

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



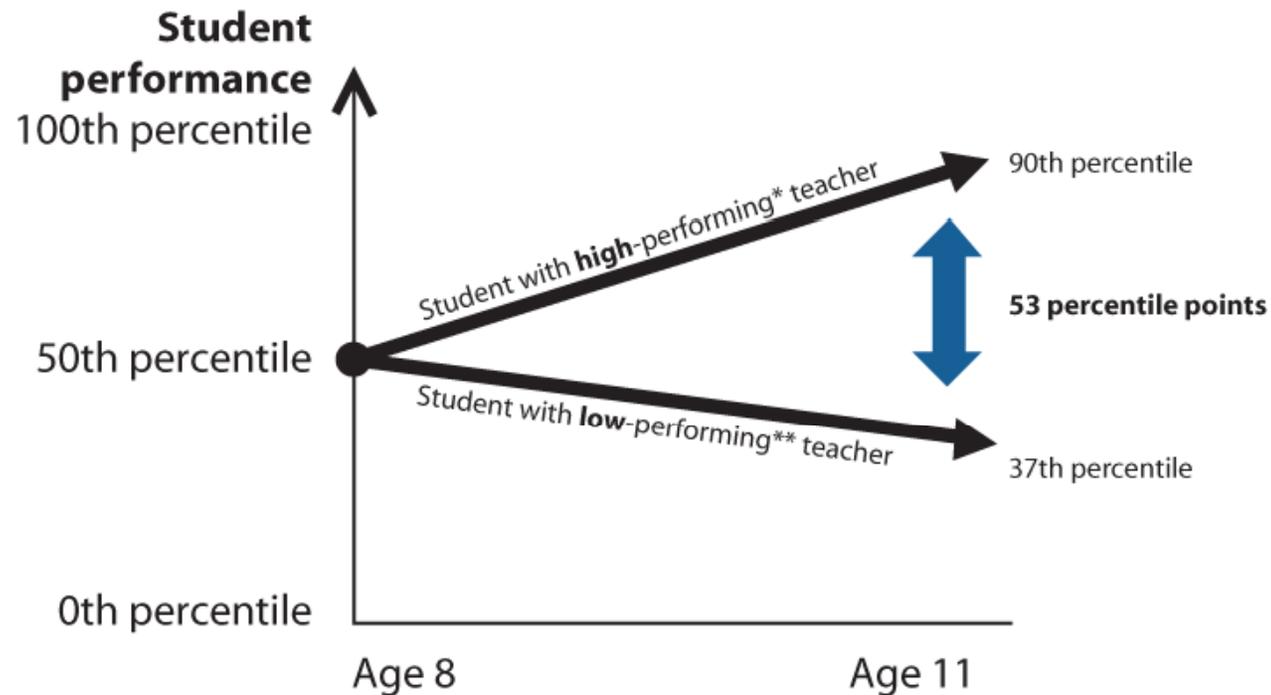
New Focus on Teacher Quality

- 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

[L]et'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



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

Analysis of test data from Tennessee showed that teacher quality effected 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

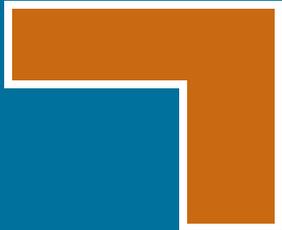
(Sander and Rivers (1996): Cumulative and Residual Effects of Teachers on Future Student Achievement

