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of Dayton"; ""POINT: Joel Vargas and Janet Santos Jobs for the Future"; ""COUNTERPOINT: Philip Smith The Ohio State University"; ""4. Will Increased Federal and State Intervention and Funding Create Better Schools?"; ""OVERVIEW: Thomas J. Lasley, II, University of Dayton"" ""POINT: Susan Tave Zelman Houghton Mifflin Harcourt"" ""COUNTERPOINT: Daniel Fallon University of Maryland"; ""5. Should More Rigorous Teacher Education Standards Be Instituted to Ensure Teacher Quality?"; ""OVERVIEW: Thomas J. Lasley, II, University of Dayton"; ""POINT: Kate Walsh National Council on Teacher Quality"; ""COUNTERPOINT: Mary E. Diez Alverno College"; ""6. Will Alternative Routes to Teacher Licensure Attract Stronger Teachers to American Classrooms?"; ""OVERVIEW: Thomas J. Lasley, II, University of Dayton"" ""POINT: Jesse Solomon and Edward Liu Boston Teacher Residency Program Sarah Kelly New Visions for Public Schools"" ""COUNTERPOINT: Sandra A. Stroot The Ohio State University"; ""7. Are Alternative School Leader Preparation Programs Really Needed to Prepare Next Generation School Leaders?"; ""OVERVIEW: Thomas J. Lasley, II, University of Dayton"; ""POINT: Emmy L. Partin and Jamie Davies Oa€?Leary Thomas B. Fordham Institute"; ""COUNTERPOINT: Theodore J. Kowalski University of Dayton"; ""8. Should Value-Added Modeling Be Used to Identify Highly Effective Teachers?"" ""OVERVIEW: Thomas J. Lasley, II, University of Dayton"" ""POINT: James W. Mahoney Battelle for Kids"; ""COUNTERPOINT: Kathryn Kinnucan-Welsch University of Dayton, Martha S. Hendricks Wilmington College, Suzanne Franco Wright State University"; ""9. Do Strong Unions Help or Hinder School Accountability?"; ""OVERVIEW: Thomas J. Lasley, II, University of Dayton"; ""POINT: Dennis M. Reardon Ohio State Board of Education"; ""COUNTERPOINT: Elizabeth Lasley Cameron Dayton Early College Academy"; ""10. Should the Carnegie Unit Be Eliminated?"" ""OVERVIEW: Thomas J. Lasley, II, University of Dayton""

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### Sommario/riassunto

Contributors explore such varied issues as assessment (of students, of teachers), basic-skills testing, high-stakes exams, NCLB and its legacy, pay-for-performance, standard vs. alternative teacher certification, and more. Each chapter opens with an introductory essay by the volume editor, followed by articles written and signed by invited experts, and concludes with Further Readings and Resources.

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