. Retrieved from http://www.cgp.upenn.edu/pdf/Sanders_Rivers-TVASS_teacher%20effects.pdf</p> <p>This report analyzes more than three million data records from the Tennessee Value-Added Assessment System (TVAAS) and examines teacher effects on student mathematical achievement.</p>
Policy	Jan. 1998	<p>Higher Education Act (HEA) amendments</p> <p>The HEA amendments ushered in a focus on accountability in federal education policy by requiring that institutes of higher education (IHEs) be accountable for the performance of their graduates. These amendments required that states and IHEs report on several components of their teacher preparation programs, including the following:</p> <ul style="list-style-type: none"> ▪ Passing rates for state licensure exams ▪ Whether a preparation program is low performing and ineligible for federal student aid <p>Plans for and data on improved retention and placement of graduates</p>
Research	Jun. 1998	<p>Haycock, K. (1998). <i>Good teaching matters: How well-qualified teachers can close the gap</i>. Washington, DC: The Education Trust. Retrieved from http://www.edtrust.org/sites/edtrust.org/files/publications/files/k16_summer98.pdf</p> <p>This report advocates for providing students who are disadvantaged with effective teachers as a mechanism to close the achievement gap and suggests developing strong systems to identify, prepare, and support teachers.</p>
Research	Jan. 1999	<p>Cheng, Y. C., & Tsui, K. T. (1999). Multimodels of teacher effectiveness: Implications for research. <i>The Journal of Educational Research</i>, 92(3), 141–150. Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ580709</p> <p>This report suggests moving away from a narrow conception of teacher effectiveness by describing seven possible models of effectiveness and includes implications for research.</p>

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Research	Sept. 2000	<p>Koretz, D. (2000). <i>Limitations in the use of achievement tests as measures of educators' productivity.</i> Santa Monica, CA: RAND Education Center for Research on Evaluation, Standards, and Student Testing. Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ654972</p> <p>This research report discusses three issues that arise in attempting to link teacher performance with student achievement: limitations of the measures, difficulties with inferring causes of student gains in performance, and perverse incentives.</p>
Policy	Jan. 2002	<p>2002 Reauthorization of the Elementary and Secondary Education Act (ESEA)</p> <p>Also known as the No Child Left Behind (NCLB) Act, the 2002 reauthorization of ESEA was markedly different from previous iterations because of its strong focus on accountability for teachers, schools, and districts. It introduced two important provisions: the definition of a highly qualified teacher (HQT) and the concept of equitable distribution. The HQT requirements were intended to improve student achievement by increasing the number of HQTs in the classroom and improve overall teacher quality. NCLB required that all teachers of core academic areas (elementary teachers and core subject areas in middle and high school) be highly qualified by the end of the 2005–06 school year. To be highly qualified, teachers must</p> <ul style="list-style-type: none"> ▪ Hold a bachelor's degree. ▪ Obtain full state certification (through traditional or alternate routes). ▪ Demonstrate subject-matter expertise in each core academic subject taught (as defined by the state). <p>NCLB also required states to “ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers,” which is the premise of equitable distribution. States were required to report their progress on meeting the 100 percent HQT goal and take steps to ensure the equitable distribution of teachers in their state. HQT plans were an important reporting requirement for states and received significant public attention.</p>
Research	Sept. 2003	<p>Muijs, D., & Reynolds, D. (2003). Student background and teacher effects on achievement and attainment in mathematics: A longitudinal study. <i>Educational Research and Evaluation, 9</i>(3), 289–314. Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ770820</p> <p>In this study of Welsh and English primary schools, the authors investigated the relationships among student social background, classroom social context, classroom organization, teacher behaviors, and mathematical achievement.</p>
Research	Feb. 2004	<p>Carey, K. (2004). The real value of teachers: Using new information about teacher effectiveness to close the achievement gap. <i>Thinking K–16, 8</i>(1), 1–3. Retrieved from http://www.education-consumers.org/briefpdfs/4.2-value_of_teachers.pdf</p> <p>The report discusses the TVAAS and Dallas Independent School District value-added models (VAMs) and their use in teacher assignment and professional development alignment.</p>