Moving Toward Effectiveness

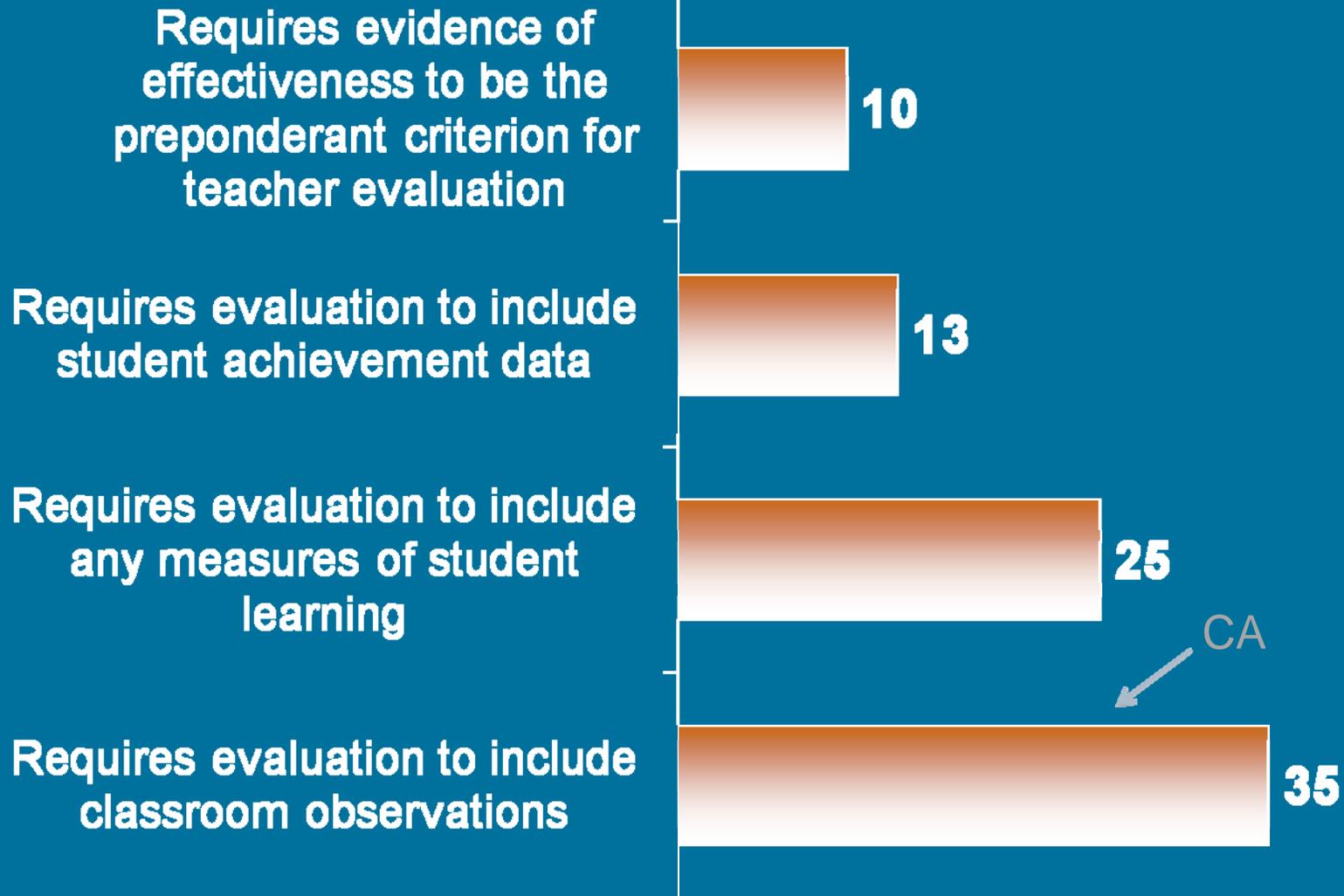
- Align all teacher policies to support effectiveness:
 - Teacher Preparation
 - Licensure/Certification
 - Mentoring/Professional Development
 - Evaluation
 - Tenure
 - Compensation
 - Dismissal



