Advancing Teacher Quality

Meeting of California State Board of Education and Commission on Teacher Credentialing

November 8, 2010

National Council on Teacher Quality
National Council on Teacher Quality

• Non-partisan, non-profit research and advocacy group

• Committed to increasing the accountability and transparency of the institutions having the greatest impact on teacher quality:
  – States
  – Teacher preparation programs
  – Teacher unions
  – School districts
New Focus on Teacher Quality

• Teacher quality is the most important school-level variable in student achievement.

• Recognition that increasing teacher quality is key to raising student achievement.

• Specific emphasis on teacher effectiveness
Let's focus on the most important ingredient in the school, and that's the teacher. Let's pay our teachers more money. Let's give them more support. Let's give them more training. Let's make sure that schools of education that are training our teachers are up to date with the best methods to teach our kids. And let's work with teachers so that we are providing them measures of whether they're effective or not, and let's hold them accountable for being effective.

President Barack Obama
March 26, 2009
The Effect of Teacher Quality

(Sander and Rivers (1996): Cumulative and Residual Effects of Teachers on Future Student Achievement

*Among the top 20% of teachers; **Among the bottom 20% of teachers

Analysis of test data from Tennessee showed that teacher quality affected student performance more than any other variable: on average, two students with average performance (50th percentile) would diverge by more than 50 percentile points over a three year period depending on the teacher they were assigned.
Moving Toward Effectiveness

- Align all teacher policies to support effectiveness:
  - Teacher Preparation
  - Licensure/Certification
  - Mentoring/Professional Development
  - Evaluation
  - Tenure
  - Compensation
  - Dismissal
States are making progress, but much work remains…
Do states require teacher evaluations to consider teacher effectiveness?

- Requires evidence of effectiveness to be the preponderant criterion for teacher evaluation: 10 states
- Requires evaluation to include student achievement data: 13 states
- Requires evaluation to include any measures of student learning: 25 states
- Requires evaluation to include classroom observations: 35 states

CA
Do state data systems have the capacity to reliably assess teacher effectiveness?

- Individual student records match with teacher records: 21%
- Test records match over time: 48%
- Unique teacher identifier system: 50%
- Unique student identifier that connects data across databases: 50%

* including California
Do states use value-added data as a criterion for assessing teacher effectiveness?

- Use value-added data: 12
- Do not use value-added data: 39

Note: CA
How many times do states require districts to evaluate a new teacher during a school year?

- Not addressed: 7
- 1 time: 20 (CA)
- 2 times: 15
- 3 or more times: 9
Do states require districts to evaluate all veteran teachers each year?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>20</td>
<td>31</td>
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</tbody>
</table>

CA
How are tenure decisions made?

- Directly connected to evidence of teacher effectiveness: 1
- Some evidence of teacher effectiveness: 7
- Virtually automatically: 43

CA
How long before a teacher earns tenure?

No policy | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years
---|---|---|---|---|---|---|---
1 | 2 | 6 | | 34 | | 2 | 0 | 1
Do states require teachers to show evidence of effectiveness before conferring permanent licensure?

- No evidence of effectiveness: 34
- Some evidence of teacher performance: 14
- Preponderant evidence of effectiveness: 3
## Noteworthy Changes 2009 to 2010

<table>
<thead>
<tr>
<th>Policy</th>
<th>Number of States-2009</th>
<th>Number of States 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires value-added data in teacher evaluation</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Requires evidence of student learning to be the preponderant criterion in teacher evaluation</td>
<td>4</td>
<td>10</td>
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<tr>
<td>Requires annual evaluations of all nonprobationary teachers</td>
<td>15</td>
<td>20</td>
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<tr>
<td>Requires tenure decisions to be based on some evidence of teacher effectiveness</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Requires evidence of teacher effectiveness to be the preponderant criterion for licensure renewal</td>
<td>1</td>
<td>3</td>
</tr>
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</table>
Other Findings
Exiting Ineffective Teachers

• 38 states allow (and an additional 8 appear to allow) multiple appeals of teacher dismissals.

• Only 1 state distinguishes due process for classroom ineffectiveness from criminality/morality violations.

• 21 states permit teachers to remain in the classroom for three years or more without passing all required licensing tests.
Alternate Routes

• Only 5 states offer a genuine alternate route that provides an accelerated, responsible and flexible pathway into the profession.
  – 32 states require a subject-area major without a test out option
  – Only 14 states limit coursework
  – Only 20 states allow broad usage across subjects, grades, geographic areas and providers
Elementary Teacher Preparation

• Only 25 states require teacher preparation programs to fully address the science of reading, and just 5 states have a rigorous test.

• Massachusetts is the only state that requires appropriate preparation in mathematics matched with a rigorous test.
Middle School Preparation

- 16 states allow teachers to teach grades 7 and 8 on a K-8 generalist license; another 5 states permit this under certain circumstances.

- 26 states require insufficient content preparation for middle school teachers.
Special Education Teachers

• 26 states do not require elementary special education teacher candidates to take any subject-matter coursework or pass a subject-matter test.

• Not one state requires teacher preparation programs to ensure that secondary special education teachers are highly qualified in two subject areas upon completion.
Teacher Preparation Programs

• Only 15 states require a basic skills test as condition of admission.

• Only 21 states collect any meaningful objective data that reflect program effectiveness, and just 5 have set minimum standards of performance.
Retaining Effective Teachers

• 17 states require districts to adhere to a state-dictated salary schedule

• 18 states require districts to pay more to teachers with advanced degrees

• Of the 19 states that support performance pay, not all have programs that recognize its appropriate uses and limitations.
Visit the State Teacher Policy Yearbook website at: www.nctq.org/stpy

- 51 Individual State Summaries
- National Summary
- Searchable interface to look across states and policy areas
Questions or Feedback?

- Sandi Jacobs
  Vice President
  National Council on Teacher Quality
  sjacobs@nctq.org
  202-393-0020

- NCTQ is available to work with individual states to improve teacher policies.