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Research	Sept. 2004	<p>Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? <i>Educational Evaluation and Policy Analysis</i>, 26(3), 237–257. Retrieved from http://steinhardt.nyu.edu/scmsAdmin/uploads/002/834/127%20-%20Nye%20B%20%20Hedges%20L%20%20V%20%20Konstantopoulos%20S%20%20(2004).pdf</p> <p>The authors used data from a four-year experiment in which teachers and students were randomly assigned to one of three types of classrooms and found that teacher effects were larger than school effects.</p>
Policy	Dec. 2004	<p>Reauthorization of Individuals with Disabilities Education Act (IDEA)</p> <p>IDEA further strengthened NCLB’s teacher quality and accountability provisions by aligning the HQT requirements with those for special education (SPED) teachers. The IDEA requirements increased general accountability for SPED teachers and increased alignment between SPED and general education. Like NCLB, IDEA also defined teacher quality through qualifications. Under IDEA, SPED teachers must:</p> <ul style="list-style-type: none"> ▪ Meet HQT requirements by meeting NCLB HQT requirements but may go through an alternative licensing route. ▪ Demonstrate knowledge appropriate to the instruction of alternative achievement standards (as determined by the state). ▪ Demonstrate competence for all subjects taught in a way comparable to general education teachers.
Research	Mar. 2005	<p>Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. <i>Econometrica</i>, 73(2), 417–458. Retrieved from http://www.nber.org/papers/w6691.pdf</p> <p>Using three cohorts of Texas schools’ data, the researchers examined the effects of class size and teacher characteristics on student achievement.</p>
Research	Jan. 2006	<p>Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. Cambridge, MA: National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w11936</p> <p>This report examines the impact of teacher qualifications (e.g., experience, licensure test scores, and advanced degrees/certification) on student achievement.</p>
Research	Feb. 2006	<p>Muijs, D. (2006). Measuring teacher effectiveness: Some methodological reflections. <i>Educational Research & Evaluation</i>, 12(1), 53–74. Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ729222</p> <p>This report overviews the approaches to measuring teacher effectiveness, including basic skills tests, classroom observations, teacher questionnaires, and interviews.</p>
Research	Mar. 2006	<p>Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2006). What does certification tell us about teacher effectiveness? Evidence from New York City. <i>Economics of Education Review</i>, 27(6), 615–631. Retrieved from http://www.gse.harvard.edu/news/features/kane/nycfellowsmarch2006.pdf (prepublication version)</p> <p>These researchers evaluated the effectiveness of recently hired teachers who were traditionally trained versus alternatively trained and found that a teacher’s performance during the first two years in the classroom is the best predictor of future effectiveness.</p>

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Policy	Nov. 2006	<p>Teacher Incentive Fund (TIF)</p> <p>The first Teacher Incentive Fund (TIF) grants were made (Cohort 1). The TIF program was created to provide grants to states, districts, and partner organizations to develop performance-based compensation programs for teachers and principals in high-need schools. These grants supported the design and implementation of rigorous educator evaluation systems and the linking of highly effective educator performance to financial incentives. The TIF program was created to provide grants to states, districts, and partner organizations to develop performance-based compensation programs for teachers and principals in high-need schools. Much of the focus of early TIF grants was on putting the educator evaluation systems in place. TIF was one of the first programs to incentivize the promotion of teacher effectiveness (outputs) rather than teacher qualifications (inputs) as a measure of teacher quality. Information about the 16 Cohort 1 winners is available online: http://www2.ed.gov/programs/teacherincentive/2007-awards.html.</p>
Research	Jun. 2007	<p>Jacob, B. A., & Lefgren, L. (2007). Can principals identify effective teachers? Evidence on subjective performance evaluation in education. <i>Journal of Labor Economics</i>, 26(1), 101–136. Retrieved from http://www.jstor.org/stable/10.1086/522974</p> <p>This report examines how well principals can distinguish between more effective and less effective teachers as compared to value-added measures, teacher education, and teacher experience.</p>
Policy	July 2007	<p>Teacher Incentive Fund (TIF)</p> <p>The second round of TIF grants were funded in July 2007. Information about the 18 Cohort 2 winners is available online: http://www2.ed.gov/programs/teacherincentive/2007-awards.html</p>
Policy	Oct. 2007	<p>Higher Education Act (HEA) Title II Teacher Quality Enhancement Grants</p> <p>The Title II Teacher Quality Enhancement Grants amended previous Title II Teacher Quality initiatives to improve K–12 teacher preparation programs at IHEs, including data linkages between K–12 and IHEs and certification policies. This amendment also reflected a move toward a focus on educator effectiveness (i.e., their impact on student achievement and learning), rather than teacher qualifications as a measure of teacher quality.</p>