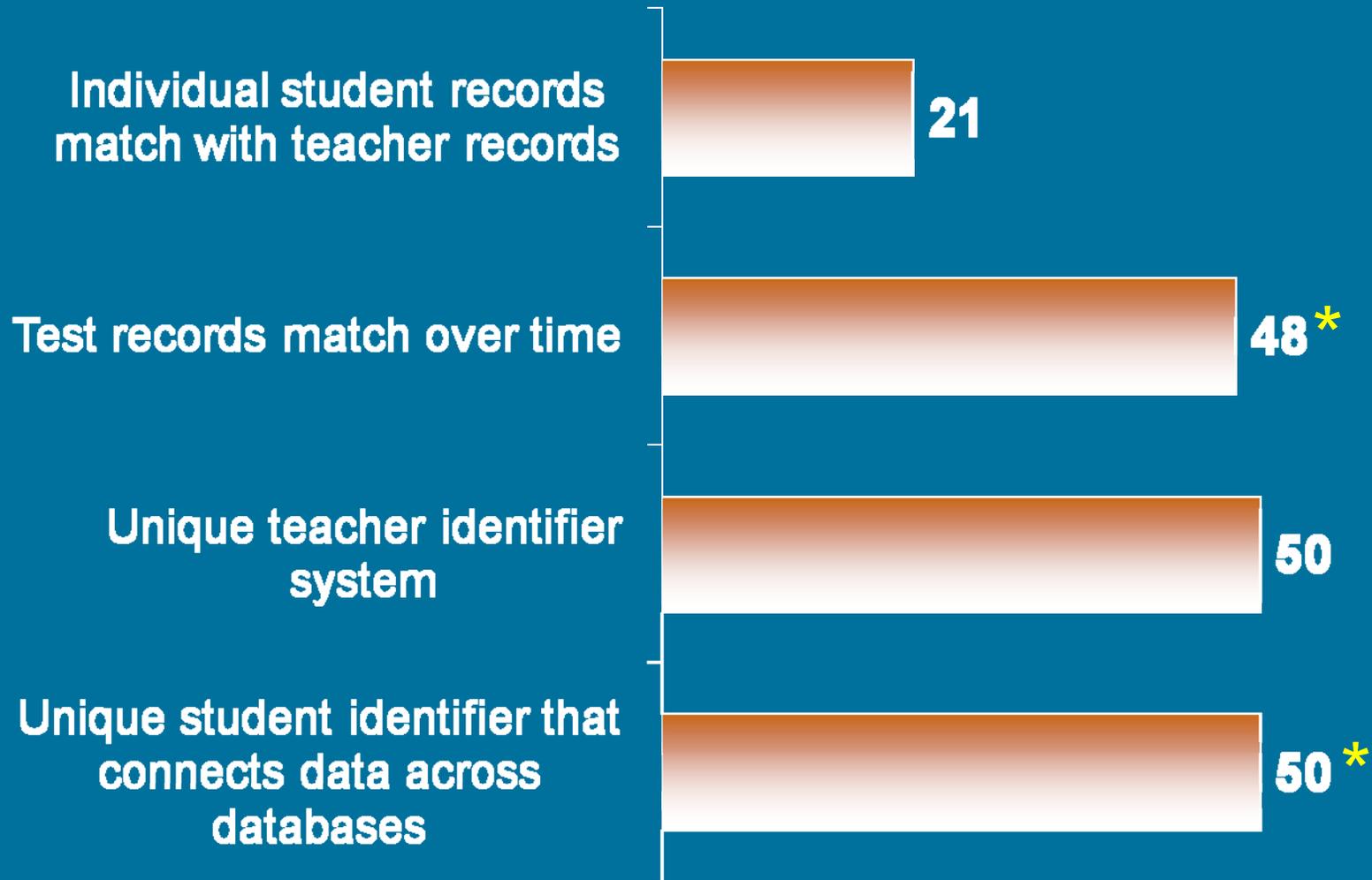
States are making progress, but much work remains...



Do states require teacher evaluations to consider teacher effectiveness?

