THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

EDUCATION WORKFORCE INITIATIVE

The Education Workforce initiative focuses on what are arguably the most important factors in student achievement—effective teachers and leaders. CCSSO is calling for states to change the rules, encourage innovation, learn from other sectors, and apply new principles to transform these professions.

CCSSO is the key organization to lead comprehensive change in state education policies and practices, as chiefs often oversee a majority of the components of state human capital systems. Through state leadership, collective action, and collaborative partnerships, we are examining every aspect of developing the education workforce through the lens of research, best practices, and policy. Our goal is to create aligned, coherent, and outstanding state systems of educator development and support.

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Transforming Teaching and Leading:

A Vision for a High-Quality Educator Development System

Education Workforce White Paper

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Abstract: This white paper outlines the agenda of the Council of Chief State School Officers (CCSSO) to identify critical design elements of a high-quality educator development system. It articulates a vision for teaching and leading as part of a broader vision for transforming the public education system toward excellence and equity.

Transforming the System

Access to learning has opened up in ways we could have never dreamed of a century or even a decade ago, making ever more possible our vision that each child succeed. Today students can learn informally any time, anywhere, and teachers no longer have a monopoly on pacing, timing, resources, or even the content of education. This learning context requires new and different ways of delivering education. It also requires new knowledge, skills, and dispositions for our educators.¹

All of this is occurring in a larger changing environment that has implications for how we must rethink our entire education system:

Examples of Changing Environment - Implications for Learning, Teaching and Leading ²	
Rapid advances in technology are radically changing how individuals and organizations develop as well as manage, deliver, and receive information.	Technology will continue to transform how students learn and collaborate; how teachers learn, teach, and collaborate; and how administrators learn and lead to attain system goals.
Outsourcing is growing in all sectors of the economy.	Some functions of human capital management and teaching itself may be outsourced.
Customization and individualization are increasingly possible and expected in the marketplace and in social sectors.	Radically new staffing patterns and delivery vehicles will emerge. The focus of human capital management will be on creating effective teams of educators.
Half of all school children will be nonwhite by 2025, and half the U.S. population will be nonwhite by 2050 (Hodgkinson, 2000).	Administrators and teachers will become more racially, ethnically, and culturally diverse. Supports will necessarily emphasize becoming culturally proficient, self-aware, and reflective in order to effectively serve an increasingly diverse student population.
Changes in job market, career patterns, and workplace are making lifelong careers less common.	Human capital development and management will differentiate responsibilities, support, and opportunities based on talent, skills, anticipated tenure in the system, etc.

¹ The term educator in this paper refers to teachers and administrators, the focus of the work of this strategic initiative. While current usage is moving away from administrators, to education leaders, we recognize that teachers (as well as others in the system) can be leaders too and thus, for clarity purposes, have used administrators here. The issue of vocabulary around roles and collaborative relationships in a new educator development system warrants further discussion.

² Adapted by West Wind Education Policy from a collaborative framework developed by The Aspen Institute. Judy Wurtzel, a senior fellow at the Aspen Program on Education and Society in Washington, D.C., assisted in our thinking on this framework.

Examples of Changing Environment - Implications for Learning, Teaching and Leading²

The corporate sector is increasingly moving to flatter organizations driven by customer needs and powered by employee teams. The system will become increasingly customer focused.

Teams will become the central organizational structure, and educators will be immersed in decisions about creating the environments in which all students learn and practice to higher levels.

In order to thrive in this environment, students must have both the academic and global skills and knowledge necessary to navigate the world-attributes such as problem solving, curiosity, creativity, innovation, communication, interpersonal skills, the ability to synthesize across disciplines, global literacy, ethics, and technological expertise. At the same time, the key themes in education will become customization, continuous growth, performance-based accountability, teamwork, and collaboration.

