The Teacher Development System We MUST Have

- High standards & incentives for all teachers (CT)
- Performance-based teacher education (Alverno College)
- Aggressive and comprehensive recruiting incentives, i.e., scholarships & incentives (SC Cadets, NC Teaching Fellows, NBCTs)
- Rigorous and adaptive licensing processes for new recruits (Washington)
The Teacher Development System We MUST Have

- School-based professional development focused on content & student work
- New compensation systems that reward effective teaching practices & school improvement
- New school designs so teachers can know students well and work effectively with colleagues and other service providers
- New principal leadership that values teacher leadership (International High School)
ESEA and “Highly Qualified”

- 100% of every state’s teachers to be “highly qualified” by 2005-2006
  - full state certification **OR** passing the state teacher licensing examination
- “Truth in advertising” by requiring states to publish annual TQ report cards
- Parents notified when their child is taught for 4+ weeks by one or more teachers who are not “highly qualified”
- Ensuring effective professional development
Who are they kidding?

- No other profession identifies highly qualified members on basis of an initial license or passing basic exam in subject matter.
- Alternate route teachers deemed highly qualified if “making satisfactory progress…”
American Adult Views of Most Important Teacher Qualities

Source: Harris Poll, 1998

- Well trained & have knowledge of how to teach: 92%
- Understand how people learn: 90%
- Ability to communicate with parents: 86%
- At least a semester of student teaching: 79%
- Understanding of community: 61%
- Liberal arts education: 37%
Quality Teaching involves…

- Knowing subjects & organizing them so diverse students can learn
- Teaching to reach second language learners & those with learning disabilities
- Developing standards-based lessons
- Knowing how and why students learn
- Having technical skills in technology and parent/community involvement
What we mean by Teacher Quality and Teaching Quality

- **Teacher Quality**: Qualifications of individual teachers and their own mix of knowledge, skills, and dispositions that they bring to classrooms.

- **Teaching Quality**: how teachers, students, resources, school organizations, & community interact in ways that allow learning to take place.
Our View

- **Teaching** is knowledge-based, highly complex work.

- **Teachers** are professionals who require formal, specialized preparation and considerable autonomy.
An Opposing View

- **Teaching** is routine work that reasonably smart people can perform.

- **More teachers** would teach if misguided government and professional regulation would not limit entry.
Resistance to Teacher Professionalism

- Drive market price of teachers upward
- Build greater demand for public education and more equitable investments
- Invest in other people’s children
- Shift in power relationships
## Progress: Indicators of Teaching Quality

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1996-97</th>
<th>2000-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCATE-accredited institutions</td>
<td>481 (41 applying)</td>
<td>525 (100 applying)</td>
</tr>
<tr>
<td>NBPTS-certified teachers</td>
<td>509</td>
<td>16,044 (6,500 in 2001 and 4,727 in 2000)</td>
</tr>
<tr>
<td>Incentives for NBPTS certification</td>
<td>16 states</td>
<td>48 states (and approx. 430 LEAs)</td>
</tr>
<tr>
<td>Professional Standards Boards</td>
<td>12 States</td>
<td>16 states with autonomy</td>
</tr>
</tbody>
</table>
## Progress: Indicators of Teaching Quality

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<thead>
<tr>
<th>Indicator</th>
<th>1996-97</th>
<th>2000-02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory Induction Policies</strong></td>
<td>7 States</td>
<td>33 states (22 fund); 29 require mentors</td>
</tr>
<tr>
<td><strong>Eliminating Barriers to Teacher Mobility</strong></td>
<td>32 States = NASDTEC reciprocity</td>
<td>46 states = NASDTEC reciprocity</td>
</tr>
<tr>
<td><strong>Streamline/Modernize Recruitment</strong></td>
<td>N/A</td>
<td>27 states recruit online; 3 states single application for all districts</td>
</tr>
<tr>
<td><strong>Teacher Salaries</strong></td>
<td>Avg = $37,564 adjusted 2000: $41,211</td>
<td>Avg = $41,820</td>
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</tbody>
</table>
Consider These Data
California: Percent Teachers Without Full Credentials, by School-Level API Score
Source: Center for Future of Teaching & Learning

Student achievement level (school-level API score)

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<tbody>
<tr>
<td>Highest achievement quartile (735-966)</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>3rd achievement quartile (632-734)</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>2nd achievement quartile (528-631)</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Lowest achievement quartile (302-527)</td>
<td>23%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Instructional Subsidies for Higher Education (Ohio)

- **Education**, business, math, & history = $3,430
- Architecture, social work, & journalism = $4,793
- Nursing, engineering, & pharmacy = $8,123
Percent of US teachers reporting more than 9 hours of professional development in the previous year
Source: Schools and Staffing Survey, 1999-2000

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<tbody>
<tr>
<td>In-depth Content</td>
<td>15%</td>
<td>48%</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>28%</td>
<td>43%</td>
</tr>
<tr>
<td>Technology</td>
<td>15%</td>
<td>34%</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>11%</td>
<td>25%</td>
</tr>
</tbody>
</table>
US teachers assessment of professional development experiences
Source: Schools and Staffing Survey, 1999-2000

- Very Useful: 18%
- Somewhat Useful: 40%
Percent of teachers who taught IEP or LEP and percent with training, 50 States and DC

Source: Schools and Staffing Survey, 1999-2000

- **IEP**:
  - Taught students: 82.0%
  - Had 8+ hours training in last 3 years: 31.0%

- **LEP**:
  - Taught students: 41.2%
  - Had 8+ hours training in last 3 years: 12.5%
What is Missing?

- High quality alternative routes
- Document the cost of turnover
- Recruitment incentives expanding, but which ones are working?
- Examine and explain new pay plans
- Research and surface teacher working conditions (like NC)
- Define teacher knowledge and skills for redesigned schools
What We Must Do

- Develop new public definitions of highly qualified teachers (elevate teacher voice in debates)
- Be willing to identify better teachers and the teaching conditions that support them
- Monitor implementation of ESEA TQ — include funds for merit pay, induction, etc.
- Stop calling every adult in a school a “teacher” and do not call just any teacher a highly qualified one
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