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Policy	Aug. 2008	<p>Higher Education Act (HEA) Reauthorization</p> <p>The reauthorization of HEA changed the title of the act to the Higher Education Opportunity Act. The reauthorization also changed the Teacher Quality Enhancement Grants program to the Teacher Quality Partnerships program, which allowed for the following key uses of the funds:</p> <ul style="list-style-type: none"> ▪ Compensation for teachers who act as mentors to teachers in preparation programs ▪ Grants for programs that help prepare general education teachers to effectively teach students with disabilities ▪ Grants for programs that prepare teachers of STEM (science, technology, engineering, and mathematics) subjects <p>These additions reflected the needs of teachers to be prepared to teach students with disabilities because those students were more likely to be included in general education classrooms after IDEA (2004) and the need to prepare more science and mathematics teachers.</p>
Policy	Feb. 2009	<p>American Recovery and Reinvestment Act (ARRA)</p> <p>There were many components to ARRA funding for education, including TIF grants, Race to the Top funds, and State Fiscal Stabilization Funds. For TIF grants, districts submitted applications; for Race to the Top funding, state education agencies submitted applications, and for State Fiscal Stabilization Funds, governors submitted applications, all to the U.S. Department of Education. Although each of these programs had specific foci and requirements, for all program applications, states had to provide several assurances related to improving teacher and leader effectiveness and address the effective educator equitable distribution challenge. States used State Fiscal Stabilization funds through ARRA in a wide variety of ways to make significant investments in educational infrastructure, especially for state data systems and interventions. These investments helped states invest in teacher quality through professional development and compensation strategies for recruitment, retention, and effectiveness. The ARRA law and the programs generated through this fund highlighted the Obama administration’s vision for improving teacher quality, moving the policy conversation from highly qualified to highly effective educators.</p>
Research	Jun. 2009	<p>Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). <i>The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness.</i> Brooklyn, NY: The New Teacher Project. Retrieved from http://widgeteffect.org/downloads/TheWidgetEffect.pdf</p> <p>This report examines the evaluation systems in 12 districts across four states and concludes that 99 percent of teachers receive a satisfactory rating.</p>
Research	Sept. 2009	<p>McCaffrey, D., Sass, T., & Lockwood, J. (2009). The intertemporal stability of teacher effect estimates. <i>Education Finance and Policy, 4</i>(4), 572–606. Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ863346</p> <p>This study examines the year-to-year variability in value-added scores for elementary and middle school mathematics teachers in five large Florida districts.</p>

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Policy	Oct. 2009	<p>Investing in Innovation Grant (i3)</p> <p>i3 used ARRA funds to provide competitive grants to districts, nonprofit organizations that serve districts, and consortiums of schools to develop innovative, best practice models for improving student achievement and closing achievement gaps. Applicants had to apply under one of four absolute priorities, one of which is effective teachers and school leaders. Projects funded under this priority would “promote practices, strategies, or programs to increase the number and percentage of effective teachers and school leaders, or help reduce the inequities in the distribution of effective teachers and school leaders.”</p>
Policy	Dec. 2009	<p>School Improvement Grant (SIG)</p> <p>SIGs are awarded to states. States can use SIGs for competitive subgrants to schools and districts. To receive the funding, these schools and districts had to be designated as high need and had to demonstrate how they will use the funds to substantially raise achievement. SIG schools must use one of four intervention models: Turnaround (replace the principal and up to half the staff), Restart (convert to a charter under different management), Closure (divert students to other high-achieving institutions), or Transformation (replace the principal and institute reforms). Schools that chose the Transformation Model were also required to develop comprehensive teacher and leader effectiveness systems.</p>
Research	Jan. 2010	<p>Braun, H., Chudowsky, N., & Koenig, J. A. (2010). <i>Getting value out of value-added: Report of a workshop</i>. Washington, DC: National Academies Press. Retrieved from http://www.nap.edu/catalog.php?record_id=12820</p> <p>A committee of experts in education and measurement participated in a workshop to discuss the appropriate uses of value added in education and provide policymakers with research-based guidance.</p>
Research	Feb. 2010	<p>Rothstein, J. (2010). Teacher quality in educational production: Tracking, decay, and student achievement. <i>The Quarterly Journal of Economics</i>, 125(1), 175–214. Retrieved from http://www.nber.org/papers/w14442.pdf</p> <p>This report describes falsification tests for three VAM specifications and concludes that assumptions underlying common VAMs are incorrect, in part because of nonrandom classroom assignments.</p>
Policy	Mar. 2010	<p>Race to the Top</p> <p>The Race to the Top (RTTT) fund was the largest federal competitive school reform grant. Its purpose was to encourage and reward states that promote education reform in four areas:</p> <ul style="list-style-type: none"> ▪ College- and career-ready standards and assessments ▪ Longitudinal data systems that can measure and report on student growth, student achievement, and instructional needs ▪ Educator effectiveness, including recruiting, developing, retaining, and rewarding effective teachers and principals ▪ School turnaround in the lowest achieving schools <p>RTTT officially began in July 2009 when the US Department of Education announced the competition. Two states (Tennessee and Delaware) won RTTT funds in Phase 1. More information on RTTT is available online: http://www2.ed.gov/programs/racetothetop/index.html</p>

