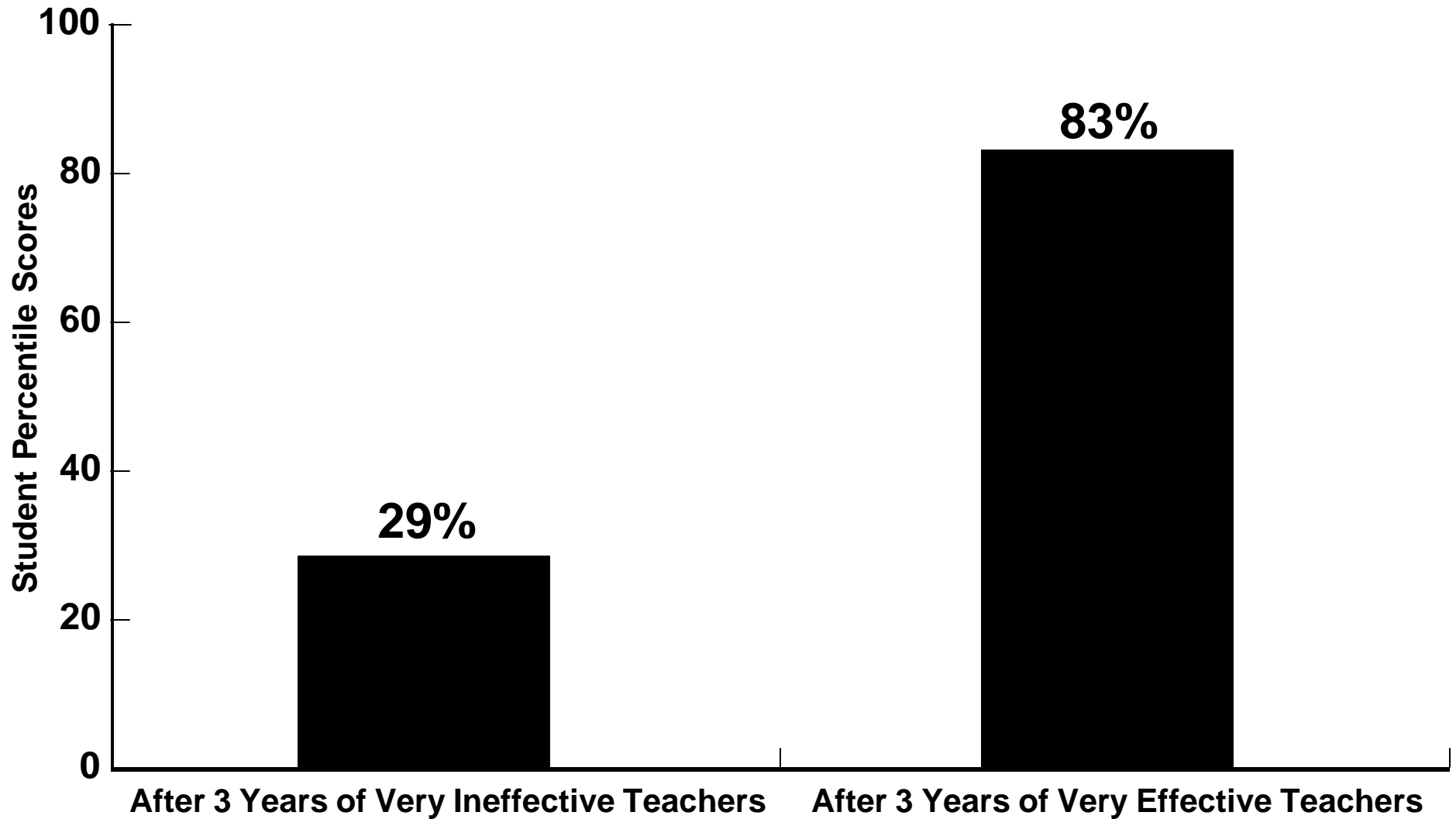


# CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math Scores: Tennessee

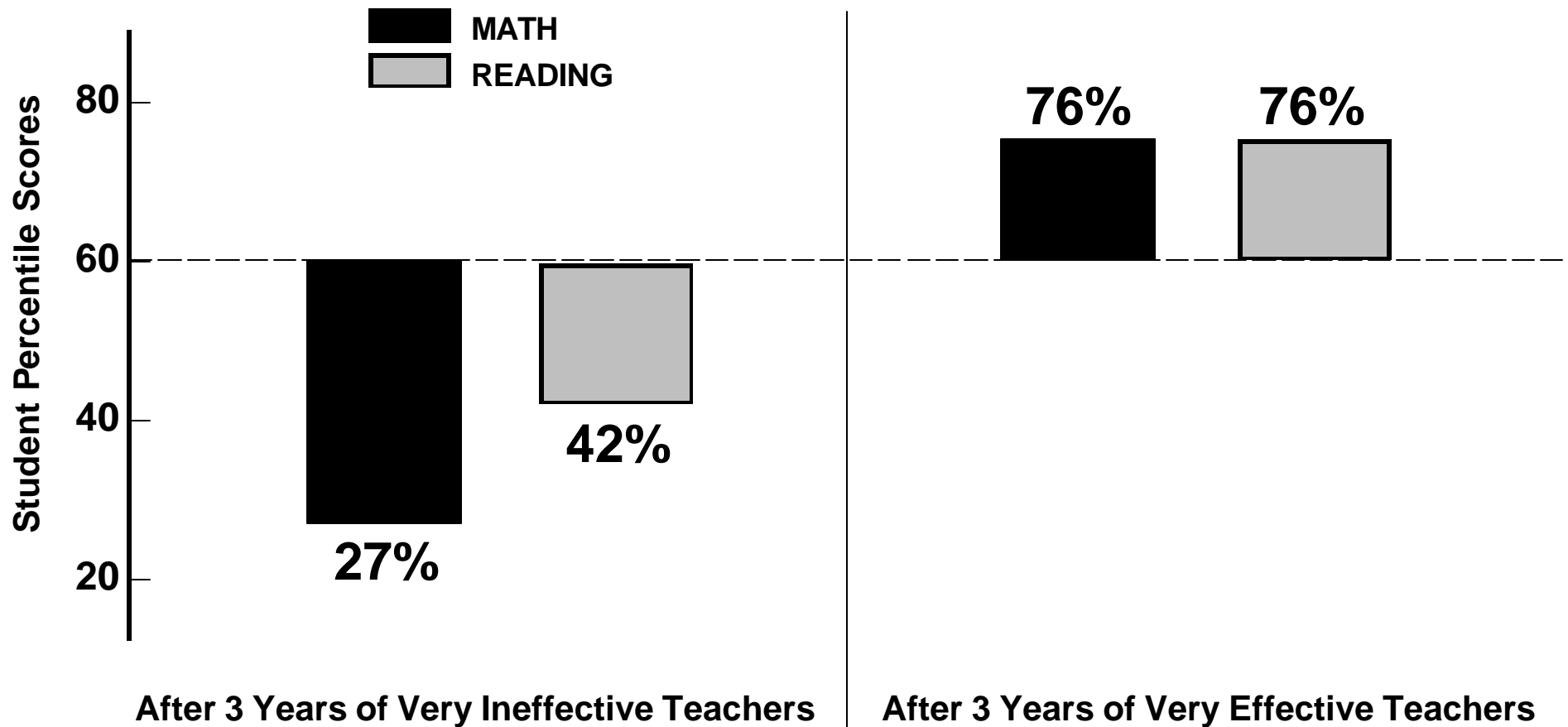


Source: Sanders & Rivers, "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement" (1996).

# CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math and Sixth Grade Reading Scores: Dallas, Texas

(BEGINNING PERCENTILE = 60)



