



1100 17th Street NW, Suite 500
Washington, DC 20036-4632
877-322-8700 | www.tqsource.org

PRESS RELEASE

CONTACT:
Amy Potemski
212-419-0420
amy.potemski@learningpt.org

National Comprehensive Center for Teacher Quality's Second Biennial Report Calls for Systemic Approach to Teacher Effectiveness and Equity in K–12 Schools

WASHINGTON, D.C. (October 28, 2009)—As the federal education focus shifts from highly qualified teachers to highly effective teachers, regional, state and local education stakeholders must create systemic approaches to recruiting, supporting, and evaluating teachers to ensure that all students have access to highly effective teachers. This approach is emphasized in *America's Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms*, the second biennial report of the National Comprehensive Center for Teacher Quality (TQ Center). The report is available online at www.tqsource.org/publications/2009TQBiennialReport.php.

Written in collaboration with experts in the field and staff from regional comprehensive centers and state education agencies, the report synthesizes the emerging research base on teacher effectiveness and equitable distribution of K–12 teachers. This research base reinforces the federal focus on ensuring highly effective teachers for all students.

“This report documents the growing recognition among state policymakers of their leadership responsibility regarding educator quality reforms,” said TQ Center director Sabrina Laine, Ph.D. “Their capacity to address these issues more aggressively is seen in the examples of innovative policies and practices within the report.”

The report includes the following:

- A review of the changing profile of today's teachers and possible effects on future teacher quality policy and practice
- The research and existing policies on teacher preparation, professional development, and induction to support teacher effectiveness
- A review of the research on the primary causes of inequitable distribution of teachers, data and funding considerations, and descriptions of existing strategies to address equitable distribution
- A discussion about the use of evaluation and compensation to enhance teacher effectiveness, including key considerations in evaluation and compensation reform

Each chapter contains innovative policy strategies and examples from regions and states across the country. Case studies provide real-world examples of how information can be used in strategic planning and action. The report also highlights TQ Center resources directly relevant to each topic discussed.

About the National Comprehensive Center for Teacher Quality

The National Comprehensive Center for Teacher Quality (TQ Center) is a collaborative effort of [Learning Point Associates](http://www.learningpoint.com), [ETS](http://www.ets.org), and [Vanderbilt University](http://www.vanderbilt.edu). It was created to serve as the premier national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools. The TQ Center provides guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

Website: www.tqsource.org

###

4066R_11/09

The National Comprehensive Center for Teacher Quality is a collaborative effort of Learning Point Associates, ETS, and Vanderbilt University.