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Research	Mar. 2010	<p>Harris, D., & Rutledge, S. A. (2010). Models and predictors of teacher effectiveness: A comparison of research about teaching and other occupations. <i>Teachers College Record</i>, 112(3), 914–960. Retrieved from http://www.tcrecord.org/Content.asp?ContentID=15898</p> <p>This report notes that cognitive ability and experience predicts effectiveness in teaching and finds that because there are four models for teaching, performance measurement is more complicated.</p>
Policy	Aug. 2010	<p>Race to the Top Phase 2</p> <p>Nine states (Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, and Rhode Island) and the District of Columbia won RTTT funds in Phase 2. More information on RTTT is available online: http://www2.ed.gov/programs/racetothetop/index.html</p>
Research	Sept. 2010	<p>Kane, T. J., Taylor, E. S., Tyler, J. H., & Wooten, A. L. (2010). <i>Identifying effective classroom practices using student achievement data</i>. Cambridge, MA: National Bureau of Economic Research. Retrieved from http://jhr.uwpress.org/content/46/3/587.full.pdf</p> <p>Using district data from Cincinnati, Ohio, the authors combined the results from teacher observations with value-added scores and found that classroom-based measures of teaching effectiveness are related to student test scores.</p>
Policy	Sept. 2010	<p>Teacher Incentive Fund Cohort 3</p> <p>Cohort 3 was focused on creating educator compensation systems that promoted teacher and leader effectiveness and allowed for opportunities for professional growth, including career ladders. TIF 3 grantees were required to develop plans in five core areas: communication, stakeholder involvement, teacher and principal evaluation systems, data systems, and professional development. The Cohort 3 winners are listed online: http://www2.ed.gov/programs/teacherincentive/apps/index.html</p>
Research	Nov. 2010	<p>National Council for Accreditation of Teacher Education (NCATE)</p> <p>NCATE’s Blue Ribbon Panel report calls for teacher preparation programs to be more clinically based to meet the current needs of the teaching workforce and highlights several exemplar programs.</p>
Research	Feb. 2011	<p>Rockoff, J., & Speroni, C. (2011). Subjective and objective evaluations of teacher effectiveness: Evidence from New York City. <i>Labour Economics</i>, 18(2011), 687–696. Retrieved from http://www.sciencedirect.com/science/article/pii/S0927537111000315</p> <p>This reports determines whether subject evaluations can predict gains made by teachers’ students.</p>

