
Teaching Effectiveness for the New Millennium

A New Millennium Initiative Product of the Center for Teaching Quality

Teachers Talking with the US Department of Education

Over the course of several months, a number of us (23 teacher leaders, who are members of the Center for Teaching Quality’s [CTQ] virtual network) have been in conversation with officials at the U.S. Department of Education (ED) about how best to advance teaching effectiveness reforms. Drawing upon our classroom expertise, as well as our analyses of research reports, we have generated an initial series of recommendations for identifying, evaluating, and supporting effective teaching as well as informing the reauthorization of the Elementary and Secondary School Act. All of our deliberations have taken place “afterhours” in the online community of the Teacher Leaders Network, where growing numbers of expert teachers are engaged in efforts to spread their policy and pedagogical expertise, in and out of cyberspace. Our online conversations have included discussions with Brad Jupp, Edit Khachatryan, Scott Sargrad, Greg Schmidt, and Secretary of Education Arne Duncan.

Those of us who participated in these discussions span every geographical region of the country and represent myriad backgrounds, school communities, and preparation pathways. Several of us worked with Barnett Berry in writing the newly released book *TEACHING 2030*. Some participating teachers have been recognized as State Teachers of the Year and participate in CTQ’s National Teacher of the Year network. Other participating teachers are members of the National Education Association’s Commission on Effective Teachers and Teaching (CETT), currently advising NEA, ED and the public on maximizing teacher and teaching effectiveness. And most of us are involved in CTQ’s own New Millennium Initiative — a unique venue for teachers to learn about and lead teaching effectiveness reforms, for today and tomorrow.

We look forward to more discussion with ED staff and deeper investigation into the empirical evidence on what matters most for teaching and learning — and building a bridge between those who teach every day and those who lead our federal education policy. As Secretary of Education, Arne Duncan, noted of late: “Teachers need and deserve more autonomy and respect — and they must become real participants and partners in reform if outcomes for children are to dramatically improve.”¹

What follows are the policy insights of a group of expert teachers.

Defining Student Learning and Teaching Effectiveness

Education stakeholders should align the purpose of learning with assessment measures for students and teachers.

We believe that all education stakeholders (including policymakers, community organizers, business leaders, parents, and teachers) make decisions based on what they believe is best for students. Because of this, a strong relationship amongst all of these stakeholders is critical to improving America’s public schools. However, this relationship suffers, due in large part to inconsistencies in definitions of the term “teaching effectiveness.”

As teachers, our everyday interactions with students and parents reveal a critical missing link between what we, as educators, believe to be the purpose of education and how that purpose is sought after by many influential and vocal participants in the education reform debates. We are not convinced that our perspective of learning’s purpose differs significantly from those individuals who seek education reforms from a perspective different than our own, but this is a conversation worthy of having in order to be sure we are defining “effectiveness” in a way that aligns with this purpose.

First, ED’s stated purpose of learning is to ensure that high school graduates are ready for college and a career,² a worthy goal, no doubt, and one we share with ED. However, this purpose will not be realized until we begin to accurately measure these skills in our students. Here we applaud the recent, but relatively quiet efforts of ED in supporting the work of two state consortia charged with overhauling the ways that student achievement and progress are measured to advance the Common Core standards. In particular, the consortia promise to “take maximum advantage of technology, incorporate complex demonstration and applications of knowledge, cover the full range of state-developed standards, measure achievement and growth across a full performance spectrum and support good instructional practice.”³ However, in the meantime students and teachers are being judged by 20th century standardized tests, most of which are built on 19th century principles of teaching and learning.

We encourage ED to conduct an analysis of whether current district and state assessments are supportive of its stated purpose of learning, as our experience as instructional and assessment experts suggests they are not. If this analysis supports our conclusions, we recommend that ED consider how the measures in use today can be adapted – and high-stakes decision-making based upon these measures postponed – until better-aligned ones are established. We recognize the stopgap efforts ED put into place while granting NCLB waivers to certain states, but ED could provide needed clarity to schools by publicly stating that current student assessments are insufficient to measure teaching and learning.

Evaluating Teaching Effectiveness

Using multiple measures to assess student achievement in terms of both content knowledge and the learning process should be the focus of evaluating teacher effectiveness.

ED priorities, emphasized in “A Blueprint for Education Reform” and its competitive grant programs like Race to the Top, rightfully focus on the importance of student outcomes.⁴ Generally, this is taken to mean that the effects of student learning can be measured and analyzed quantitatively, using standardized assessments that vary widely among 50 states – but vary little within each state based on curricular differences and student needs. The results of such assessments are meant to inform future teaching practice and possible interventions. We understand and appreciate such data-informed practice as a

critical teaching tool in our work, though we caution that the learning process itself must not be lost in a rush to capture these results.

A “SCIENTIFIC” EXAMPLE OF FORMATIVE ASSESSMENT IN TEACHER EVALUATION

“Why not take my science students, for example, and measure my effectiveness and their learning by examining how well they tackle a community-based problem using the science stuff I've taught them? Right now we're trying to use what we've learned about soil, rocks, and how soil moves to evaluate the erosion that could happen at a nearby creek. When they make their presentations, I'll bet a million dollars they'll get something *really* wrong in proposing their solutions. It will be impractical, it will cost too much money, and the technology isn't there yet. But if they can back their solution up with what they're learning about the science of soil, they'll learn so much from having gone through the process and I will know what I need to re-teach in the next lesson. Formative assessments done this way measure learning and give me immediate information for planning my next steps relevant to the student's world. Would you want your accountability system to rely solely on a state test, administered once a year, that assesses a limited number of curriculum standards to measure students' knowledge and growth in science? Or would you rather have expert teachers — who know the entire curriculum, know the classroom, know how to teach, AND know the students — construct and score assessments that rely on 5–6 items per standard and are administered multiple times a year, in multiple ways?”