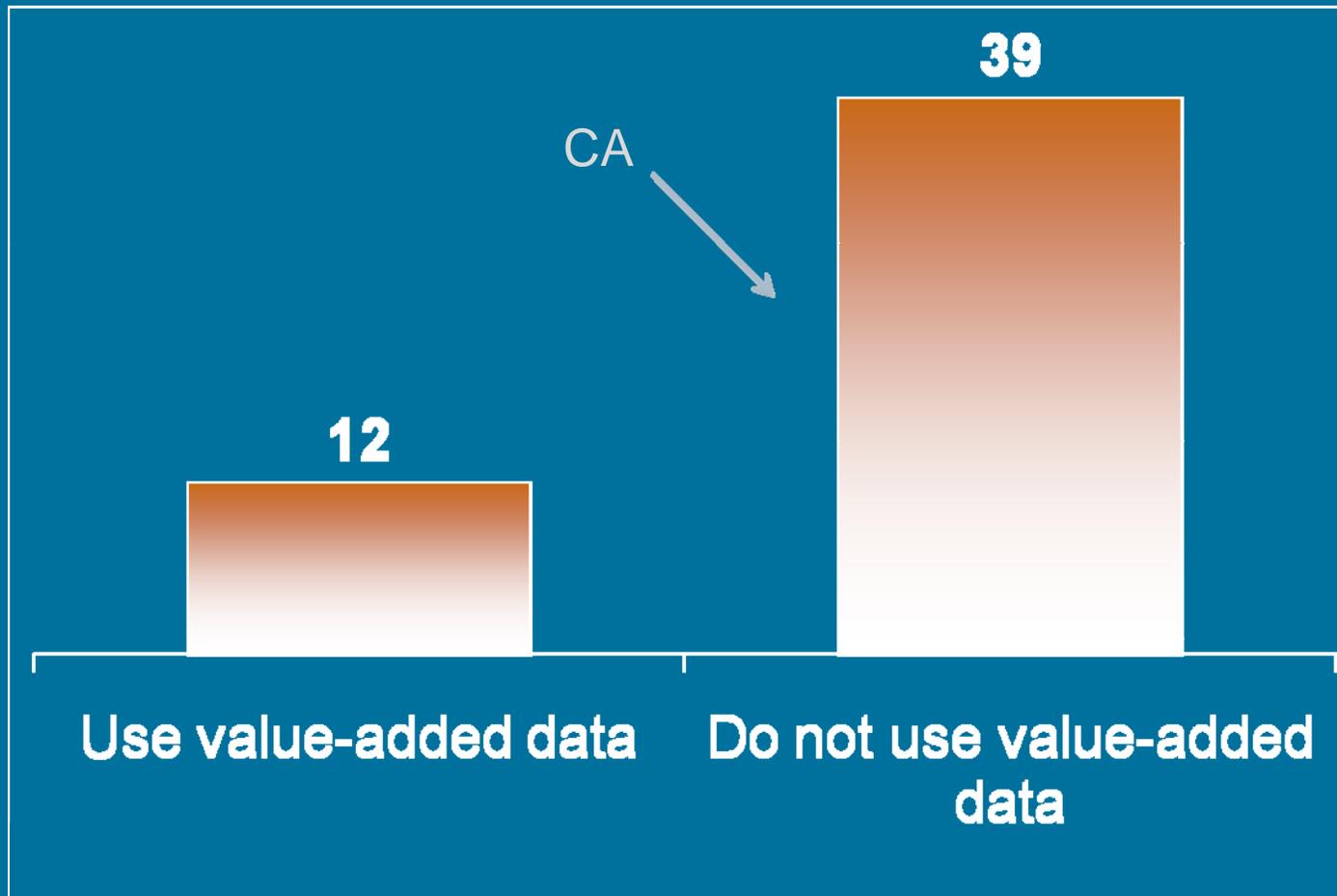


Do state data systems have the capacity to reliably assess teacher effectiveness?