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Policy	Dec. 2011	<p>Race to the Top Phase 3</p> <p>In the third phase of the RTTT competition, the U.S. Department of Education invited finalists from Phase 2 to resubmit portions of their Phase 2 applications for funding. Of the nine finalists, seven states (Arizona, Colorado, Illinois, Kentucky, Louisiana, New Jersey, and Pennsylvania) won RTTT funds in Phase 3. More information on RTTT is available online: http://www2.ed.gov/programs/racetothetop/index.html</p>
Policy	Feb. 2012	<p>Elementary and Secondary Education Act (ESEA) Flexibility Waivers</p> <p>The U.S. Department of Education invited all states to request flexibility for specific NCLB requirements, including HQT status, adequate yearly progress, funding allocations, and the requirement that all students demonstrate proficiency by the end of the 2013–14 school year. To receive a flexibility waiver, states had to develop rigorous and comprehensive plans to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the overall quality of instruction. States described their plans for three principal requirements:</p> <ul style="list-style-type: none"> ▪ College- and career-ready standards for all students, including high-quality assessments ▪ Differentiated accountability, recognition, and support systems for all subgroups of students, including identifying lower-performing schools, districts, or subgroups and appropriate interventions ▪ Teacher and leader evaluation systems that include growth in student achievement <p>To date, 44 states plus the District of Columbia, Puerto Rico, and the Bureau of Indian Education have submitted requests, and 34 states and the District of Columbia have had their requests approved.</p>
Policy	June 2012	<p>Teacher Incentive Fund Cohort 4</p> <p>Cohort 4 was specifically focused on STEM staffing issues and schoolwide or districtwide human capital management systems driven by educator evaluations. The cohort also was the first to require that districts implement teacher evaluation systems as part of their human capital management reforms. Since the program was introduced in 2006, 122 schools, districts, states, and organizations have been awarded TIF grants. The 35 Cohort 4 winners are listed online: http://www2.ed.gov/programs/teacherincentive/2012awards.html.</p>
Policy	Oct 2012	<p>District Race to the Top</p> <p>The district Race to the Top is a competitive grant program at the district level designed to build on lessons learned from the state-level Race to the Top competition and support local innovations in teaching and learning in the following areas:</p> <ul style="list-style-type: none"> ▪ Personalized learning environments ▪ College- and career-ready standards and assessments ▪ Longitudinal data systems that can measure and report on student growth, student achievement, and instructional needs ▪ Educator effectiveness, including teacher, principal, and superintendent evaluations, in place by 2014–15.

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Research	Feb. 2013	Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. <i>American Educational Research Journal</i> , 50(1), 4-36. Retrieved from http://aer.sagepub.com/content/50/1/4.full.pdf+html Longitudinal data on 850,000 New York City fourth- and fifth-graders indicate that students in schools with high teacher turnover showed lower achievement test scores in both English language arts and mathematics.
Research	Mar. 2013	Bill & Melinda Gates Foundation. (2013). <i>Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study</i> . Seattle, WA: Author. Retrieved from http://www.metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf This large-scale multiyear national study analyzes the results from three types of measures: classroom observations, student perceptions, and student learning growth.
Policy	Apr. 2013	Updates to Educator Evaluation Legislation and Rules Forty-five states ¹ and the District of Columbia have updated their educator evaluation legislation and rules. Of the five states that have not yet updated educator evaluation legislation or rules: <ul style="list-style-type: none"> ▪ Alabama passed legislation in 2009 implementing educator evaluations, but at that time the evaluations did not include summative ratings or student growth. Alabama, along with New Hampshire, South Dakota, and Vermont, plans to use its updated ESEA flexibility plans as educator evaluation policy. ▪ California has not yet passed legislation or rules. ¹ Alaska, Arizona, Arkansas, Colorado, Connecticut, the District of Columbia, Delaware, Florida, Georgia, Hawaii, Iowa, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, West Virginia, and Wyoming
Research	Apr. 2013	Cohen-Vogel, L., Feng, L., & Osborne-Lampkin, L. T. (2013). Seniority provisions in collective bargaining agreements and the “teacher quality gap.” <i>Educational Evaluation and Policy Analysis</i> , 35(3). Retrieved from http://epa.sagepub.com/content/35/3/324.full Authors found little evidence to support claims that collective bargaining agreements lead to seniority-based transfer patterns that disadvantage poor, minority, and low-performing schools.
Research	Aug. 2013	Winters, M. A., & Cowen, J. M. (2013). Who would stay, who would be dismissed? An empirical consideration of value-added teacher retention policies. <i>Educational Researcher</i> , 42(6), 330–337. Retrieved from http://edr.sagepub.com/content/42/6/330.full Using data from Florida, the authors compare the number of teachers who would be dismissed using different policies as well as teacher performance thresholds. They conclude that setting higher standards for teachers and then dismissing teachers who do not meet those standards results in better performance for students.