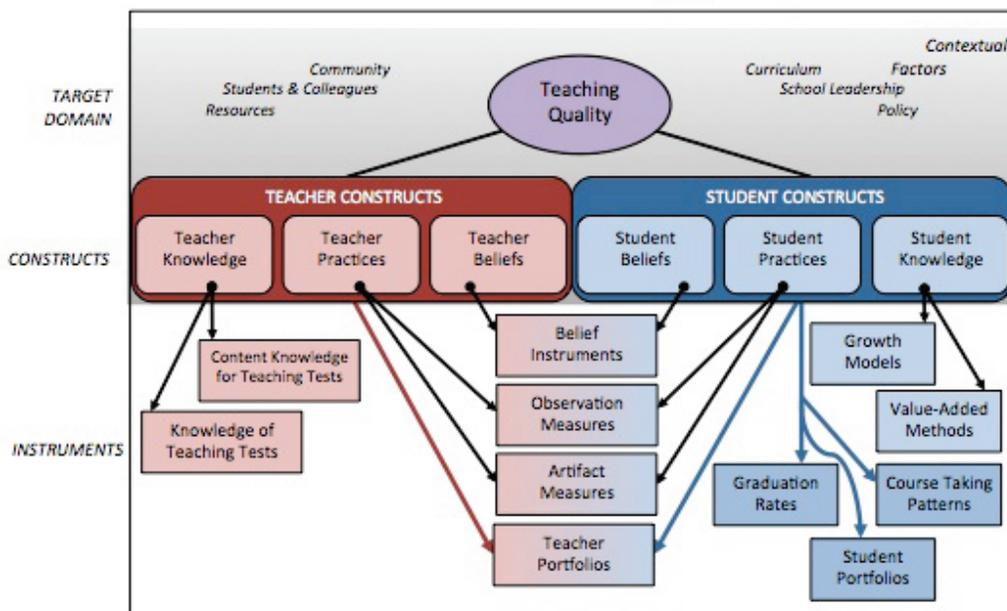
–MARSHA RATZEL, NBCT, KANSAS

Some reformers now are calling for a comprehensive examination of teacher effectiveness with multiple measures of student learning incorporated into teacher evaluation processes nationwide. In reality, many teachers are being evaluated based on one or two relatively poor classroom observations (or in some cases no observations at all) and one (mostly multiple choice) standardized test. Additional measures of student learning, including student and teacher portfolios, student engagement, performance-based assessments, and student/parent surveys, must become more influential in teacher evaluations. Though ED is certainly a proponent of multiple measures and research is being conducted by the Measures of Effective Teaching (MET) Project and the assessment consortia on these now,⁵ many of our states, even those who have Race to the Top grants, have little capacity to build the kind of data systems required. While progress has been made, less than half of the states have data systems in place to assemble longitudinal data on individual students and teachers from kindergarten through college and career. Seventeen states do not have an “identifier system with the ability to match teachers to students.”⁶

In addition to academic achievement, classroom culture and social/emotional interactions are critical components of helping children become functioning adults. Our colleague, Vinnie Basile from Denver, Colorado, regularly asks the following questions of himself to evaluate his own effectiveness: “Do my students feel safe in my classroom? Do they have a sense that they can be successful? Do they have goals and believe they can reach them?”

In a recent webinar sponsored by CTQ's New Millennium Initiative, Courtney Bell of the Education Testing Service outlined the contextual factors as well as the constructs and measures of teaching quality.

The contextual factors, constructs, and measures associated with teaching quality



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Bell, C.A., Gitomer, D.H., Croft, A.J. (2011). The contextual factors, constructs, and measures associated with teaching quality. [Diagram] 1 Princeton, NJ: Educational Testing Service.

The framework points to how different measures can assemble evidence on the relationship between the beliefs, practices, and knowledge of both students and teachers in light of the school and community conditions.

As we learned, using standardized test scores (even with value-added metrics) to assess teachers is like using changes in mortality rates to judge doctors and nurses. It is not that that value-added gains and mortality rates are irrelevant. They are extremely relevant, but they must be used in context and interpreted by those who know the conditions under which the professionals are working.

As three of us noted in a recent [paper co-authored with Barnett Berry for the Bill & Melinda Gates Foundation](#), one way to strengthen the student learning process is to not just encourage, but actually ensure (perhaps through requirements in federally funded grants) that multiple formative student assessments complement summative assessments in teachers' evaluations. We believe these assessments, which can be designed to align with the Common Core, and scored reliably by teachers themselves, can be used to drive school improvement and results-oriented teaching evaluations.

PROMOTING INQUIRY AND ACHIEVEMENT THROUGH ALTERNATIVE ASSESSMENTS

“I got kids looking at primary source documents [that asked], ‘How did the need for water affect the political, economic, technological and legal developments of the world’s first societies?’ And a 14-year-old girl came up to me in the middle of class and said, ‘Mr. Orphal, my team and I were reading Hammurabi’s code over here and we understand this part about how when the levee breaks and floods out your neighbor’s land, that the grain has to be replaced and the farmer has to pay for replacing the grain. What I’m wondering is, what if the farmer is renting the land? Is it the landlord’s responsibility to replace the grain or would it still be the farmer’s responsibility to replace the grain?’...My answer was, ‘I don’t know,’ and we spent the next half hour looking up Babylonian rental law.... There’s no amount of money somebody could pay me to not have kids writing essays like that so that they can be spending more time trying to figure out how to recognize the right answers on another bubble in the answer test.”