Source: Jordan, Mendro & Weerasinghe, "Teacher Effects on Longitudinal Student Achievement" (1997).

# **BARRIERS TO REFORM**

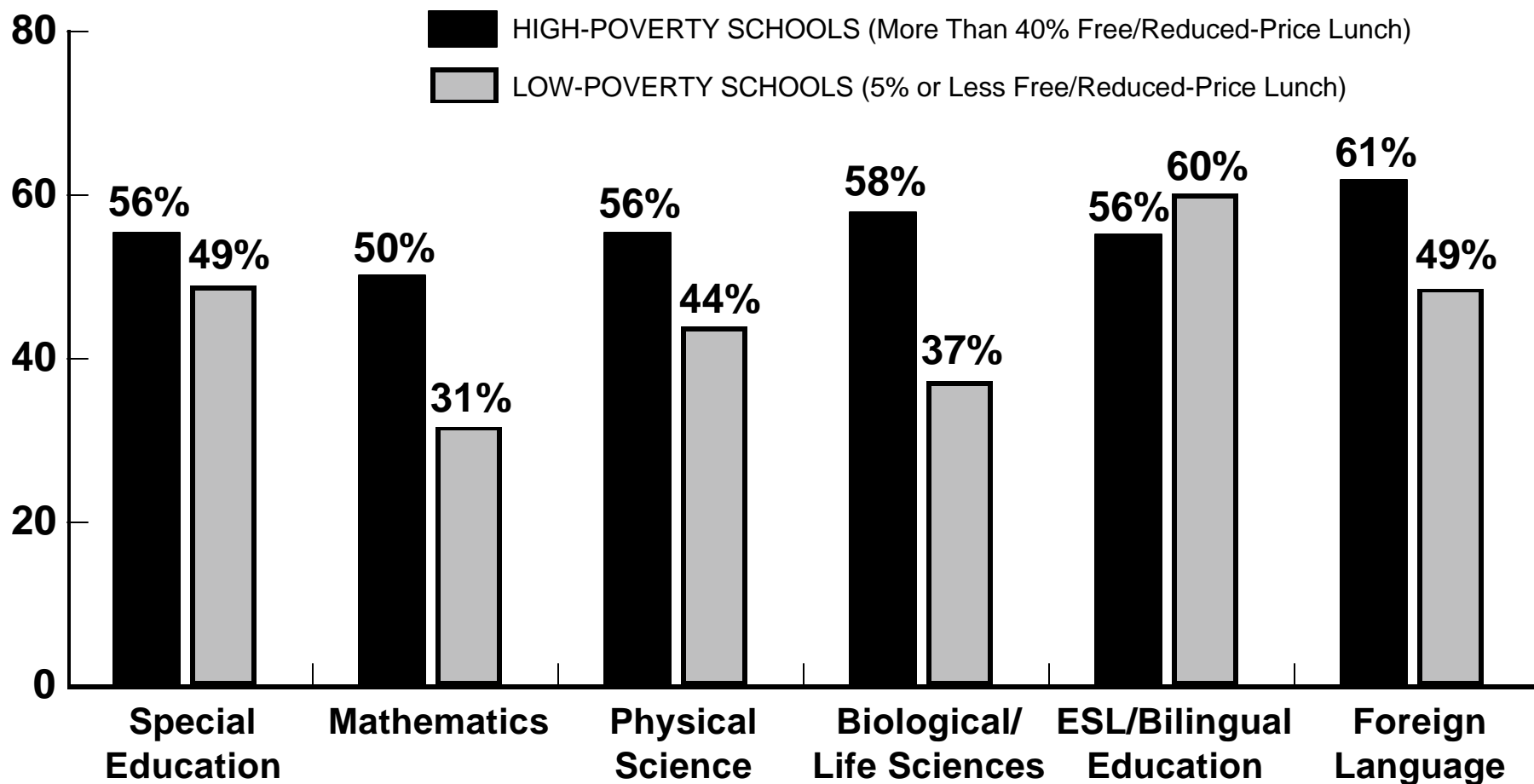
- **Painfully Slipshod Teacher Recruitment and Hiring**
- **Seriously Flawed Teacher Preparation**
- **Unenforced Standards for Teachers**
- **Inadequate Support for Beginning Teachers**
- **Lack of Professional Development and Rewards for Knowledge and Skills**