These themes and outcomes are captured in the work underway to define a common core of standards for student learning, which is an effort to align the system toward excellence. As we strive for excellence in this context, we also recognize that quest does not necessarily guarantee equity, which is the other critical goal underlying our work. Just as our efforts at reform are trained toward high standards, we intend for the system to help each and every child achieve the same high standards. Yet, our system has persistently generated inequitable outcomes for entire groups of students over time. Because we have not yet overcome systemwide patterns of disparity, our expanding expectations for student learning in a global context put us at risk of exacerbating inequities rather than disrupting them. To hold both equity and excellence as our goals, we must be willing to recognize and address the underlying forces at play that contribute to all of the patterns we strive to disrupt. We must stop framing systemic outcomes as the result of deficits of the student, the student's family, or the student's community. And we must facilitate learning so that each and every student has multiple opportunities to achieve to high standards.

This collection of observations and implications suggests we cannot simply tinker with and try to perfect the current system. We need to "break out of the paralysis of trying to fix what we have and turn the focus to what we need to invent" (CCSSO, 2009, p. 10). This calls for a complete rethinking of the purposes, processes, and places for education—and for a focus on *transforming* rather than *reforming* the current system in order to achieve significantly different results.

Educator Development for Transforming the System

It is in the service of excellence and equity that we turn to educator development. For much of the past two decades, states have focused on student standards and assessment while focusing less intensively on what the Strategic Management of Human Capital Task Force (2009) calls "the people side of education reform" (p. 1). Yet, we have known for at least twice as long that people—especially teachers and administrators—matter a great deal in education. By and large, however, education policy still focuses too narrowly on inputs (e.g., degrees, coursework) and has failed to adequately address outputs (e.g., performance, effectiveness). Now is the time to set the bar high for outputs

and offer the growth opportunities and support necessary for educators to be not just highly qualified, but highly effective.

But what it means to be a highly effective educator must reflect the current context.

The expectation today is that instructional practice will

- be grounded in research evidence, including new brain research on how students learn
- focus on personalizing learning for each student to address unique and diverse learning styles and needs
- incorporate and exploit new technologies to maximize and individualize learning
- model 21st-century learning by allowing students to take charge of their own learning and do
 it in creative ways
- include ongoing, embedded professional development for teachers and administrators around 21st-century content knowledge, skills, and pedagogical strategies

The further expectation is that any measure of educator effectiveness will incorporate measures of student achievement. Given the changing context, both how we define and how we assess student achievement should change. Consensus is growing that we need a robust definition of learning, not one in which a single standardized test captures a prioritized subset of learning (reading and mathematics). A more appropriate, complex, and balanced assessment system is one that incorporates multiple measures, including formative (ongoing, classroom-based) assessments, end-of-course assessments, and summative assessments; is performance-based and growth focused; provides immediate feedback; is integrated into instructional practice to reinforce learning; and uses current technology, such as online or web-based assessments.

All of which means today's educators will need

- new and different content knowledge and skills, as reflected in student standards, including 21st-century content and skills
- deeper specialized knowledge around instructional strategies based on new findings in research (especially brain research), new technologies, more complex formative assessments, and individualized learning strategies that serve the increasingly diverse population of students
- more sophisticated understanding of assessment to be able to create assessment systems in their classrooms, understand complex standardized assessments, and change or modify their teaching based on what they learn from these assessments
- more rigorous and ongoing professional development support to keep up with the fastpaced changes in our understanding of the learning process that result from technology and research advances
- deep collaboration skills as teamwork becomes the preferred method of working to address the individual needs of each student

CCSSO describes this new context in its vision paper, "Transforming Education: Delivering on Our Promise to Every Child." There we envision the next generation of learning and the kinds of new learning environments that will be required to achieve our vision. We want students to be critical thinkers, problem solvers, effective communicators, self-directed learners, and responsible,

productive citizens. To get there teachers will need to model these same skills along with having the knowledge and skills described above. Similarly, administrators will need to create next-generation learning environments that do not follow the current constructs of schools. They will need to better understand how to support the instructional core, work collaboratively with teachers, and create opportunities for teacher leadership. They will need to foster new configurations of teaching and learning and promote a culture of high-quality, collaborative instruction and continuous growth. For their own growth, they will need more and better mentoring and collegial networks of support focused on student learning.