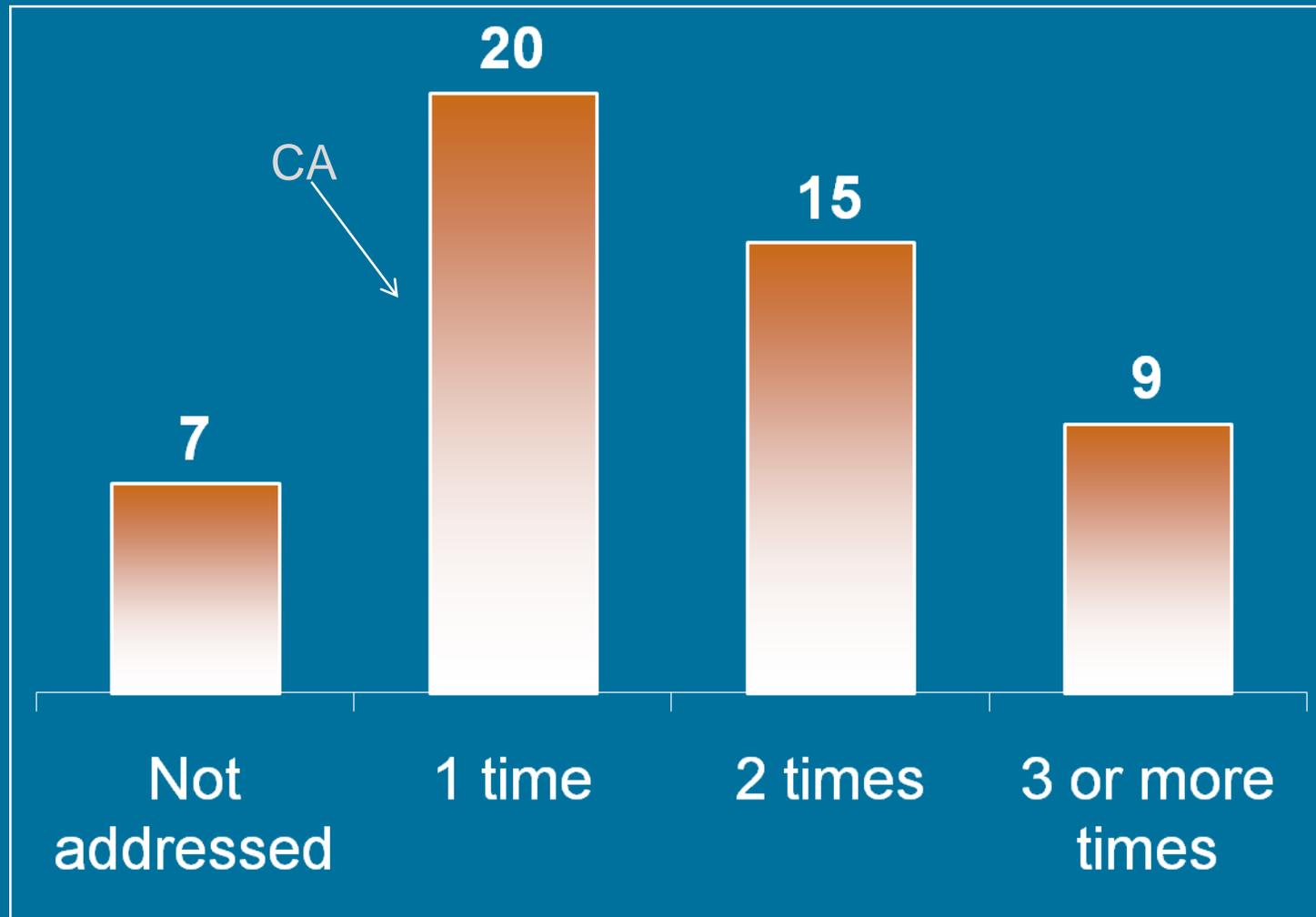


*including California

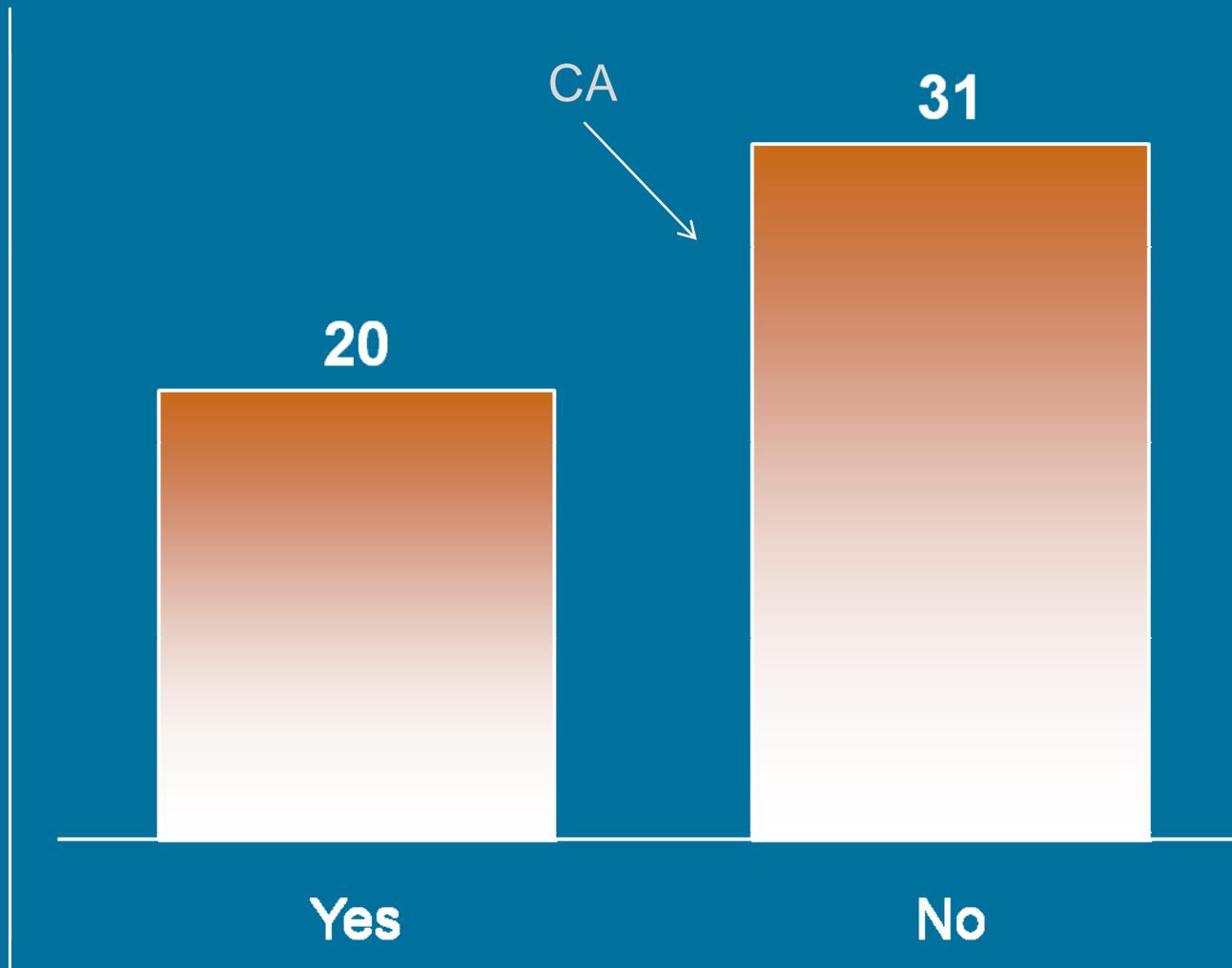
Do states use value-added data as a criterion for assessing teacher effectiveness?



