

Educator Effectiveness: Measures, Policies and Debates

Jane Hannaway, AIR/ CALDER

This paper will describe the research findings that have contributed to a policy focus in the U. S. on teacher and administrator quality measured in terms of student achievement gains and a general shift from outcomes measured in terms of performance levels to outcomes measured in terms of performance gains. Particular attention will be paid to policies and practices (including recruitment, training, and performance and location incentives) designed to improve teacher and administrator quality and the distribution of high quality school personnel across schools serving different student populations. The technical strengths and weaknesses of the measures and the political and practice debates that have ensued will also be discussed.