Ensuring that each and every child has the opportunity to learn with highly effective educators requires a new vision of teaching and leading—one grounded in collaboration and transparency, acknowledging the various stages along an educator's career continuum. It also requires a balance of individualized support and accountability with system support and accountability.

Comprehensive Policy to Support Educator Development

Education policy should reflect this balance of individual and systemic support and accountability, and, therefore, be more encompassing of the multiple elements of educator development. Policy reforms of late have tended to focus on rather specific aspects of teaching and leading, such as a fear of impending teacher shortages, the desire to rid the system of ineffective teachers, or an interest in opening the profession to educators who follow nontraditional paths into the field. While these are worthwhile policy endeavors, individually they cannot account for the complex work of teaching and leading. A policy agenda should be comprehensive, transparent, and fair, so that every aspect—including different schemes for evaluation, pay, and promotion—is credible.

Additionally, given the relative newness of the expectations we are placing on the field, policy should drive toward a new vision for teaching and learning overall. When thinking in terms of the history of our education system, the expectations we are setting to overcome racial and socioeconomic disparities and to achieve higher order learning for all students, the opportunities made possible through technology, and the current economic realities we face worldwide are relatively new. Together, these expectations and trends provide the context for a wholesale redefinition of schooling.

To create conditions for transformation and to serve educator growth more effectively, states need a reconceptualized, coherent educator development system that provides ongoing and continuous support not only in preparation and induction, but throughout the career continuum.

Educator Development and the Career Continuum

Implicit in the notion of a comprehensive educator development system is the belief that teaching and leading are intricate and highly skilled work, and that understanding such intricacies and developing skills takes time. We cannot and ought not expect novice educators to have developed the level of competence of professional educators, nor can we allow educators without such understanding and skill to be solely responsible for facilitating student learning.

There are several schemas for understanding the developmental continuum of teachers and administrators. In this white paper we organize the continuum into four stages: preparation, novice, professional, and expert. These stages are not defined by program type, coursework, or even time on the job. Rather, they are defined by level of competence in a performance-based

system in order to provide for the flexibility and openness states need to customize alternative routes to certification—as well as to respond to the unique needs of educators. We assume that states will develop, in collaboration with educators, rubrics of performance and the diagnostics, supports, and learning opportunities necessary to make such a system meaningful. We also assume that states will design sophisticated educator development systems, able to deal with the complexities of addressing issues of equity.

We offer this model of the career continuum to start a dialogue, not to take a strict position on how the continuum ought to be defined or designed. We are particularly interested in dialogue about policies at transition points along the career continuum. We recognize that, as we better develop the competencies necessary to move along the continuum, and as we better design policies that move us toward competence and continuous growth, we may discover that the steps within stages do not allow enough flexibility to deal with unforeseen complexities. Thus, the fluid lines of the graphic are intended to reflect a variety of entry points and variable movement along the continuum, as well as the flexibility and possibilities of the model itself.

Preparation

Screened admission into one of multiple paths to preparation

Career advisement

Practicum

Initial licensure

Novice

Clinical experience (residency/ apprenticeship) Induction and support Professional learning community Full licensure

Career Continuum

Professional

Daily/job-embedded growth Professional learning community Expanding networks of influence

Expert

Advanced certification
Leadership opportunities
Multiple career pathways
(e.g., mentoring, coaching, content
specialists, professional
association leadership)
Recognition

As alluded to above, the Preparation stage includes traditional programs as well as a variety of alternate routes into the profession. Preparation programs should take a discerning yet balanced approach to selection so as to engage promising candidates while elevating the status of the field. The preparation experience should be rigorous, aligned with practice standards, and practicum based. Both CCSSO, through its Interstate New Teacher Assessment and Support Consortium (INTASC), and the American Association of Colleges for Teacher Education are working to strengthen the preparation stage for teachers. Similar efforts are underway for administrators through CCSSO's State Consortium on Educational Leadership, ten years of Wallace Foundation leadership work, and the Educational Leadership Coordinating Council.