# TYPES OF SHORTAGES

- **Teachers in High-Poverty Communities**
- **Math, Science, Bilingual, Special Education, and Foreign Language Teachers**
- **Teachers in Regions with Rapid Enrollment Increases**
- **Teachers of Color**

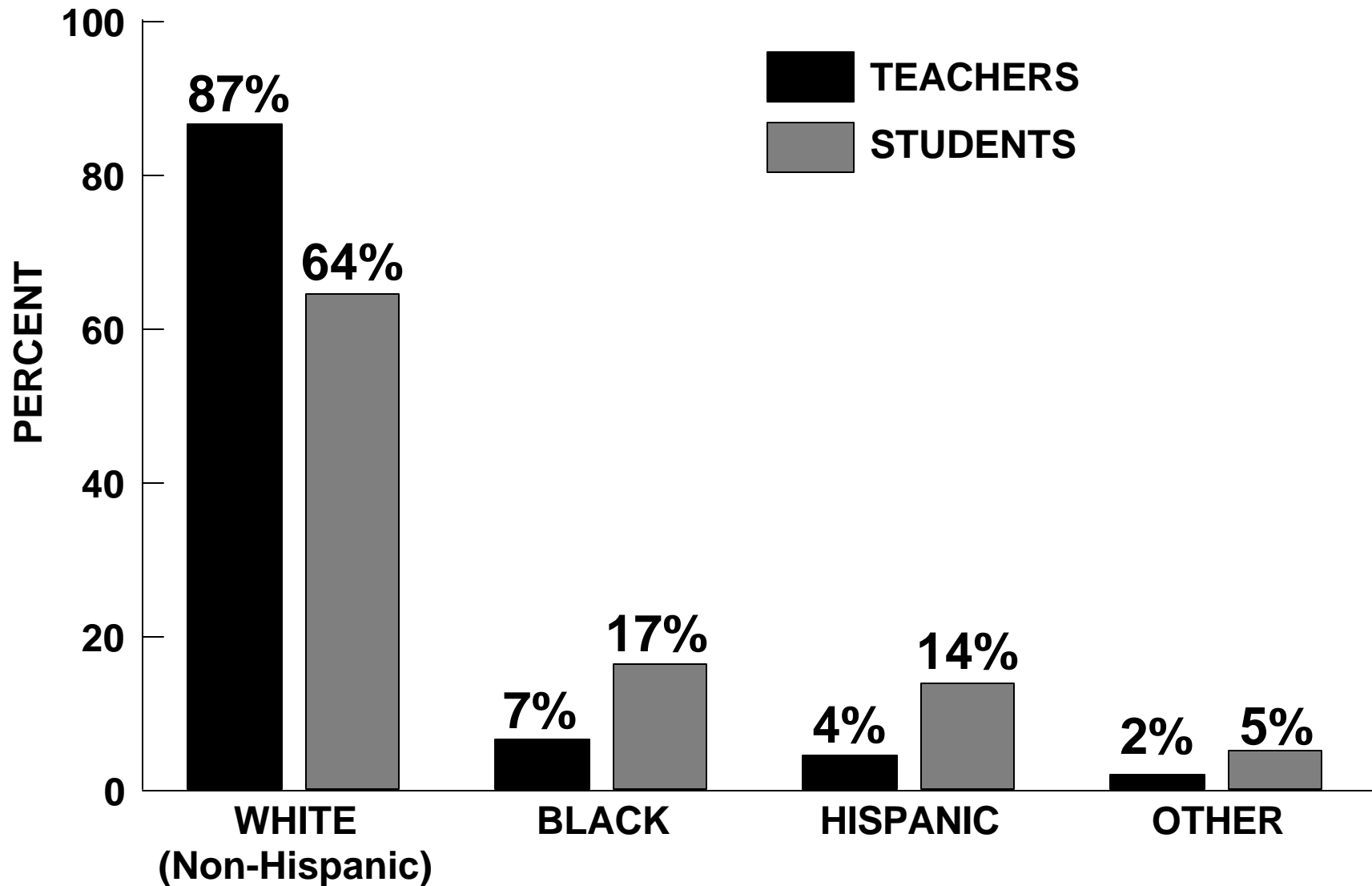
# UNEQUAL IMPACT OF TEACHER SHORTAGES

Percentage of Schools With Vacancies in Certain Fields That Found Them Difficult to Fill



Source: NCES, "America's Teachers: Profile of a Profession, 1993-94" (1997).