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Research	Apr. 2013	<p>Wiswall, M. (2013). The dynamics of teacher quality. <i>Journal of Public Economics</i>, 100, 61–78. Retrieved from http://www.sciencedirect.com/science/article/pii/S0047272713000194</p> <p>The author uses a North Carolina dataset that matches teacher-student data and a new analytic model (compared with previous researchers' models) to explore how teacher experience affects performance. The author finds that there are returns to experience in later years of mathematics.</p>
Research	Sept. 2013	<p>Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). <i>The effectiveness of secondary math teachers from Teach For America and the Teaching Fellows programs</i>. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://www.mathematica-mpr.com/~media/publications/PDFs/Education/HSAC_final_rpt_9_2013.pdf</p> <p>Mathematics teachers from New York Teaching Fellows and Teach For America were compared with all other math teachers in the same schools using value-added to determine effectiveness. Teach For America teachers were found to be more effective than other math teachers while Teaching Fellows were not significantly different than other math teachers.</p>
Research	Sept. 2013	<p>Sun, M., Penuel, W. R., Frank, K. A., Gallagher, H. A., & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. <i>Educational Evaluation and Policy Analysis</i>, 35(3). Retrieved from http://epa.sagepub.com/content/35/3/344.full</p> <p>Using longitudinal data from 39 schools, the study shows that teachers' participation in professional development impacts their instructional practice and is associated with "spillover" effects by providing more help to colleagues on instruction.</p>
Research	Nov. 2013	<p>Glazerman, S., Protik, A., Teh, B., Bruch, J., & Max, J. (2013). <i>Transfer incentives for high-performing teachers: Final results from a multisite randomized experiment</i>. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/pubs/20144003/pdf/20144003.pdf</p> <p>Teachers with high value-added scores were offered incentives of \$20,000, paid in installments over a two-year period, to teach in schools serving the most disadvantaged students. A large pool of teachers was needed to fill targeted positions, with only about 20 percent completing the application process. The authors found that the teachers had a positive impact on test scores in both years in reading and math.</p>
Research	Nov. 2013	<p>Isenberg, E., Max, J., Gleason, P., Potamites, L., Santillano, R., Hock, H., & Hansen, M. (2013). <i>Access to effective teaching for disadvantaged students</i>. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://www.mathematica-mpr.com/~media/publications/PDFs/education/effective_teaching_disadvantaged_students.pdf</p> <p>Using value-added measures, the authors found that disadvantaged students were more likely to be taught by less effective teachers and that unequal access to effective teachers was primarily due to the school assignment (of teachers and students) rather than the assignment of students to teachers within the school.</p>

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Research	Jan. 2014	<p>Herlihy, C., Karger, E., Pollard, C., Hill, H. C., Kraft, M. A., Williams, M., & Howard, S. (2014). State and local efforts to investigate the validity and reliability of scores from teacher evaluation systems. <i>Teachers College Record</i>, 116(1). Retrieved from http://www.tcrecord.org/Content.asp?ContentId=17292</p> <p>Using interviews with state education officials and document analysis about training, certification, and reliability of evaluators, this study concludes that states could increase the validity and reliability of evaluation scores through “periodic rater retraining and recertification, a stiff program of rater monitoring, and the use of multiple raters per teacher.”</p>
Policy	March 2014	<p>Teach to Lead Initiative</p> <p>This initiative of the U.S. Department of Education seeks to empower teacher leaders to transform teaching and learning and improve policies that affect their work. Education Secretary Arne Duncan announced this initiative at the 2014 Teaching and Learning Conference and has received ongoing support from the National Board for Professional Teaching Standards in implementing this work. The U.S. Department of Education has held several convenings of teacher leaders around the country to date and continues to hold events through 2015. The Teach to Lead initiative has three goals:</p> <ul style="list-style-type: none"> • Highlight existing state and district systems working to support teacher leadership • Share resources and ideas to create new opportunities for teacher leadership • Encourage educators at all levels to commit to supporting and expanding teacher leadership opportunities <p>http://teachtolead.org/</p>
Research	Apr. 2014	<p>Cooper, K. S. (2014). Eliciting engagement in the high school classroom: A mixed-methods examination of teaching practices. <i>American Educational Research Journal</i>, 51(2), 363–402. Retrieved from http://aer.sagepub.com/content/51/2/363</p> <p>This case study examined three theories of student engagement in 581 classes in a diverse high school. Through factor analysis of student surveys, the study found that “connective instruction” (which emphasizes individual students) predicts student engagement more than seven times better than “academic rigor” or “lively teaching.”</p>
Research	Apr. 2014	<p>Master, B. (2014). Staffing for success: Linking teacher evaluation and school personnel management in practice. <i>Educational Evaluation and Policy Analysis</i>, 36(2), 207–227. Retrieved from http://epa.sagepub.com/content/36/2/207.full</p> <p>In this charter school study using multiple measures of effectiveness, the author found that formative midyear ratings were strongly associated with subsequent decisions on teacher performance.</p>