Initial licensure means that an educator has developed minimum competency to move into a position, particularly competency in content knowledge, pedagogical skill, and disposition (e.g., reflective nature, belief that all children can learn, propensity to collaborate). Thus, districts are able to make hiring decisions based on preparation and licensure, which should provide a comprehensive review of the candidate's ability to impact student learning in the area in which they will be assigned.

The novice stage is when early educators make the transition into teaching. Educators at the novice stage will need extra time to reflect on their practice, observe and be observed by experienced educators, and develop deeper understandings of their roles and responsibilities. Thus, this stage must include a high-quality induction and mentoring program, which may be designed as an internship or residency, ideally supported by a partnership between preparation programs and districts. The supports provided to educators at the novice stage should be responsive to those who enter both through traditional and alternate routes. To best grow novice educators, the system should be capable of assessing their abilities, customizing professional development, and providing job-embedded supports for demonstrated needs.

The professional stage represents a time of increasing competence and deepening expertise. Educators at the professional stage of their careers need personalized supports as they build upon their strengths and work to overcome their challenges. However, much of their professional learning and growth occurs as they work with colleagues to collect and analyze student data and respond to student needs. It is as a member of this professional learning community that educators at the professional stage, both teachers and administrators alike, strive to collectively achieve broader school and district goals. Administrators at the professional stage also may wish to participate in job-embedded leadership programs, such as the 12–18 month institute offered by the National Institute for School Leadership, or participate in job coaching opportunities.

Educators who advance to the expert stage deserve multiple career pathways and opportunities for recognition and increased responsibilities. They should be encouraged and provided incentives to seek national certification, mentor educators at the novice stage, and coach educators at the professional stage. They also should be encouraged and provided incentives to engage in action research and innovation as professional development. For example, educators at the expert stage might draft model lesson plans, curriculum, and online courses for use by others. Coming soon, principals, assistant principals, and teacher leaders will be able to seek national certification for educational leadership from the same board that created national certification for teachers—the National Board for Professional Teaching Standards.

The developmental continuum drives the design and level of rigor of routes into the profession, highlights the need for planned induction into the profession, and demonstrates the necessity of ongoing growth opportunities and supports. It also demands a new vision of teaching and leading—one in which educators across the career continuum work together to achieve classroom, school, and district goals. No longer can we rely on individual educators operating in isolation to transform a system in which we all share responsibility and rewards. We must transform teaching and leading into team activities in order to fully utilize all available talent. Transformation demands a coherent and high-quality educator development system.

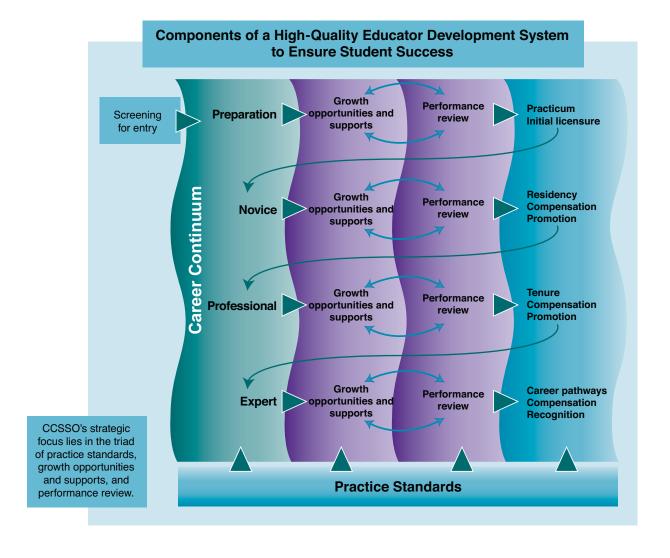
Design Elements of a High-Quality Educator Development System

An educator development system allows us to better prepare, evaluate, and support educators along the career continuum. We need to know what educators do in practice and the extent to which their practice translates into student learning over time. In our data-driven systems, this information will allow us to provide for the continuous development of educators. It also will help us ensure that we are transforming our system toward equity.

