

Contents

xi	Foreword	<i>Christopher T. Cross</i>
xiii	Preface	<i>Theodore Hershberg</i>
1	PART I: INTRODUCTION	
	CHAPTER ONE	
3	Overview of the OPE Framework	<i>Theodore Hershberg and Claire Robertson-Kraft</i>
	CHAPTER TWO	
29	Professional Unionism	<i>Julia E. Koppich and Brad Jupp</i>
41	PART II: THE NEW REWARD STRUCTURE	
	<i>Evaluating Educators</i>	
	CHAPTER THREE	
43	Choosing a Value-Added Model	<i>William Sanders and June Rivers</i>
	CHAPTER FOUR	
59	Teacher Evaluation—Performance Frameworks	<i>Charlotte Danielson</i>
	CHAPTER FIVE	
75	Administrator Evaluation	<i>John Deasy</i>

Compensating Educators

CHAPTER SIX

- 91 Compensation
Marc J. Wallace Jr.

CHAPTER SEVEN

- 107 Compensating Educators in the Absence of Value-Added Assessment
Virginia Adams Simon

123 PART III: SUPPORT FOR EDUCATORS

Using Data to Drive Instruction

CHAPTER EIGHT

- 125 Integrated Assessment—Summative, Formative, and Assessment for Learning
*Margaret Jorgensen, Claire Robertson-Kraft,
and Theodore Hershberg*

CHAPTER NINE

- 137 Value-Added as a Classroom Diagnostic
Joel Giffin, Theodore Hershberg, and Claire Robertson-Kraft

CHAPTER TEN

- 153 Value-Added Training
James W. Mahoney, Michael Thomas, and Jacquelyn Asbury

Professional Development

CHAPTER ELEVEN

- 165 Mentoring and New Teacher Induction
Ellen Moir and Patricia Martin

CHAPTER TWELVE

- 181 Peer Assistance and Review and Mandatory Remediation
John Grossman and Claire Robertson-Kraft

CHAPTER THIRTEEN

- 195 Strategic Professional Development Review
Regis Anne Shields and Karen Hawley Miles

211 PART IV: PILOTING THE FRAMEWORK

213 Pilot Overview

Theodore Hershberg and Claire Robertson-Kraft

CHAPTER 14

219 Communications

Sheppard Rambom

CHAPTER 15

233 Evaluation

*Jeffery H. Marshall, Laura S. Hamilton, Julie A. Marsh,
Daniel F. McCaffrey, and Brian M. Stecher*

245 Notes

257 About the Editors

259 About the Contributors

265 Index