–DAVE ORPHAL, OAKLAND, CA

Administrators need additional training and support in conducting evaluations and sharing their leadership responsibilities within a school.

School administrators are expected to evaluate significantly higher numbers of teachers than the industry standard of supervisor to subordinate ratio. For most administrators, even those who know instruction (and too many do not), these new teaching evaluation systems will be impossible to implement effectively. “Around the country and the world, however,” says Renee Moore (NBCT and 2001 Mississippi Teacher of the Year), “those schools and organizations that are truly effective are relying more and more on distributive leadership and collaboration.... Teams will be necessary to run effective schools... [to] provide more timely teacher evaluation....”

Evaluator training is also critically important in ensuring quality evaluations. A report by the New Teacher Project exposed the wholly inadequate observations conducted by school administrators, much of which resulted from poor training and a lack of understanding about what matters most for improving student achievement.⁷ ED officials described the result: “Evaluation systems fail to reflect differences in teacher effectiveness or to give useful feedback to teachers and school leaders.”⁸ In addition, if our collective years of teaching experience have taught us anything, it is that evaluators recognize excellence in teaching most effectively when they are able to demonstrate that excellence themselves.

As Secretary Duncan told us recently, “...great principals keep and retain and attract talent and bad principals ... are scared of good talent, they’re intimidated by it, they run it away, they burn it out. And there are no good schools in this country without good principals.” **The Secretary is requesting a five-fold increase in funding for principal leadership and development. We recommend that a substantial portion of this be devoted to promoting shared leadership with expert teachers as peer reviewers and implementing quality evaluator training.**

The National Board for Professional Teaching Standards (NBPTS) should be held up as a strong exemplar for defining and measuring teachers' effectiveness.

The National Board Certification process includes a set of rigorous standards by which teachers across the country and across content area and grade level are assessed. The process requires collecting student work, videotaping lessons, and rigorously tracking student progress, all of which drive thoughtful reflection and in-depth analysis of a teacher's practice. This process is results-oriented, but in ways that do not distort authentic learning and teaching. A major report from the National Research Council gave its "gold seal" approval to the Board Certification process, concluding that, overall, those who earn the distinction produce significantly higher student achievement gains. The report also noted that the Board Certification process "has the potential to make a valuable contribution to efforts to improve teacher quality, together with other reforms intended to create a more effective environment for teaching and learning in schools, increase the supply of high-quality entrants into the profession, and improve career opportunities for teachers."⁹

Teachers know that some teaching effectiveness standards are already in place, but they are often implemented in piecemeal ways and not thought of comprehensively, which is one of the real strengths of the National Board process. Those of us who have completed the process – more than half the group engaged in the conversations with ED – consider it to be one of the best professional growth experiences of our careers, having undoubtedly transformed our teaching. The process has pushed us to be more effective in determining how our students learn and how best to analyze what courses of instructional action must be taken next. We were pleased to hear that Secretary Duncan also highly values this achievement. Still, while NBPTS standards are published and accessible by the general public, they are too often ignored in conversations around teacher effectiveness and in the development of teacher evaluation systems – and most education agencies do not fully leverage the expertise of NBCTs.

We know that the National Board process, as identified by a recent task force chaired by assessment expert Bob Linn, needs to improve. A recent report pointed to the strength of the current process, but also surfaced that it needs to "strengthen evidence of student learning in each certification area and be more clear and precise about the nature of student work submitted in the portfolio process so that the work more accurately measures student learning in relation to teaching practice."¹⁰

We recommend that the Department more regularly consult NBCTs to advance these teaching standards and that the Department advocate for the restoration of a dedicated NBPTS funding stream, in an effort to better define and spread teaching effectiveness. We stand ready to work with the NBPTS and Department to improve the assessment process and use it judiciously in ratcheting up teaching effectiveness reforms.

Supports for Effective Teaching

We cannot underestimate the impact of quality professional growth supports on teacher effectiveness.

Effective educators constantly aspire to improve classroom practice, no matter how experienced or well-qualified we may already be. As our colleague Carrie Kamm notes, "Teachers have to have an opportunity to use tools for measuring effectiveness and be able to have discussions with their colleagues as they analyze lessons, and discuss classroom environment and why our students are proficient or not." Teachers

have the individual responsibility to improve their practice and increase their effectiveness, but one’s peers often impact a teacher’s effectiveness. A recent study shows clearly that teachers with higher value-added student achievement gains work closely with colleagues who help them teach more effectively.¹¹ And another study found that in schools where teachers trust each other and have frequent interaction and where principals serve as *facilitators* of teacher success (not instructional leadership) —student achievement scores improve.¹²

This means, as Dr. Kamm says, “in defining effectiveness we must determine how teachers use [evidence and tools], ... weigh in on [them] and have rich, rigorous discussions with one another on what their performance looks like and why.”

We agree with Secretary Duncan that there is no question that school leadership plays a very significant role in this teacher learning process. We also affirm ED’s suggestion that teachers and administrators should co-develop professional growth plans and track teacher progress toward meeting goals together, ensuring that teachers advance professionally through relevant and job-embedded support.¹³ Ariel Sacks, our colleague at a charter school in Brooklyn, identified an important positive correlation she has experienced in several schools between a principal’s actual teaching experience and the level of support s/he provides teachers. Research suggests that teachers who are effective in one school will not necessarily be effective in another — pointing to the fact that varying school conditions may account for 25 percent of teacher effects on student learning.¹⁴ **We recommend that the quality of professional growth supports be considered a significant factor in assessing the effectiveness of teacher evaluation systems funded by ED.**

States should be held accountable for providing adequate resources to the schools and students that need them most.