To achieve this vision, we believe we need a coherent and aligned educator development system that has at its base the following three design elements:

- 1. Practice standards.
- 2. Growth opportunities and supports.
- 3. Performance review systems.

The power in focusing on these three design elements is that, together, they have a high likelihood of increasing educator effectiveness while also laying the groundwork for high-stakes decisions such as tenure, promotion, and pay. That is, if educators have appropriate supports to develop in their careers, following any of multiple paths along a continuum of growth and development, it is reasonable to hold them accountable for student outcomes. When there is agreement and clarity around educator practice, accountability systems have a much greater likelihood of passing the fairness test. Put simply, when we are transparent in our expectations of educators and we provide high-quality growth opportunities and support, we will be able to reasonably hold educators accountable for results. Further, this vision of professional practice provides a standard to which other elements of educator effectiveness can be aligned, such as preparation and licensure.



What is new and different in the vision we outline is the recognition that to affect meaningful change, policy must impact practice. This means states should take a larger role in helping districts provide the high-quality development and support systems educators need to be effective. The key state roles focused on here are supporting the creation of a common vision of *practice standards*, bringing coherence to a system of *growth opportunities and supports* for educators, and ensuring high-quality, rigorous, and fair educator *performance review systems*.

In these roles it is important to clarify that the state goal is to build district capacity while providing leadership and flexibility.

By capacity, we mean "the development and use of policies, strategies, and actions that increase the collective power or efficiency of whole groups, organizations, or systems to engage in continuous improvement for student learning" (Fullan, 2005). This calls for "enhancing the skills and knowledge of people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective results" (Elmore, 2000).

We recognize that a great deal of work is currently being done in the area of human capital management. For example, the Strategic Management of Human Capital Task Force has published 6 principles and 20 state and local recommendations to align academic goals with human resources organization and practices. Similarly, Learning Point Associates (2008) has crafted a comprehensive talent management framework that they are using to help states develop their human capital management systems. These broad efforts seek alignment among large-system components such as recruitment, hiring, preparation, induction, professional development, and the like. Further, we recognize the need for states to address these large-system components to determine alignment, develop policy, and build capacity. Our intent is not to reinvent the wheel, but to complement efforts that are already underway.

We believe educators should be held accountable for student learning, but we also believe states and districts should be transparent about their expectations and provide a system of development and support for educators *before* making any high-stakes decisions. Fairness demands that a strong educator accountability system be preceded by evidence-based practice standards outlined in policy, a strong performance review system, and a system of supports. Further, these elements need to be aligned so that all parts of the system serve the same ultimate goal—student learning.

While we discuss the design elements separately below, we recognize that these elements are deeply integrated. After all, what good would it do for us to have a performance review system if we do not have practice standards upon which to base our review? Similarly, what good would it do for us to have a system of supports in place if our performance review system cannot tell us how individual educators need to grow? We need an educator development system that is both coherent and aligned. Such a system will pave the way for the development of a cadre of effective educators and will ensure that we provide the opportunity for all educators to continue to grow throughout their careers.