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Research	Apr. 2014	<p>Whitehurst, G.J., Chingos, M.M., & Lindquist, K.M. (2014). <i>Evaluating teachers with classroom observations: Lessons learned in four districts.</i> Washington, DC: Brown Center on Education Policy at the Brookings Institution. Retrieved from http://www.brookings.edu/~media/research/files/reports/2014/05/13%20teacher%20evaluation/evaluating%20teachers%20with%20classroom%20observations.pdf</p> <p>This study sought to describe the strength of classroom observations as an evaluation measure by comparing student growth and observation scores as part of teacher evaluations in four districts. This study produced several key findings, including findings related to observation scores. Researchers found that although observation scores were more stable year-to-year than value-added (student growth) scores, observation scores tended to be higher for teachers of students with better initial academic performance than teachers of students with lower initial performance. This study highlights a challenge in ensuring that evaluation results are fair and accurate for all teachers, including those of previously low-performing students.</p>
Policy	July 2014	<p>Excellent Educators for All</p> <p>This initiative of the U.S. Department of Education revives the effort to ensure that states measure the extent to which students from low-income and minority backgrounds are taught by less experienced, less effective teachers and principals, and that states support school districts in addressing inequities in access to great educators where they exist. It has three components:</p> <ul style="list-style-type: none"> ▪ Comprehensive Educator Equity Plans: Chief State School Officers will be required to submit comprehensive educator equity plans describing their approach to ensuring that all students have equitable access to effective educators. ▪ Equity Support Network: An investment of \$4.2 million will launch a technical assistance network to support states in developing new model plans to ensure access to great educators. ▪ Educator Equity Profiles: States will receive a data file from the U.S. Department of Education that highlights key data points relating to equitable access to quality teaching in their state. <p>http://www.ed.gov/news/press-releases/new-initiative-provide-all-students-access-great-educators</p>
Policy	Nov. 2014	<p>ESEA Renewal</p> <p>The U.S. Department of Education invited states with an approved ESEA waiver for the 2014–15 school year to apply for renewal through the 2017–18 school year by March 31, 2015. States with approved waivers for the 2012–13 school year were eligible to apply for a four-year renewal and expedited review process. To be eligible for renewal, states were required to demonstrate that they have completed the milestones included in their previous flexibility request, such as implementing college- and career-ready standards and assessments for all students and submitting educator evaluation guidelines for peer review.</p> <p>http://www2.ed.gov/policy/eseaflex/secretary-letters/cssorenewalltr.html.</p>

Type	Year	Educator Effectiveness Research Reports and Policies
Research	Dec. 2014	<p>Lankford, H., Loeb, S., McEachin, A., Miller, L. C., & Wyckoff, J. (2014). Who enters teaching? Encouraging evidence that the status of teaching is improving. <i>Education Researcher</i>, 43(9), 444–453. Retrieved from http://edr.sagepub.com/content/43/9/444.full.</p> <p>This study sought to describe the strength of classroom observations as an evaluation measure by comparing student growth and observation scores as part of teacher evaluations in four districts. This study produced several key findings, including findings related to observation scores. Researchers found that although observation scores were more stable year-to-year than value-added (student growth) scores, observation scores tended to be higher for teachers of students with better initial academic performance than teachers of students with lower initial performance. This study highlights a challenge in ensuring that evaluation results are fair and accurate for all teachers, including those of previously low-performing students.</p>
Research	July 2015	<p>Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. <i>Education Researcher</i>, 44(5), 293–307. Retrieved from http://edr.sagepub.com/content/44/5/293.full.</p> <p>This study sought to describe the strength of classroom observations as an evaluation measure by comparing student growth and observation scores as part of teacher evaluations in four districts. This study produced several key findings, including findings related to observation scores. Researchers found that although observation scores were more stable year-to-year than value-added (student growth) scores, observation scores tended to be higher for teachers of students with better initial academic performance than teachers of students with lower initial performance. This study highlights a challenge in ensuring that evaluation results are fair and accurate for all teachers, including those of previously low-performing students.</p>

This document is available on the Center on Great Teachers and Leaders website (<http://www.gtlcenter.org/content/educator-effectiveness-timeline>).