# DIVERSITY OF PUBLIC SCHOOL TEACHERS AND STUDENTS



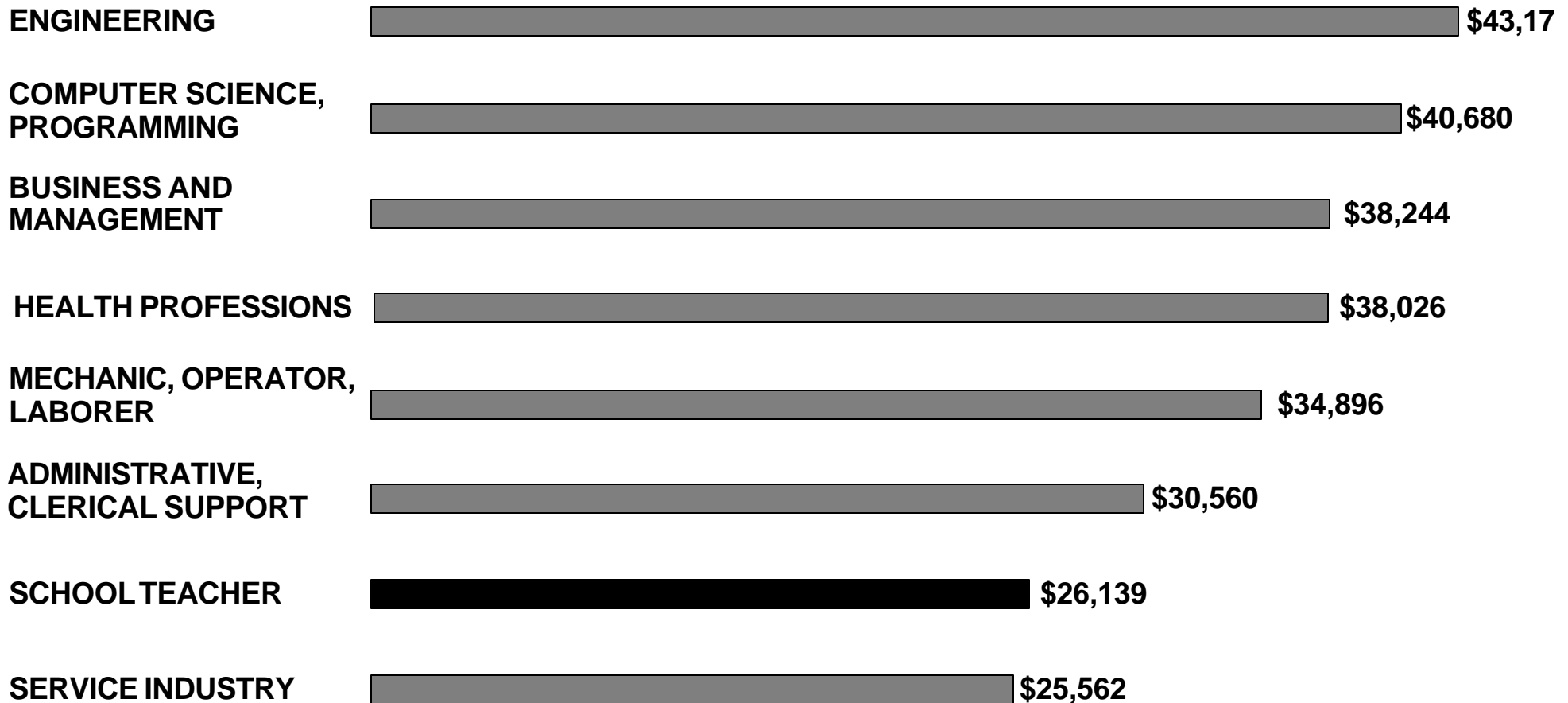
Source: NCES, *Digest of Education Statistics 1998*, (1999).

Overhead 6

# **BARRIERS TO RETAINING TEACHERS IN THE PROFESSION**

- **Bureaucratic Hiring Practices**
- **Lack of Portability of Credentials, Pensions, and Credited Years of Experience**
- **Poor Working Conditions**
- **Low Salaries**