1. Practice Standards

Practice standards are the state's policy for what all educators should know and be able to do *in practice* to effectively help all students achieve the Pre-K-12 student standards. The practice standards become

the driving force behind how a state's educator development system is organized and implemented. Practice standards take broader policy standards to a greater level of specificity and describe what effective teaching and leading look like. Practice standards should outline what we know about what works, but they should also leave room for innovation in the context of what may work in next-generation learning environments. For example, we know that teaching has changed dramatically. Gone are the days when teachers practiced in isolation. Today's teachers must be problem solvers. They must be able to analyze data and determine not only whether students are learning academic content knowledge, but also whether students are acquiring the complex higher order skills needed to be successful. Further, they must be able to work together toward the accomplishment of both class and school goals.

The good news is that we know more than we have ever known about how students learn and how to grow effective educators with the will and skill to ensure all students learn. The last decade has produced a wealth of research and practical knowledge for us to incorporate into our policies and practices. For example, CCSSO is in the process of updating its Interstate New Teacher Assessment and Support Consortium (INTASC) *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* to incorporate recent research and provide a starting point for state practice standards. Similarly, the 1996 Interstate School Leaders Licensure Consortium (ISLLC) Standards were updated in 2008 as the *Educational Leadership Policy Standards: ISLLC 2008*, and the State Consortium on Education Leadership at CCSSO drafted a companion document, *Performance Standards and Indicators for Education Leaders: ISLLC-Based Models for Education Leadership*, which is based on the policy standards.

One lesson learned from these efforts is that educator standards need to keep up with fast-paced changes in our understanding. Thus, we can expect our practice standards will need to be updated when, for example, the new common core student expectations come out in 2010.

Another lesson both INTASC and ISLLC 2008 demonstrate is that we should incorporate a development continuum. We know from research and from common sense that effective educators are not born, they are grown. Thus, we must anticipate and provide for growth opportunities across the career continuum. A number of states have begun work on these kinds of developmental continuums. For example, in October 2005 the Ohio State Board of Education adopted standards for teachers and administrators "at all stages of their career," including specific standards for professional development (p. 3). Similarly, in June 2007 the North Carolina Board of Education adopted the North Carolina Professional Teaching Standards based on a growth model for educator development. Shortly thereafter, in September 2007, the Rhode Island Board of Regents for Elementary and Secondary Education approved the new Rhode Island Professional Teaching Standards, followed by the adoption of Educational Leadership Standards in December 2008.

The practice standards of Ohio, North Carolina, and Rhode Island are clearly articulated. This is absolutely essential if educators are to understand what is expected and to be held accountable for those results. Further, when clearly articulated, practice standards inform not only preparation, but also ongoing opportunities for growth and support.

2. Growth Opportunities and Supports

To promote transformations in teaching and leading, we need to restructure the professional day, week, month, and year. No longer can we expect educators to practice in isolation. We must guarantee educators the time to engage as professionals.

For example, we know that teachers master their craft not as isolated individuals but through mentoring, job-embedded professional development, and as members of collaborative, interdisciplinary teams with common goals for achievement. Thus, we need to give teachers time to imagine, read, practice, innovate, reflect, and grow together toward achieving both class and school goals. The same is true for administrators. They need time to engage with other administrators—a rare but necessary aspect of effective leadership. Professional learning communities, which can be multilayered (content, grade level), onsite, and online, are more than a fad reform. They represent a completely different way of thinking about the organization and nature of teaching and leading. When infused into a school's organizational design and culture, professional learning communities serve as an integrated support strategy for continuous growth. Through these communities, teachers and administrators work together systematically as teams, informed by multiple data sources, to individualize learning so each and every student achieves and the overall system improves.

With this vision in mind, *growth opportunities* include the kinds of professional resources, activities, and organizational designs that contribute to individual development (e.g., access to professional learning communities, dedicated time to reflect on practice). These are the sorts of opportunities that educators ought to expect from their systems. *Supports* include system features that guarantee educators' professional learning (e.g., induction, mentoring). We can anticipate the need for these supports because the nature of teaching and leading is such that all educators will develop expertise over time and will continue to expect opportunities to learn and grow.