While this topic was not a major focus of our deliberations, an exchange with Secretary Duncan brought this important issue to the forefront. State and local resource inequities most negatively impact children of poverty. Though a number of federal programs aim to close the achievement and resource gaps, those of us who teach in underprivileged communities often never see the dollars or programs promised to our neediest students, which seriously undermines our ability to effectively teach them. And as we seek to help students meet the new “Common Core” standards, teachers will need the right curricular resources (e.g., lab equipment in science, computers and high speed internet, classroom libraries) that are central to helping meet higher academic standards. Many of our colleagues may not be able to teach effectively, not because they are poor teachers, but because the schools and classrooms in which they teach are poorly resourced. We know from a 2007 study that district-level per pupil revenues ranged nationwide from \$7,021 to \$19,680.¹⁵ We expect the gross disparities to widen even further as states reach post-Recovery Act funding cliffs.

We will push for our states and districts to take a greater responsibility to ensure improvement in this area. We hope that state-by-state monitoring of equitable resource distribution – intended to improve the education prospects of the neediest students – can be made a stronger and more transparent priority.

Focusing on the effective work that most teachers accomplish can go a long way toward elevating the teaching profession.

While this topic was also not emphasized in great detail during the course of our conversations, we raise it as an issue that directly relates to identifying, recruiting and supporting effective classroom teaching. There is quite a bit of talk about elevating the teaching profession in order to attract and retain the best

teachers in our public schools. At the same time, however, there is an ongoing public discourse in the policy landscape, as well as in the media, that undermines our work, and we face a losing battle against inaccurate claims in cinema and the news about what good teaching really entails. Though three out of four Americans have trust and confidence in teachers,¹⁶ the current rhetoric about “incompetent teachers” often leads to degrading teachers as a whole, rather than celebrating those who are accomplishing so much under incredibly difficult circumstances. As our colleague Cindi Rigsbee notes, “the depiction of teachers and schools as ‘failing’ our students alienates hardworking and caring educators from community members who are misinformed and persuaded negatively.” ED has already supported important efforts toward combating this rhetoric, including www.teach.gov, which includes inspirational YouTube videos that call for improving the profession.

We think ED could go even further with its positive campaign by investing in advertising and promotion through multimedia outlets, highlighting the aspects of teaching that are most honorable, and helping to portray the work of teachers in a more fair and accurate light.

Making Decisions Based on Teacher Effectiveness

Inviting teacher input into policy decisions results in teacher ownership of reforms and improved program implementation.

The fact that ED’s Collaborative Labor-Management Conference in February 2011 invited teacher unions and some teachers to participate in a national conversation around teacher effectiveness suggests the importance of teacher input in moving the ED reform agenda forward. Teacher compensation is a hotly debated issue across the country, as many districts move toward paying educators based on effectiveness rather than their years of teaching experience or advanced degrees. Because evaluation systems have a long way to go before they are fair, valid and reliable – and because research tells us that higher compensation alone is not enough to improve teacher effectiveness¹⁷ – many teachers are wary of these new pay systems, unless they focus on teacher development as well.

However, we are in favor of compensating teachers in ways that consider and reward their performance. We believe teacher buy-in is essential to the success of these new pay structures, which is why we support the inclusion of teacher voice as vital in developing and implementing new initiatives such as the 2010 Teacher Incentive Fund (TIF), a Department of Education grant that incorporates career advancement opportunities and targeted professional development, based on rigorous and fair evaluation systems.¹⁸ Several of us co-wrote the first [CTQ TeacherSolutions policy report on performance pay](#) – where we emphasized that new compensation systems needed to place a premium on the spread of teaching expertise. This means that highest paid teachers are not just the ones who get results for their students, but those who also help their colleagues improve their effectiveness.¹⁹ In fact, we believe performance pay plans of the future need to go much further than current Teacher Incentive Fund models demand – i.e., explicitly rewarding teachers for developing and implementing novel solutions to the academic, social, and emotional problems that their students face.

We are divided in our view about the number of teachers to be consulted in any given situation. While some of us who attended the Labor Management event were pleased to have served in a facilitation role, we would have appreciated an opportunity to more deeply engage in the conversations. Those of us who felt this way also believe that, because a significant portion of US public school teachers are not covered by collective bargaining and are not members of either national union, even greater attention must be paid to

ensuring meaningful teacher representation and involvement in the development of policies like professional compensation systems.

Others of us, however, recognize the adverse effect of inviting too many conflicting voices to the table. Those of us who share this perspective do not see a distinction between classroom teachers and union leaders and believe that having the right blend of perspectives is essential for achieving results. As our colleague and Teaching Ambassador Fellow Steve Owens, points out, “Collaboration is not just being nice to each other at the negotiation table; it is not mindless adoption of an alphabet soup of alternative compensation devices; it is a profound sea change in the way organizations do business internally, one that truly empowers practitioners to do their best work, that ensures administrators have good information to base management decisions, and that puts student outcomes first.”

In future events facilitated by the Department, we would like to suggest that ED consider both alternatives, depending on the particular policy and its context. This means that ED would either invite a larger cross-section of current classroom teachers to ensure that policy implementation is considered from all angles, or that ED would strategically select teacher attendees to ensure teacher voices are translated into action.

Hybrid roles allow teacher leaders to continue building upon their classroom skills while sharing their expertise with a broader audience.