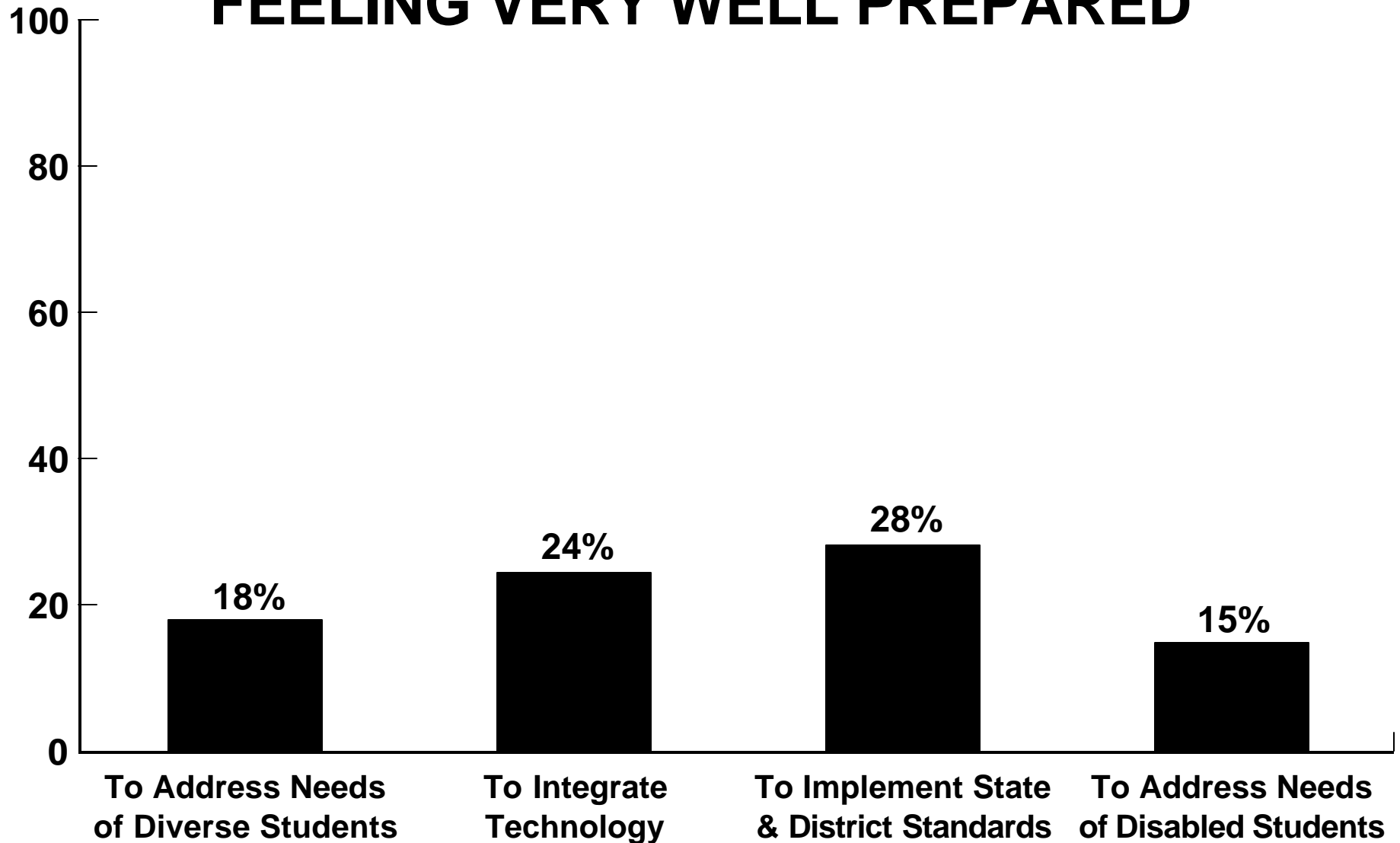
# SALARIES FOR TEACHERS COMPARED TO OTHER OCCUPATIONS\*



\*Average annual salaries for 1992-93 bachelor's degree recipients employed full time in April 1997.

Source: NCES, "Life After College: A Descriptive Summary of 1992-93 Bachelor's Degree Recipients in 1997" (1999).

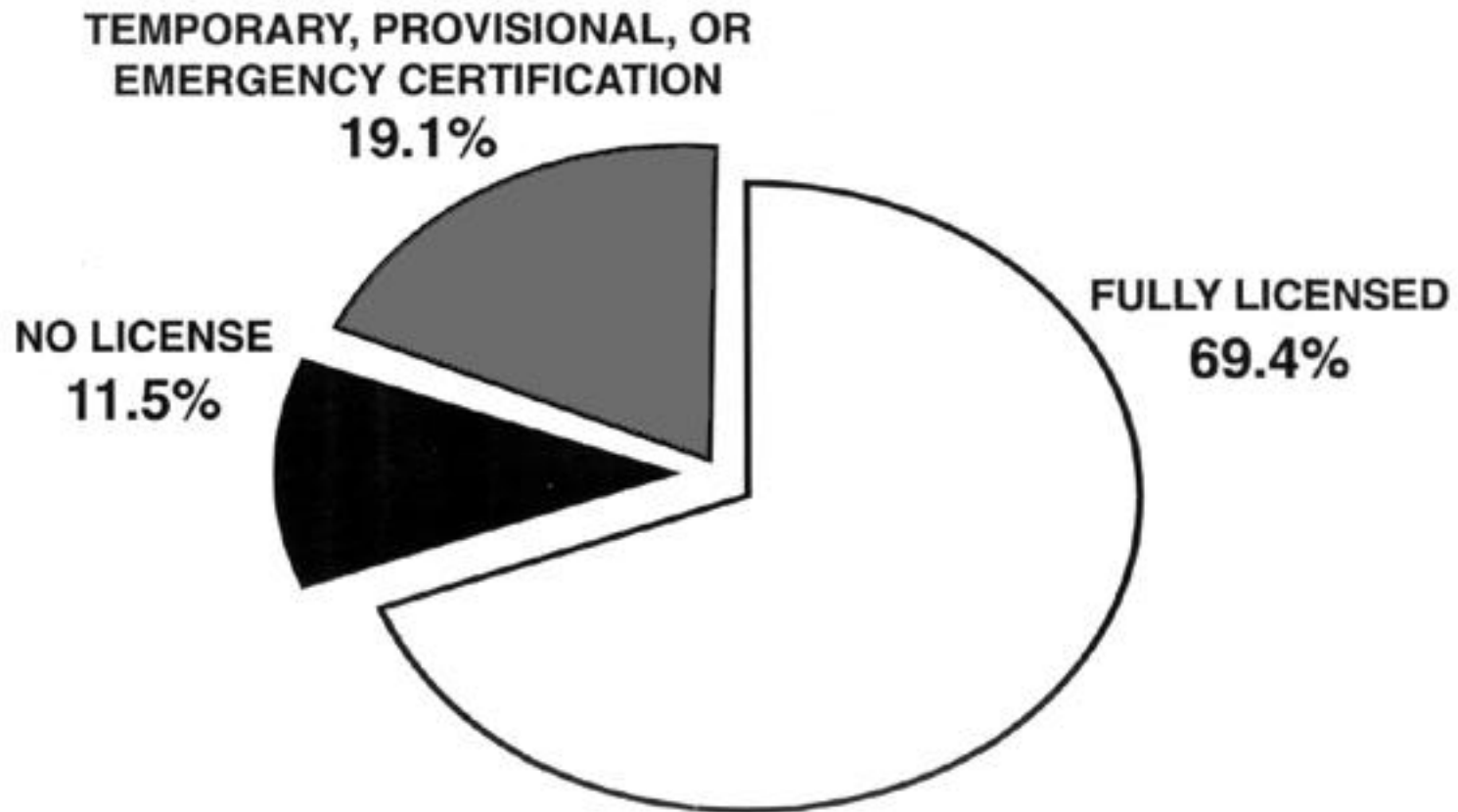
# PERCENTAGE OF NEW\* TEACHERS FEELING VERY WELL PREPARED