For example, educators at the novice stage need ongoing supports as they learn and grow in the profession. They need to be welcomed into a professional learning community concerned with and dedicated to their success in the profession. They need a coordinated support system that includes not only mentoring, but also orientation, administrative support, common planning time, new teacher seminars, an external network of teachers, a differentiated professional growth plan, and a reduced workload. Novice administrators need professional coaching, an external network of leaders, a differentiated professional growth plan, and ongoing opportunities for performance feedback and reflection. Formal support programs like induction should be deeply integrated into the system so they are consistent with the preparation that comes before and the professional growth expectations that follow.

To maximize continuity and support for new educators, states should promote university-school partnerships that follow graduates into the workforce. Teacher and administrator residencies and apprenticeships are another example of continuity and represent a strategy for maximizing integration of coursework with practice in a work environment in which the educator candidate learns on the job, accompanied by a strong support system.

Similarly, educators at the professional stage need personalized supports as they build upon their individual strengths and work to overcome individual challenges. However, individual development plans should be tied to common goals. Educators at the professional stage should be involved in mentoring and job-embedded professional development specifically designed to achieve goals for their students and for the school as a whole. They should be engaged in individual and group reflection toward continuous improvement and growth.

The same is true for educators at the expert stage. Educators at this stage should be influential members of professional learning communities. They should be pushing their teams to reframe common problems, to develop innovative solutions, and to work toward common goals for achievement. Additionally, educators at the expert stage deserve opportunities for recognition and

increased responsibilities. For example, teachers at the expert stage may wish to seek national certification. Expert administrators may have similar goals. As noted above, school leaders soon will be able to seek national certification from the National Board for Professional Teaching Standards. Concomitant changes to compensation schemes should accompany new responsibilities.

Administrators also need focused, tiered development opportunities as they enter and grow in their craft over time. Thoughtful induction supports, access to a network of peer professionals, and focused training on aspects of school leadership including how to foster a culture of instructional strength, how to engage the local community in support of the schools, and how to support teachers as they enter new collegial relationships in transformed learning environments will be vital.

It bears repeating that all of this requires a new vision of teaching and leading. We must transform teaching and leading into team activities in order to fully utilize all available talent.

3. Performance Review Systems

The primary purpose of a performance review system should be to provide feedback to help educators improve their instructional skills and content knowledge, while also determining whether they are increasing the knowledge and skills of their students. For example, a performance review system should tell us where individual educators are doing well and what types of supports they need. Over time and in aggregate, a performance review system should tell us where our preparation programs are strong and where they need improvement. It also should tell us where teams of educators in schools are doing well and what types of supports they need.

Another purpose of a performance review system should be to assist us in making high-stakes decisions. For example, a performance review system would help us decide whom to license, whom to offer promotion and tenure, and whom to reward-monetarily or otherwise. It should also help us decide whom to counsel out of the profession. However, a great deal of work must be done to lay the groundwork for creating a performance review system that is valid and reliable enough to be credible. For example, while chiefs support the educator-student data link, we have to ensure our performance review system is transparent, valid, and fair as we build such data into our decision making process.

While performance review is, by and large, a locally controlled mechanism, the focus on quality assurance of local performance review systems is a state interest. Heretofore states have relied on licensure and program approval as the levers to change educator outcomes. Very few states provide guidance on local performance review systems and their alignment to support systems. It would be appropriate for states to do that, even to require that performance review systems include certain design principles, while leaving decision making about specific mechanisms at the local level. For example, states might require that, at minimum, local performance review systems for teachers

- are based on multiple authentic, performance-based, practice-centered measures that are embedded in daily practice
- include evidence of student learning plus implementation of research-based professional practice
- feed into a data system that allows for feedback loops and value added analysis
- are maintained on an electronic platform to streamline the input of information and for easy review and feedback by mentors, coaches, and, potentially, peers in a learning community
- support self-reflection, peer-to-peer feedback, student-to-teacher input, and both formative and summative evaluation

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The same types of design principles would be appropriate for administrators. The Wallace Foundation (2009) recently published a set of basic goals and criteria for the assessment of school leaders for states to consider and discuss. The goals and criteria are based on research and emerging experience, and the new assessments were developed as part of Wallace's long-standing initiative to promote and sustain improved education leadership.