We discussed the importance of teacher evaluations for measuring student and teacher growth and then compensating this growth appropriately. Unfortunately, these practices are too often bypassed as districts seek quick and easy answers to complex personnel decisions. As our colleague Bill Ferriter from North Carolina notes, “Teacher evaluations are very much a part of the hiring and firing process ... they’re summative in nature, designed to report on the abilities of teachers to continue in their current positions.” Few teachers are involved in peer review processes — a critical step in professionalizing teaching.

If we are to truly improve the profession that makes all others possible, we recommend a change of focus toward identifying and rewarding teachers. As described in *TEACHING 2030*, we need to create a leadership force of 600,000 “teacherpreneurs” — classroom experts who teach students regularly while also serving as teacher educators, policy researchers, community organizers, and trustees of their profession. One step in the right direction is ED’s implementation of the Teaching Ambassador Fellows program, wherein teachers advise officials (either full-time or part-time, in addition to their teaching responsibilities) on how policies could, or do, impact the classroom.

In order to bring programs like this to scale across the country, we must “blow up the idea of what ‘teacher’ is,” says our colleague Carrie Kamm, “because it is tied to an archaic model that if someone is paid a teacher salary, [he or she has] to be in front of 30 kids the entire day, and if [he or she] want[s] to mentor/support new teachers, it’s done before and after school.” We are hopeful because ED promotes the career pathways implemented in Singapore,²⁰ but this system is currently a far cry from the top-down management that exists in most of our schools and districts.

As Teaching Ambassador Fellow and Virginia educator Patrick Ledesma recommends, “[ED] could promote the idea of hybrid roles and new ‘innovative’ roles for teachers—and make grants accessible for districts to make this happen.”

TEACHERPRENEURS ADVANCING THE PROFESSION

“After teachers demonstrated their impact on students, they would get tenure. And this wouldn’t be an obligatory tenure after 3 years but perhaps after between 5 and 10 years....Tenure would earn teachers the ability to use 15 percent time to actually develop pet projects and devise solutions to problems that we’re seeing on the ground. We could do the action research to solve those types of problems that are hard for policymakers to see because they’re very particular to the communities that we work in. This would keep many more teachers in the classroom because we would be able to continue teaching with the time and autonomy we need to pursue other ideas we have that would impact student learning in our school contexts and beyond.”

–ARIEL SACKS, BROOKLYN, NY

Conclusion

We appreciate the opportunity to engage in a discussion with Secretary Duncan and other staff within the Department, who invited us to share our recommendations in an effort to improve our public schools. We hope our recommendations are useful in the advancement of policies and programs within ED’s reach.

We view this first policy paper as the bridge to future conversations and a foundation for stronger relationships between teachers and policymakers. As our colleague Patrick Ledesma reminds us, “These deep conversations between teacher leaders and top-level ED officials can set an example of how future discussions should take place among policymakers, practitioners, and the public on matters of school reform and teaching effectiveness. If we can begin to understand how each group perceives their respective roles and responsibilities in solving these complex education issues, we can start bridging the teacher-policymaker gap and create conditions to improve student learning and achievement.” We must act. Fifty-five million children depend on us.

CTQ–ED Teacher Team Bios

Vinnie Basile

Vinnie Basile is entering his first year as a full-time doctoral student in math and science education at the University of Colorado. He received the School of Education’s Miramontes Fellowship — a prestigious award reserved for top-performing researchers who come from diverse backgrounds and/or are investigating issues surrounding education and diversity. Vinnie taught ninth-grade science for six years at Westminster High School in the Adams 50 school district in Colorado, also serving as the head cross-country coach and assistant track coach. He earned his teaching license and master’s degree at the University of Colorado at Denver, where he was named “outstanding graduate” of his cohort. Since graduating, Vinnie has continued to be honored by his alma mater, having been chosen as the keynote speaker for the 2008 pre-service teacher gathering and a featured alumnus in the university’s magazine in 2009. His leadership transcends the local level through his involvement with the National Science Teachers Association (NSTA); he has presented at the association’s annual conference for the past four years. Vinnie is also an active member of the Colorado Education Association at the state and national levels. He participates in CTQ’s Denver New Millennium Initiative.

Julianna Dauble

Julianna Dauble teaches fifth grade part time at Sierra Heights Elementary in Renton, Washington. She began her career by earning K-8 certification with an emphasis in English as a second language (ESL) instruction, and then went on to complete a master’s degree in curriculum, instruction, and assessment. Julianna has served as a representative for the Renton Education Association since her first day of teaching in 2001 and is currently the WEA’s political action committee manager for her region. Last year, Julianna was selected as a local and state delegate to the WEA’s and NEA’s representative assemblies. She is also a member of the NEA Young Educators Workgroup and serves on various committees in her school and district. She participates in CTQ’s Washington New Millennium Initiative.

Bill Ferriter

Bill Ferriter, a National Board Certified Teacher, teaches sixth-grade language arts and social studies near Raleigh, North Carolina. An advocate for PLCs, improved teacher working conditions, and teacher leadership, Bill has represented educators on Capitol Hill and presented at state and national conferences. He has also designed professional development courses on how to use blogs, wikis, and podcasts in the classroom; the role of iTunes in teaching and learning; and the power of digital moviemaking. He is a founding member of the Teacher Leaders Network and has served as teacher in residence at CTQ. He is among the first 100 teachers in North Carolina and the first 1,000 in the United States to earn certification from the National Board for Professional Teaching Standards and has also served on its board. He has been a Regional Teacher of the Year in North Carolina, and his blog, *The Tempered Radical*, earned Best Teacher Blog of 2008 from Edublogs. Bill has had articles published in *The Journal for Staff Development*, *Educational Leadership*, and *Threshold Magazine*. A contributing author to two assessment anthologies, *The Teacher As Assessment Leader* and *The Principal As Assessment Leader*, he is also co-author of *Building a Professional Learning Community at Work™*. His second book, *Teaching the iGeneration*, was released by Solution Tree in June 2010. Bill is an active member of CTQ’s TLN Forum.