**\* 3 or Fewer Years of Experience**

Source: *NCES, Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

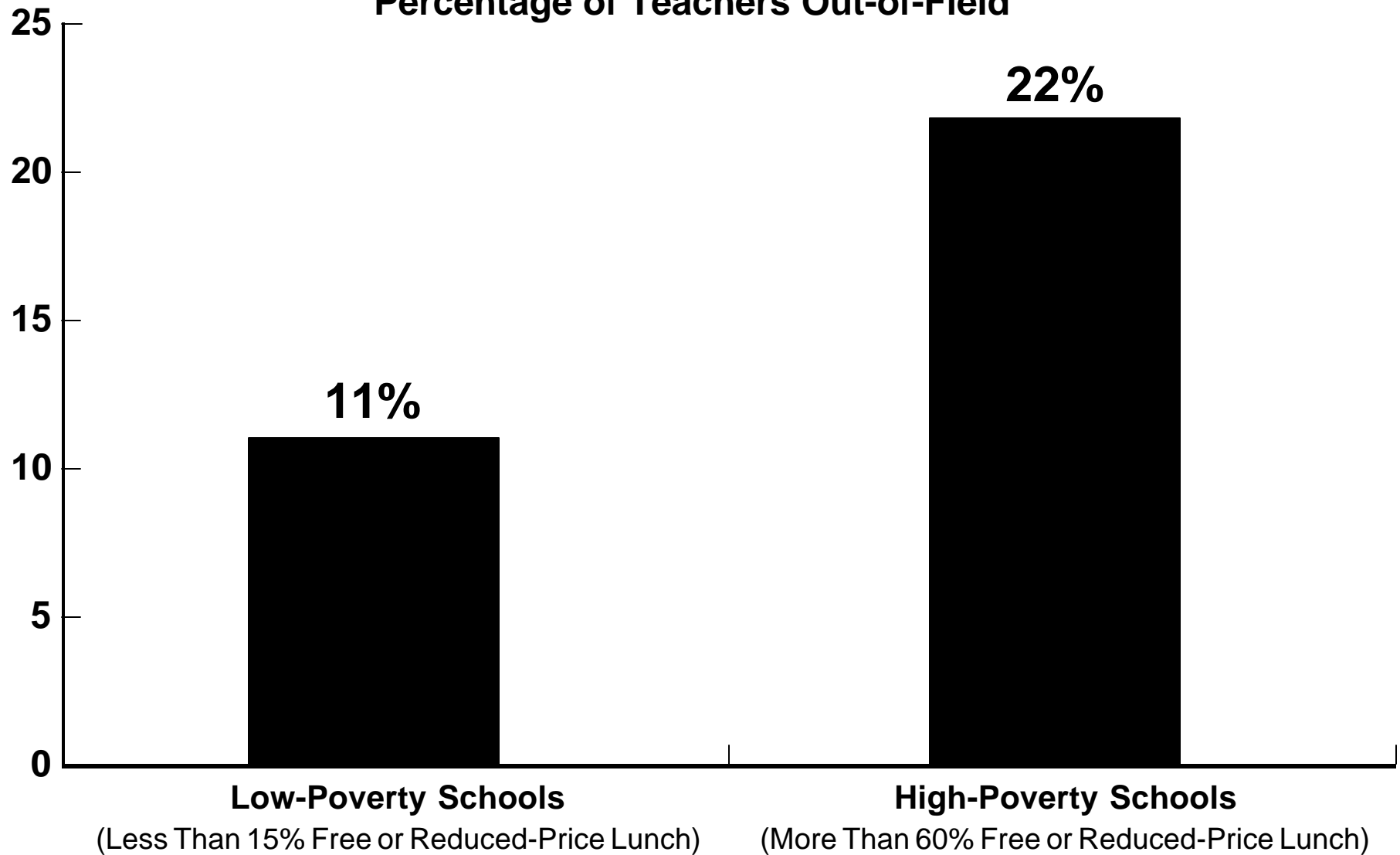
# QUALIFICATIONS OF NEW TEACHERS



Source: NCES, "1993-94 Schools and Staffing Survey."