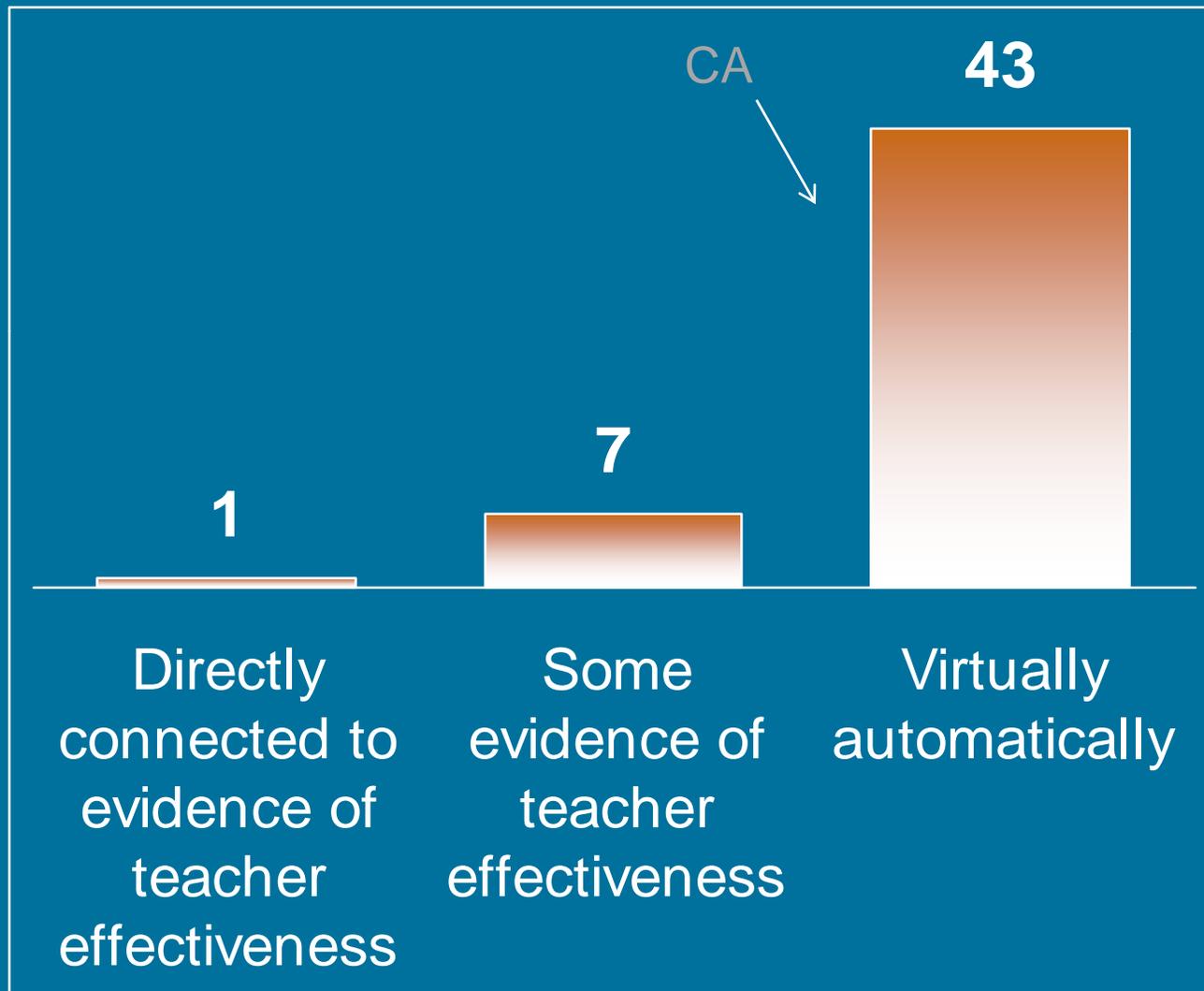
How many times do states require districts to evaluate a new teacher during a school year?