A performance review system should include appropriate training for individuals involved in the review process. In order for the system to be credible, individuals under review need to believe in the competence of their reviewers and believe that the review accurately captures and reflects their practice.

With clear practice standards, a performance review system can provide the types of information needed for all sorts of decisions, including the kinds of customized opportunities educators need for growth and support throughout their careers.

Action Steps

This white paper outlines a significant body of work for chief state school officers, with the recognition that even this will not encompass all of a state's work to increase educator effectiveness and improve student outcomes. The way forward may seem daunting; we hope that this paper serves to clarify the critical, foundational design elements for an educator development system without being overwhelming. If this way forward seems promising, we suggest several action steps that chiefs, state education agencies, and their partners (legislatures, governors, institutions of higher education, statewide associations, regional service providers, and local educational agencies) can undertake. There also are several support systems already in place to support this work.

Within each of the three integrated design elements, some models and well constructed programs exist, so states will not have to start from scratch on many efforts. For example, once updated, the INTASC model teacher standards will incorporate a vision for next generation learning environments and teaching practices. Thus, very soon states will be able to engage in a collaborative process of adopting or adapting the updated INTASC standards to serve as the basis for their teacher practice standards. In addition, states have available two resource documents for administrators: Educational Leadership Policy Standards: ISLLC 2008 and the Performance Standards and Indicators for Education Leaders: ISLLC-Based Models for Education Leadership developed by the State Consortium on Education Leadership at CCSSO. Similarly, a teacher leadership exploratory consortium representing a broad array of education organizations, state education agencies, teacher leaders, principal leaders and institutions of higher education is currently developing model teacher leadership standards. With a common vision of professional practice in place, states will then be able to provide guidance or promulgate new requirements for local performance review systems and professional growth along the career continuum.

From there, chiefs can look to CCSSO and other organizations to support them as they build their programs in each design element and beyond. Indeed, chiefs can invest in CCSSO as a clearinghouse for the sorts of state policies and practices described in this white paper and the organizations working on other elements of the educator development system beyond the three design elements in this paper. We have no need to duplicate work or re-invent the wheel. Thus, as other organizations work on other aspects of this vision—such as funding schemes, high-stakes accountability, and preparation—or provide technical assistance as states undertake a particular program, CCSSO can share what they are learning and connect individual states to these entities and efforts.

CCSSO also can convene states that are working on these design elements in order to pool resources, share lessons learned, and provide political impetus to move these strategies forward. Over the years, CCSSO has developed consensus among its members on major education issues and national actions, assisting states with their efforts to improve education policy and practice. CCSSO already has laid much of the groundwork and engaged focused good thinking around state policy in support of high-quality teaching and leading. We intend to further specify the educator development system—including identifying work to be done at the state, district, and building levels and connecting this work explicitly with CCSSO's other strategic initiatives—and we hope that states will join with us to develop their capacity and share ideas and knowledge. As states invest in their educator development systems using resources such as federal Race to the Top funds, we invite you to look to CCSSO as a convener.

We recognize that building this kind of development and support system will entail a major restructuring of the current education infrastructure. For example, states will need to work closely with districts to ensure alignment of policies. This includes making sure local administrators have the appropriate authority to fully utilize high-quality educator development systems (e.g., authority to respond to feedback from credible performance review systems, including authority to make hiring, assignment, firing, budgetary, and curriculum decisions; authority to structure the organization so students have access to the learning environments they deserve). We firmly believe that by creating an educator development system that includes high-quality practice standards, growth opportunities and supports, and a credible performance review system, we can engage and support educators across the career continuum and ultimately improve student learning.

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