Susan Graham

Susan Graham taught family and consumer science at Gayle Middle School in Stafford County, Virginia, beginning in 1988. There she shaped instruction around helping her students explore the connections between academic concepts and real-life applications. Susan began her teaching career in 1971 as a high school home-economics teacher in Fabens, Texas. A National Board Certified Teacher, she served as NBPTS/State Farm Liaison for Virginia and was as an assessor for NBPTS certification in career and technical education in 2003. She was the Stafford County Teacher of the Year in 1999 and was selected as Virginia's Region III Teacher of the Year in 2000, when she also received the Rufus Beamer Individual Award for Excellence in Vocational Education. She served on the Virginia State Department of Education's writing team for *Merging Routes to Exemplary Teaching: A Resource for Field Experiences* (2006) and has been a guest writer and expert commentator for Editorial Projects in Education (publisher of *Education Week* and *Teacher Magazine*). Susan launched her TLN-branded blog, *A Place at the Table*, in the fall of 2007. Susan also currently serves on the National Council for Accreditation of Teacher Education Board of Examiners. She recently retired from full-time teaching but remains an active member of CTQ's TLN Forum.

John Holland

John M. Holland is an artist, a teacher, a writer, and an innovator. He has dedicated his career to serving the neediest and youngest school children of Richmond, Virginia. After 12 years as a preschool teacher of 3- and 4-year-olds, John recently left the classroom to take a position as Early Head Start/Head Start Program child development specialist for Richmond Public Schools, supporting the teachers who serve those children. John is one of a handful of National Board Certified male pre-kindergarten teachers in the country. He was the lead blogger for the Pew Charitable trust blog *Inside Pre-K* from 2008 to 2010 and currently writes about pre-K issues on his own blog, *Emergent Learner*. John is a member of the Center for Teacher Leadership at Virginia Commonwealth University (VCU), where he moderates the Virginia Forum, an online community of accomplished teachers. He is currently pursuing a Ph.D. in educational leadership at VCU, where he has also served as a National Board coach, mentor, workshop presenter, and university student-teaching supervisor. He is president of VCU's Educational Leadership Doctoral Association and was recognized in 2009 as one of Richmond's "Top 40 Under 40" by *Style Weekly*. John's teacherpreneur company is rightSTART Solutions LLC. He is a member of CTQ's TeacherSolutions 2030 team.

Marguerite Izzo

Marguerite Izzo is a full-time fifth-grade teacher, specializing in English language arts, at Howard T. Herber Middle School in the Malverne school district on Long Island, New York. She also serves as an adjunct faculty member in Adelphi University's literacy education program, teaching graduate-level students. Marguerite is the 2007 New York State Teacher of the Year, presenting workshops at state and national conferences and working to expand the role of the New York State Teacher of the Year. She also served on the New York Regents Standards Steering Committee. As the co-director of the Malverne Teacher Center, Marguerite designs professional development workshops and courses for the teachers in the district; she is also responsible for writing the annual grant for funding and operation of the four district Teacher Center satellites. She holds an M.S. in elementary education from Adelphi University. Marguerite is a member of the ETS Teacher Leadership Standards Consortium, speaks on teacher leadership at national conferences, is the foundation officer of the Adelphi PDK chapter, and serves on the Adelphi University Alumni Association Board. Marguerite is an active member of the National State Teacher of the Year Planning Committee and CTQ's TLN Forum.

Carrie Kamm

Carrie Jenkins Kamm is a mentor-resident coach for the Academy for Urban School Leadership's (AUSL) Chicago Teacher Residency program at National Teachers Academy, a Chicago public school. Carrie began her career in Chicago teaching fourth and fifth grades at R. N. Dett Elementary School for 4 years and then worked as a fourth-grade mentor-teacher at the Chicago Academy Elementary School, an AUSL resident teacher training academy, for 5 years. During that time, she earned her National Board Certification as a middle childhood generalist and mentored several cohorts of teachers going through the National Board process. She earned her Ed.D. in curriculum and instruction from Loyola University Chicago in May 2007. In her current role as mentor-resident coach, she coordinates her site's resident teachers, provides coaching and support to mentor and resident teachers, as well as professional development to the teachers in the AUSL network. Carrie is a member of CTQ's TeacherSolutions 2030 team.

Rana Khan

Rana Khan earned her undergraduate degree in education from the University of Illinois at Chicago. She currently serves as a fifth-grade teacher at A.O. Sexton Elementary, a public school in Chicago. An eleven-year teaching veteran, Rana's excellence in the classroom has been recognized with numerous honors, including the Milken National Educator Award. Her professional interests include teacher preparation programs, teacher retention in urban schools, and teacher and principal accountability. Rana participates in CTQ's Illinois New Millennium Initiative.

Kristoffer Kohl

Kristoffer Kohl, now on staff with the Center for Teaching Quality, previously served in a hybrid position as a data strategist and writing teacher at an elementary school in the Clark County School District in Nevada. Kristoffer entered the classroom through Teach for America and received a master's of education in elementary curriculum and instruction from UNLV. As a classroom teacher, he led each group of his students to more than one year's growth in literacy and math – earning recognition as New Teacher of the Year at his school. Kristoffer brings experience writing school improvement plans, leading staff development, and contributing to the Wiki-Teacher Project. He was a member of the TeacherSolutions TWC team.