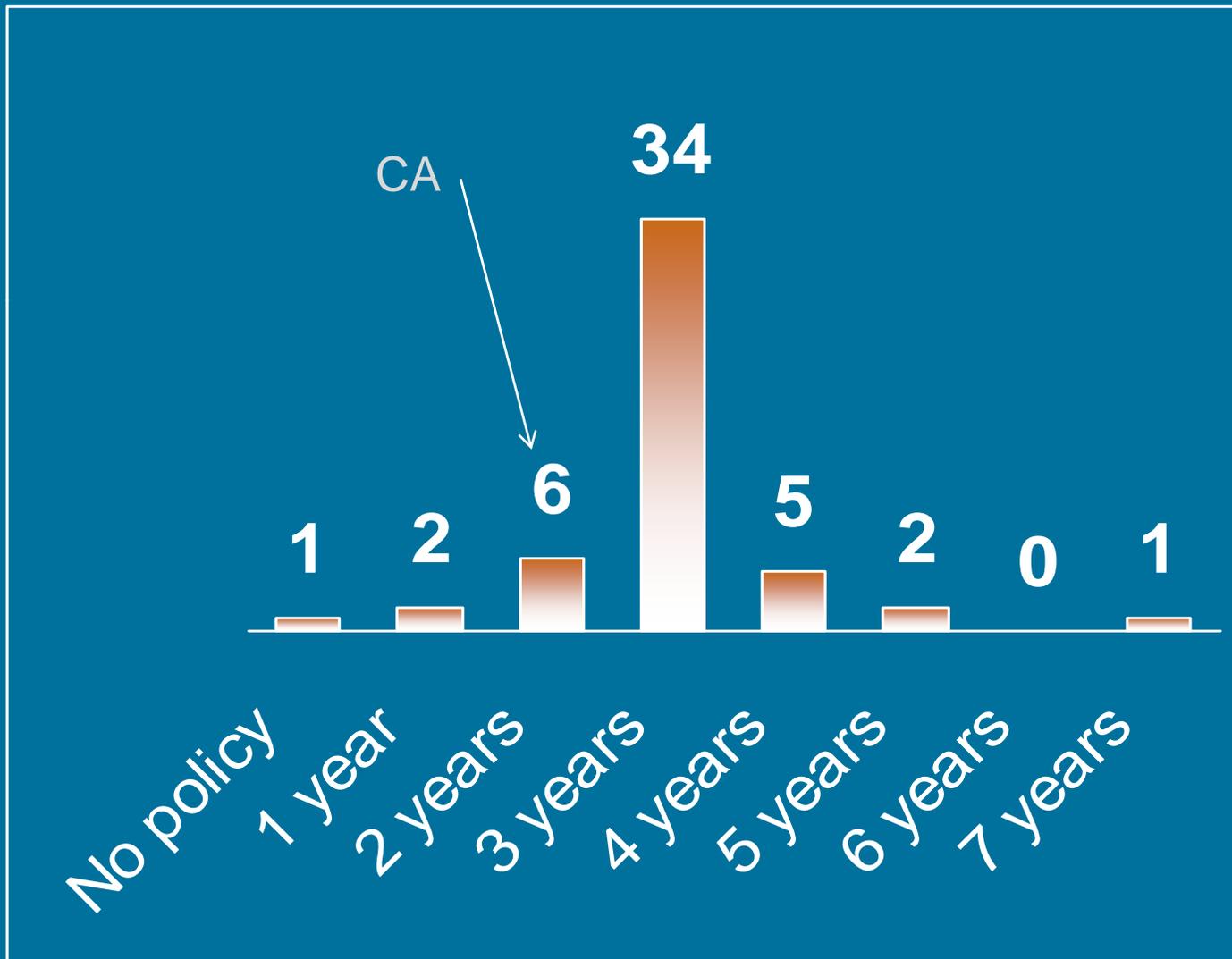
Do states require districts to evaluate all veteran teachers each year?



