

PRESS RELEASE  
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## **Empowered Educators: Leading Education Voices Gather at D.C. Launch Event for Groundbreaking Teaching Quality Study**

*Study Led by Linda Darling-Hammond, Funding and Support from  
The National Center on Education and the Economy (NCEE)*

**Washington, D.C.-** Policymakers in the world's highest-achieving education systems have recognized that teaching quality is the single greatest in-school determinant of student success and have redesigned their systems to ensure that high-quality teaching occurs in all of their schools.

To better understand how successful systems have realized this goal, world-renowned education researcher Linda Darling-Hammond led a global team of education experts in the new groundbreaking study, *Empowered Educators*. *Empowered Educators* gives readers unparalleled insight into how seven high-performing jurisdictions across four continents constructed coherent systems to recruit, develop and support high-quality teachers. Funded and supported by the Center on International Education Benchmarking at the National Center on Education and the Economy, the study and the issues highlighted by it were the subject of a national symposium in Washington, D.C. today, featuring leading education voices from both the United States and abroad.

The *Empowered Educators* research team found that these high-performing systems are succeeding in building a new profession of teaching in a way that the United States has not. These systems have *focused on building effective systems*, opting not to chase silver bullets or short-term, narrow-focused solutions. These systems have also held at the core of their work *a commitment to professionalizing teaching* as an occupation.

"Across the jurisdictions we studied, we saw an intentional effort to build systems that produce not just high achievement, but also equitable outcomes," said Darling-Hammond. "These systems ensure that all teachers are well prepared and supported throughout their careers, that all students have access to great teaching and leaders, that the students most in need of excellent teachers get them and that the schools that need the most funding and support to provide a high-quality education actually receive it."

The research project was launched by Darling-Hammond from the Stanford Center for Opportunity Policy in Education (SCOPE) at Stanford University, where she is emeritus professor holding an endowed chair in teaching and teacher education. Darling-Hammond, who now heads the Learning Policy Institute (LPI) in Palo Alto, drew together an international research team comprised of experts in educational research and policy including: Dion Burns, also of SCOPE and LPI; Carol Campbell from the University of Toronto; A. Lin Goodwin, associate dean and a chaired professor from Columbia University's Teachers College; Karen Hammerness, director of Education Research and Evaluation at the American Museum of Natural History; Ee Ling Low, professor at Singapore's National Institute of Education; Ann McIntyre, former Director of Professional Learning and Leadership in New South Wales, Australia; Mistilina Sato,

a chaired professor from the University of Minnesota-Twin Cities; and Kenneth Zeichner, a chaired professor at the University of Washington.

“Linda Darling-Hammond has devoted her career to building an effective profession of teaching,” said NCEE President and CEO Marc Tucker. “She has been a leader in the United States and indeed the world in comparative research and it was her experience and leadership that were vital to the success of a study of this magnitude. She and her research team have produced a truly landmark study. It is a landmark study both in terms of producing new insights into how these systems produce and support great teaching and in terms of the range of resources it makes available to policymakers, practitioners and researchers.”

The centerpiece of the study is the new book, *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World*, from Jossey-Bass/Wiley, which has also published the accompanying series of e-books. These deep-dives into the unique context and policy environments in the systems studied shed new light on policy systems in Finland and Singapore, and in the states of New South Wales and Victoria in Australia, the provinces of Alberta and Ontario in Canada, and the province of Shanghai in China.

In addition to the main volume and e-books, the study has produced a range of resources published and hosted by CIEB and available at the study home page, [www.ncee.org/empowered-educators](http://www.ncee.org/empowered-educators). These just-released resources include:

- system briefs covering each of the jurisdictions studied,
- policy briefs on critical topics including teacher recruitment; preparation, induction and mentoring; professional learning and work environments; and career and leadership development, and
- an online resource library with authentic tools, original documents, and video interviews with policymakers and practitioners in the systems studied.

Beginning in August, CIEB will host a series of monthly webinars on these critical policy areas. The webinars will be hosted by NCEE and CIEB leadership, members of the research team and key stakeholders. Specifically, the webinars will feature discussions on:

- Recruitment and Preparation (August)
- Induction, Mentoring and Professional Learning (September)
- Appraisal and Evaluation (October)
- Career Ladders (November)

An archived version of today’s release event and the upcoming webinars will be available at [www.NCEE.org](http://www.NCEE.org).

Reporters interested in speaking with Linda Darling-Hammond, Marc Tucker or members of the research team may contact NCEE Director of Communications Brendan Williams-Kief at [bwilliamskief@ncee.org](mailto:bwilliamskief@ncee.org) or 202-905-6284.

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The National Center on Education and the Economy was created in 1988 to analyze the implications of changes in the international economy for American education, formulate an agenda for American education based on that analysis and seek wherever possible to accomplish that agenda through policy change and development of the resources educators would need to carry it out. For more information visit [www.ncee.org](http://www.ncee.org).

The Center on International Education Benchmarking, a program of NCEE, conducts and funds research on the world's most successful education and workforce development systems to identify the strategies those countries have used to produce their superior performance. Through its books, reports, website, monthly newsletter, and a weekly update of education news around the world, CIEB provides up-to-date information and analysis on the world's most successful education systems based on student performance, equity and efficiency. Visit [www.ncee.org/cieb](http://www.ncee.org/cieb) to learn more.

Research for the *Empowered Educators* study was coordinated by the Stanford Center for Opportunity Policy in Education (SCOPE) at Stanford University. SCOPE was founded in 2008 to foster research, policy, and practice to advance high-quality, equitable education systems in the United States and internationally.