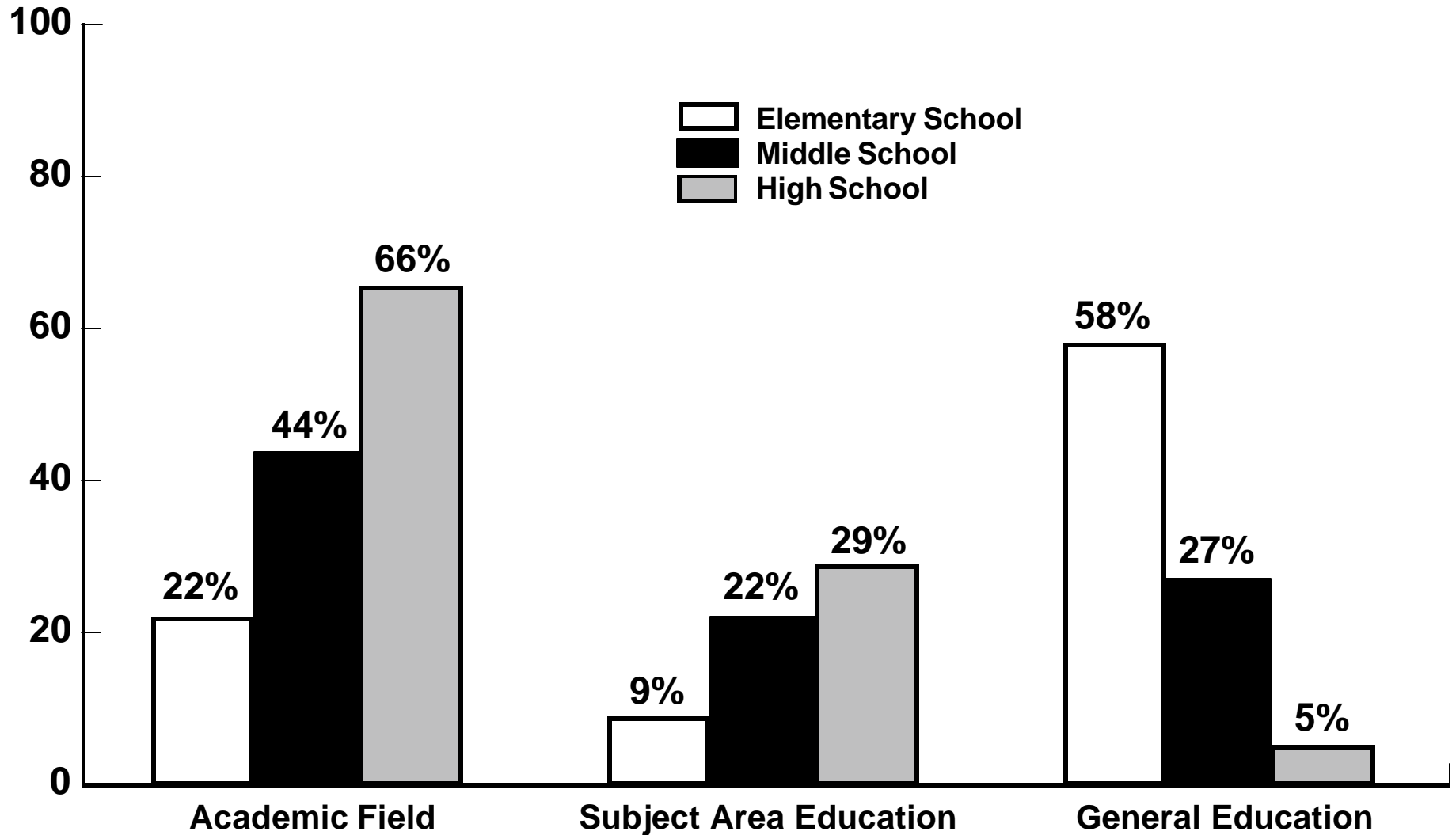
# UNEQUAL DISTRIBUTION OF OUT-OF-FIELD TEACHING

Percentage of Teachers Out-of-Field



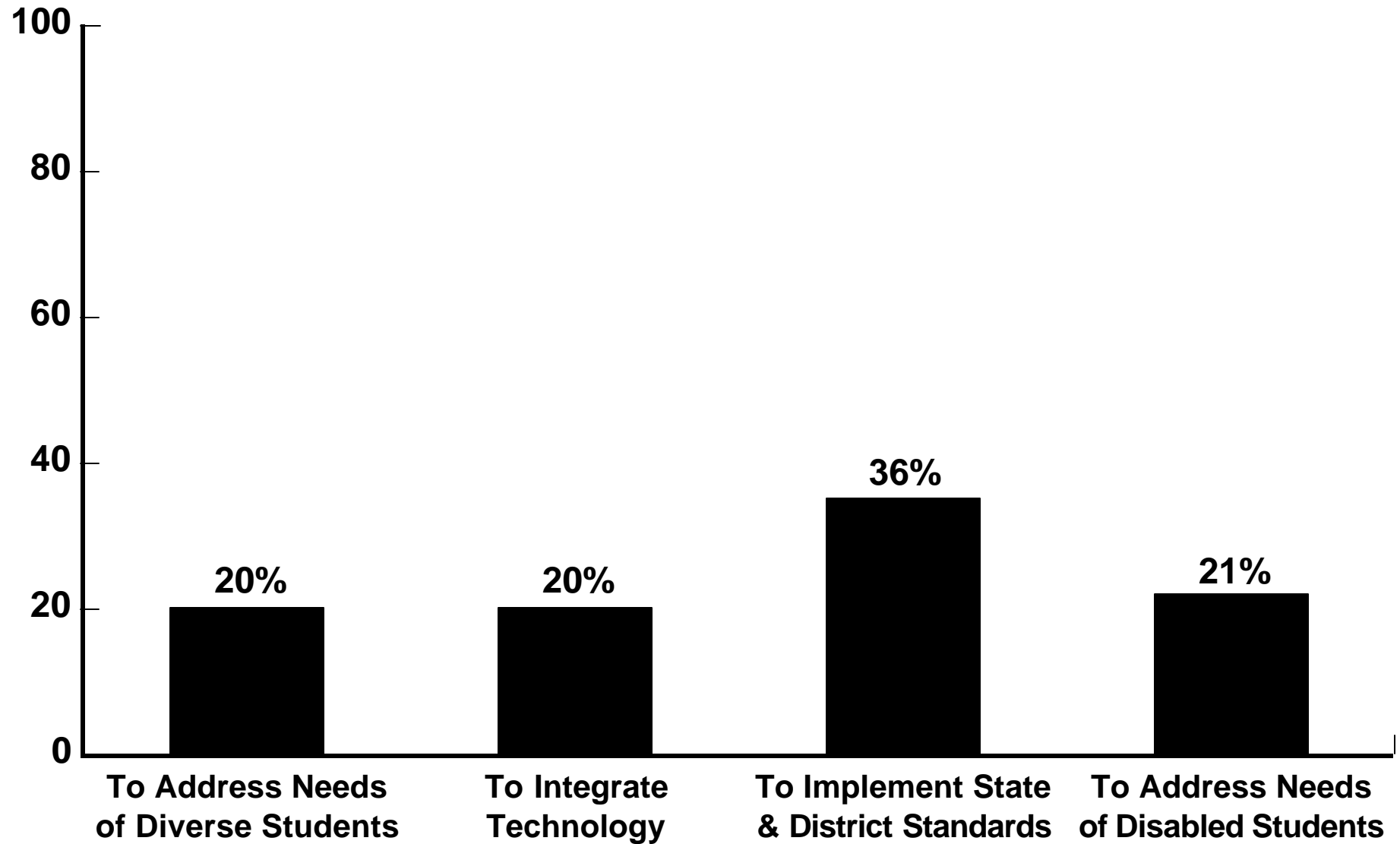
Source: *NCES, Fast Respose Survey System, 1998 Teacher Survey on Professional Development and Training.*