Patrick Ledesma

Patrick Ledesma is a middle school technology specialist and special education department chair with Fairfax County Public Schools in Virginia. He currently serves as a 2010 Classroom Teaching Ambassador Fellow for the U.S. Department of Education and a member of the Direct Recruiting Efforts to Attract Minorities (DREAM) Team with the National Boards for Professional Teaching Standards (NBPTS). He completed his Ed.S. in education leadership and policy studies in 2006 and is currently pursuing his Ph.D. at George Mason University, researching teacher education and technology. He maintains a blog called *Leading from the Classroom* on *Teacher Magazine's* website. Patrick was a member of CTQ's TeacherSolutions report on National Board Certification and is an active member of the TLN Forum.

Katie Lyles

Katie Lyles is an art teacher in Jefferson County, Colorado. In addition to her classroom duties, Katie joined her school's cabinet, which focuses on school climate, professional development, and culture. Katie is also a member of the Jefferson County Strategic Compensation Steering Committee, a cross-section of

stakeholders who are examining teacher pay reform for the district. At the state level, she is a member of the Leadership Academy for the Colorado Education Association. She is a member of Teacher Union Reform Network (TURN) and a delegate representative for the Jefferson County Education Association. Katie earned her master's of education at the University of Colorado at Denver with an emphasis in linguistically diverse education. Katie is part of the steering committee for the Denver New Millennium Initiative and part of the TeacherSolutions 2030 team. She blogs at TransformedED and advocates for transformative solutions for advancing the results-oriented teaching profession that all students deserve.

Anna L. Martin

Anna L. Martin is a hybrid teacher at Lee Mathson Middle School, a public school in an urban high-needs district in San Jose, California. She began her career through Teach for America as a core teacher for seventh and eighth grades at Lee Mathson. Upon completing her two-year placement, she has continued to work at the school as a mentor and teacher leader. She is now entering her eighth year in the profession. In her current role, she teaches for half the day, and during the other half coaches teachers, makes student placement and master scheduling decisions, mentors students, and provides professional development for all staff. In the summer of 2010 she participated in a teaching Fulbright program in Morocco, where she developed relevant curriculum using cooperative groupwork theory. Anna completed her work toward National Board Certification during the 2010-11 school year and is awaiting news of the result. Anna is a member of the Bay Area New Millennium Initiative.

Renee Moore

Renee Moore has taught English in the Mississippi Delta for 20 years. The 2001 Mississippi Teacher of the Year, she is also a Milken Education Award winner and a National Board Certified Teacher. Renee is a Writing Project Fellow and has received numerous awards and grants, including \$30,000 from the Spencer Foundation for her work on teaching Standard English to African American students. She was the first active K-12 educator to serve on the Board of the Carnegie Foundation for the Advancement of Teaching and is on the Board of Directors for the National Board of Professional Teaching Standards. She also currently serves on the state commission on teacher licensure. Active for many years in professional development, her writing has been published in several professional journals and as chapters in four books. Renee is a member of CTQ's TeacherSolutions 2030 team.

Lori Nazareno

Lori Nazareno is a dually certified National Board Certified Teacher with 23 years of experience working in high-needs elementary, alternative, and high schools in both Denver and Miami. She currently serves as co-lead teacher of the Math and Science Leadership Academy in Denver. This innovative teacher-led school uses a peer review and evaluation system based on National Board standards. Lori is a recognized teacher leader at the local, state and national levels – serving on the board of directors for the National Board for Professional Teaching Standards and the Bill & Melinda Gates Foundation's advisory board for supporting effective teachers. She holds a bachelor's in exercise science from Occidental College in California and a master's of sports science from the United States Sports Academy in Alabama. Lori is an active member of CTQ's TLN Forum.

Dave Orphal

Dave Orphal teaches social studies and history at Skyline High School in Oakland, California. After receiving his bachelor's degree and teaching credentials at Humboldt State University, David began a ten-year career at Zoe Barnum High School in Eureka, a small town in Northern California where he also

served as president of the local teachers' union. In 1997 he won a Fulbright Teacher Scholarship to travel to Japan for three weeks, talking with teachers about the future of education. He also lectured at Humboldt State University in the education department and works with the California Teachers' Association's Institute for Teaching. Dave is a member of CTQ's Bay Area New Millennium Initiative.

Steve Owens

Steve Owens lives in Calais, Vermont, where he teaches music in two elementary schools. Steve, who is also a certified technology integration specialist, is a National Board Certified Teacher in music, the president of his local NEA affiliate, a VT-NEA board director, and a 2010-11 Classroom Teaching Ambassador Fellow (TAF) with the U.S. Department of Education. A leader in professional development for music teachers, he is an approved teacher trainer for recorder, a course director, and chapter president with the American Orff Schulwerk Association. He's a second-career educator with 19 years of experience in the classroom. Steve believes being a TAF will help define his future career, because he finds working in two rural schools 50 miles apart is challenging his leadership efforts. His goals and interests include fostering labor/management collaboration in education. He is an active member of CTQ's TLN Forum.

Susan "Ernie" Rambo

Ernie Rambo, a National Board Certified Teacher, has been teaching for 23 years in a variety of positions and is currently an elective teacher at a junior high school in the Clark County School District in Nevada. She is the elective department head at her school, a presenter in her district's new teacher training cadre, and a fellow of the Southern Nevada Writing Project. Ernie has supported her school in roles ranging from sponsoring the school's chapter of the Mighty Milers running team to serving on the school improvement team. She is currently working toward her Ph.D. in education. Ernie was a member of CTQ's TeacherSolutions TWC team.