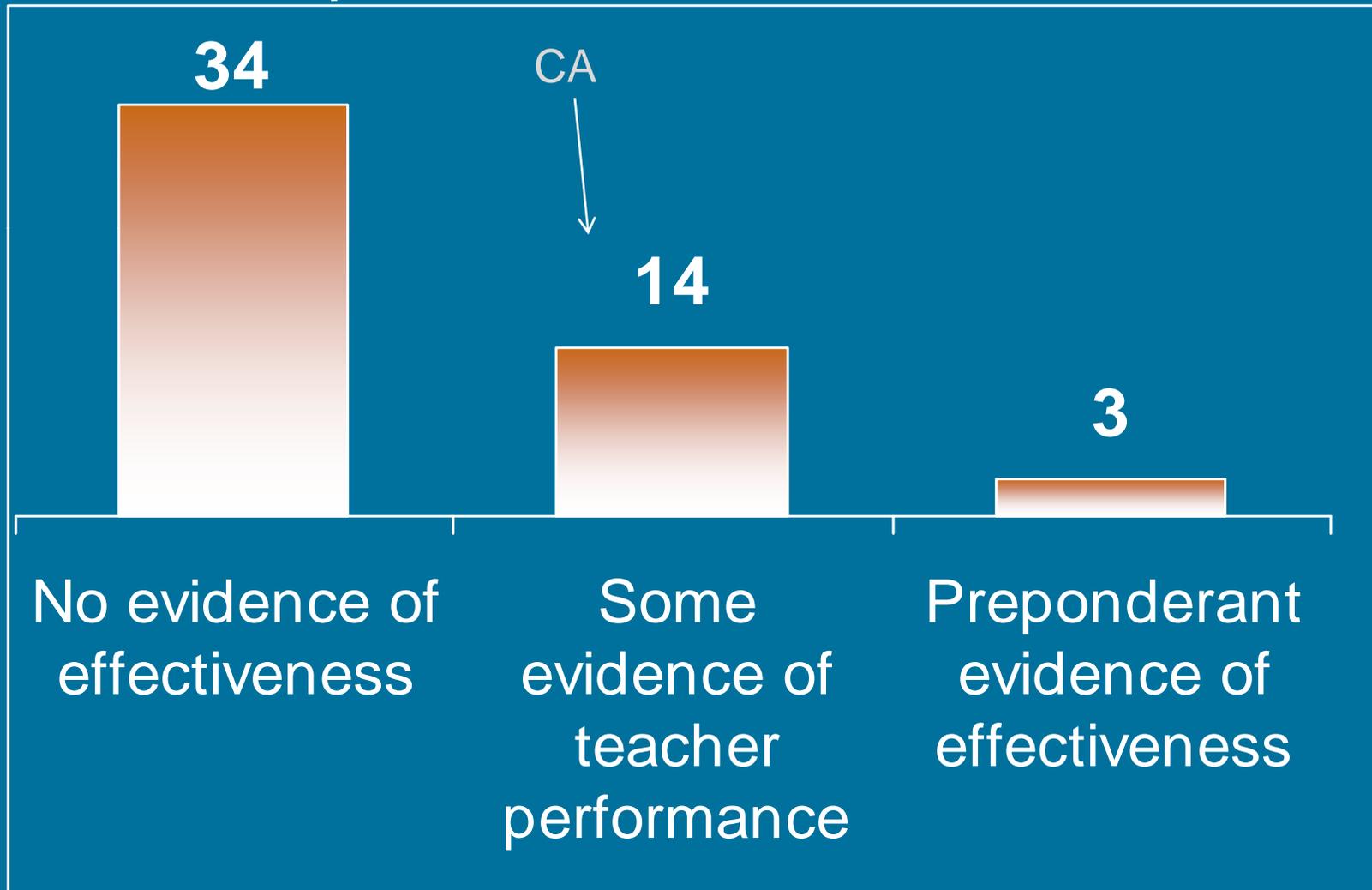
How are tenure decisions made?



How long before a teacher earns tenure?



Do states require teachers to show evidence of effectiveness before conferring permanent licensure?



Noteworthy Changes 2009 to 2010

Policy	Number of States-2009	Number of States 2010
Requires value-added data in teacher evaluation	3	12
Requires evidence of student learning to be the preponderant criterion in teacher evaluation	4	10
Requires annual evaluations of all nonprobationary teachers	15	20
Requires tenure decisions to be based on some evidence of teacher effectiveness	4	8
Requires evidence of teacher effectiveness to be the preponderant criterion for licensure renewal	1	3



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

The screenshot displays the website for the 2009 State Teacher Policy Yearbook. At the top, it features the National Council on Teacher Quality logo and navigation links for '2007 Yearbook', '2008 Yearbook', 'Funders', and 'Media'. Below this is a secondary navigation bar with links for 'About the Yearbook', 'Overall Results', 'Primary Findings', 'Area Scores', 'State Reports', 'Goals', 'Supporting Research', and 'Methodology'. The main header reads '2009 State Teacher Policy Yearbook' with sub-links for 'National Report' and 'Primary Findings'. The 'State Overall Results' section includes a map of the United States where states are color-coded by performance. A dropdown menu allows users to 'Select a state...'. To the right, a 'National Averages' section shows 'Overall' scores for five areas: 'Delivering well prepared teachers', 'Expanding the pool of teachers', 'Identifying effective teachers', 'Retaining effective teachers', and 'Exiting ineffective teachers'. A 'Score Key' indicates that scores range from A (green) to F (red). At the bottom, there are dropdown menus for 'State Area Scores' and 'Download State Report'.

Questions or Feedback?

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