Marsha Ratzel

From 2005 to 2009, Marsha Ratzel taught sixth-grade math and science at Leawood Middle School in Blue Valley, Kansas. This school year, she added science and social studies as well as graduate courses in technology integration to her teaching responsibilities. A 16-year veteran, Marsha returned to full-time classroom teaching in 2005 after four years as a district coordinating teacher for technology and a member of the system's school improvement team. She is a second-career teacher who spent 10 years as a health systems planner and administrator prior to preparing to teach. She is a National Board Certified Teacher and was selected as a participating teacher in the Kansas Exemplary Educator Network in 2001. Marsha has been both master teacher and teacher of the year for her school. She has published articles in national magazines, such as *Middle Matters*, and was formerly on the teacher advisory board of Education World. She is an active member of CTQ's TLN Forum.

Cindi Rigsbee

Cindi Rigsbee recently left her position as literacy coach in Orange County, North Carolina, to work as a regional education facilitator, or "teacher-on-loan," to the North Carolina Department of Public Instruction. She works with a team of teachers in the Educator Recruitment and Development division to implement programs that support teacher leadership and development. A former language arts teacher and reading specialist, Cindi was named North Carolina Teacher of the Year in 2008 and was a finalist for the 2009 National Teacher of the Year. Cindi is a National Board Certified Teacher and enjoys writing about teaching. She has had several articles published online by *Teacher Magazine*, including "Grammar Interrupted," "Tips for New Teachers," and "What Makes a Principal Great." In addition, Cindi comments

on education issues in her blog, *The Dream Teacher*, and is currently traveling the country sharing from her book, *Finding Mrs. Warnecke: The Difference Teachers Make*. She is a member of the TeacherSolutions 2030 team.

Gail Ritchie

Gail Ritchie has been a teacher-researcher since 1991. An early childhood National Board Certified Teacher, she recently returned to the school level as an instructional coach after working for two years as a resource teacher for Fairfax County Public Schools' Department of Professional Learning and Training. Gail completed her doctorate with a dissertation study entitled "Teacher Research As a Habit of Mind" and co-led the district's Teacher Researcher Network for three years. Her research interests include professional learning, early literacy, differentiated learning, and early childhood development. Gail is an active member of the TLN Forum.

Ariel Sacks

Ariel Sacks has been teaching middle school English in New York City public schools for the past six years. She presently teaches seventh grade English at a middle school in Sunset Park, Brooklyn. She previously worked as team leader and English department chair at a public secondary school in Crown Heights, Brooklyn, and as an English teacher for transitional ESL students in a bilingual middle school in East Harlem. Ariel studied progressive pedagogy at Bank Street College of Education and is committed to implementing student-centered methods successfully in high-needs public schools. She has been developing and writing about the Whole Novels program, a student-centered method of whole class literature studies, which she has presented at Bank Street College and the 2010 National Council of Teachers of English conference. Ariel has also served as a panelist at workshops hosted by AACTE, Ford Foundation, Center for American Progress, and Great Teachers for Great City Schools, discussing issues of teacher preparation and teacher leadership in urban public schools. Her articles have been published in *Teacher Magazine*, *New York Daily News*, and Bank Street College's Occasional Papers series. She writes regularly about educational issues and her teaching practice at her TLN-featured blog, *On the Shoulders of Giants*. She is a member of the TeacherSolutions 2030 team.

Allison Sampish

Allison Sampish is a kindergarten teacher at Fall River Elementary in St. Vrain Valley, Colorado. She received her teaching license and master's in curriculum and instruction, with a focus on humanities, from the University of Colorado in December 2008. In addition to kindergarten, Allison has experience teaching first and fourth grades. She is involved in planning and conducting professional development classes for her colleagues within and outside her school. She serves on various local committees, where she is a true leader with an active voice. Allison recently co-wrote an article for the journal *Social Studies and the Young Learner*. Allison is a member of CTQ's Denver New Millennium Initiative.

Jose Vilson

Jose Vilson is a math teacher, coach, and data analyst for a middle school in the Inwood/Washington Heights neighborhood in New York City. He is beginning his fifth year as a teacher, having finished the New York City Teaching Fellows program in 2007. He holds a bachelor's degree in computer science from Syracuse University and a master's degree in mathematics education from the City College of New York. He has worked on creating professional development for his fellow teachers on such topics as working on goals for the classroom and using the ARIS system, a data management program under the New York City Department of Education. A committed poet, web developer, and mentor, he has spoken at Lincoln

Center as part of the teaching fellows' induction ceremonies and writes regularly about education issues on his blog, *The Jose Vilson*. Jose is a member of the TeacherSolutions 2030 team.

Noah Zeichner

Noah Zeichner is a National Board Certified Teacher at Chief Sealth International High School in Seattle, Washington. He received his master's in teaching from the University of Washington in 2004, with endorsements in social studies, Spanish, and English as a second language. At Chief Sealth International, Noah has served as department chair, educational technologist, and family engagement action team chair. In all three of those roles, he designed and led professional development workshops for his colleagues. He also coordinated home visits to school families through the family engagement action team. During his teaching tenure, Noah has traveled with students to Guatemala and China. Recently, he and a student attended the Aspen Ideas Festival as part of the Bezos Scholars Program. Noah is a member of CTQ's Washington New Millennium Initiative and was just selected to serve as a teacherpreneur, teaching half time at his school and half time working on policy for CTQ.

Endnotes

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