# PERCENTAGE OF TEACHERS WITH ACADEMIC AND NON-ACADEMIC MAJORS



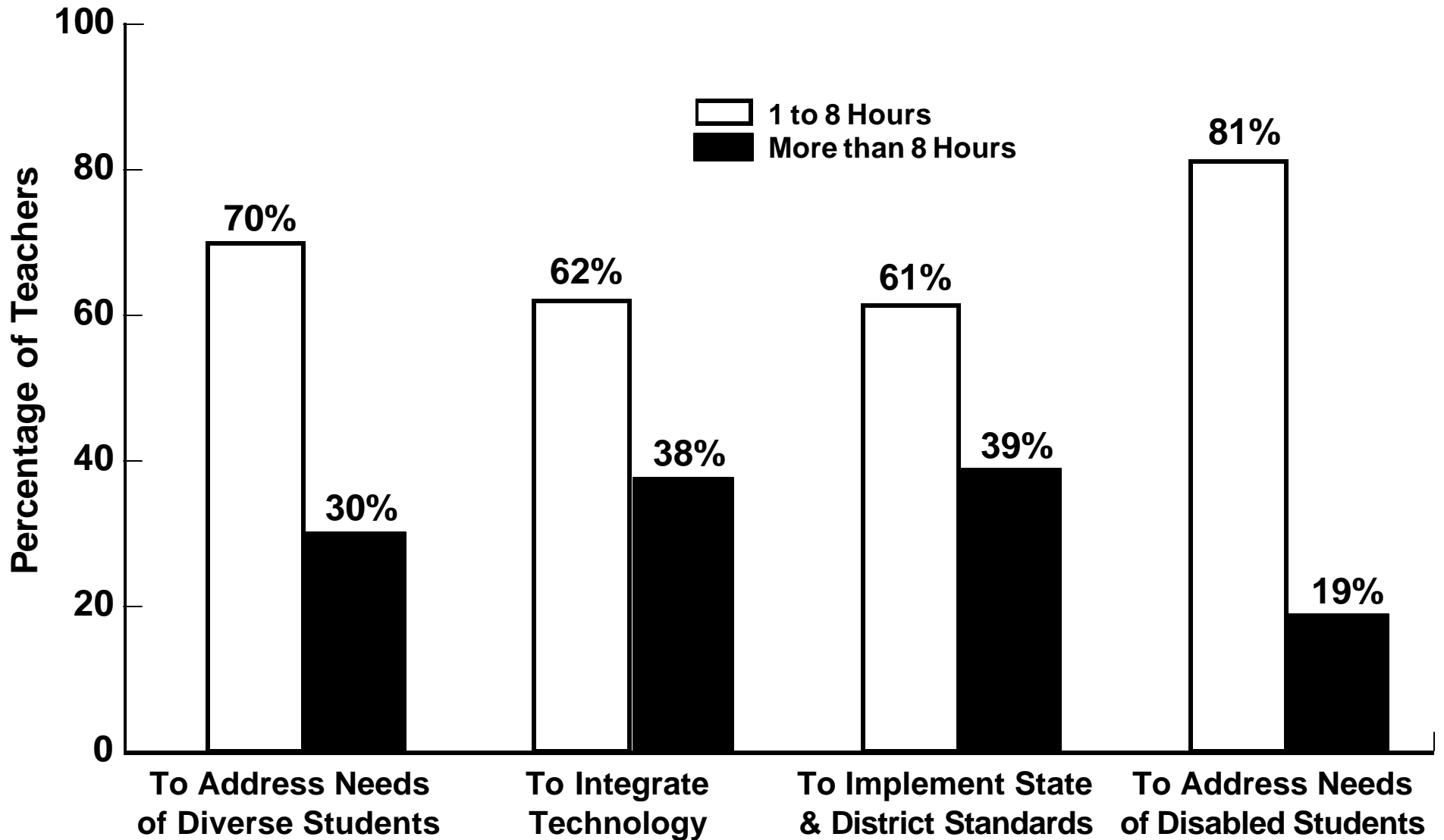
Source: NCES, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, 1999.

# PERCENTAGE OF ALL TEACHERS FEELING VERY WELL PREPARED



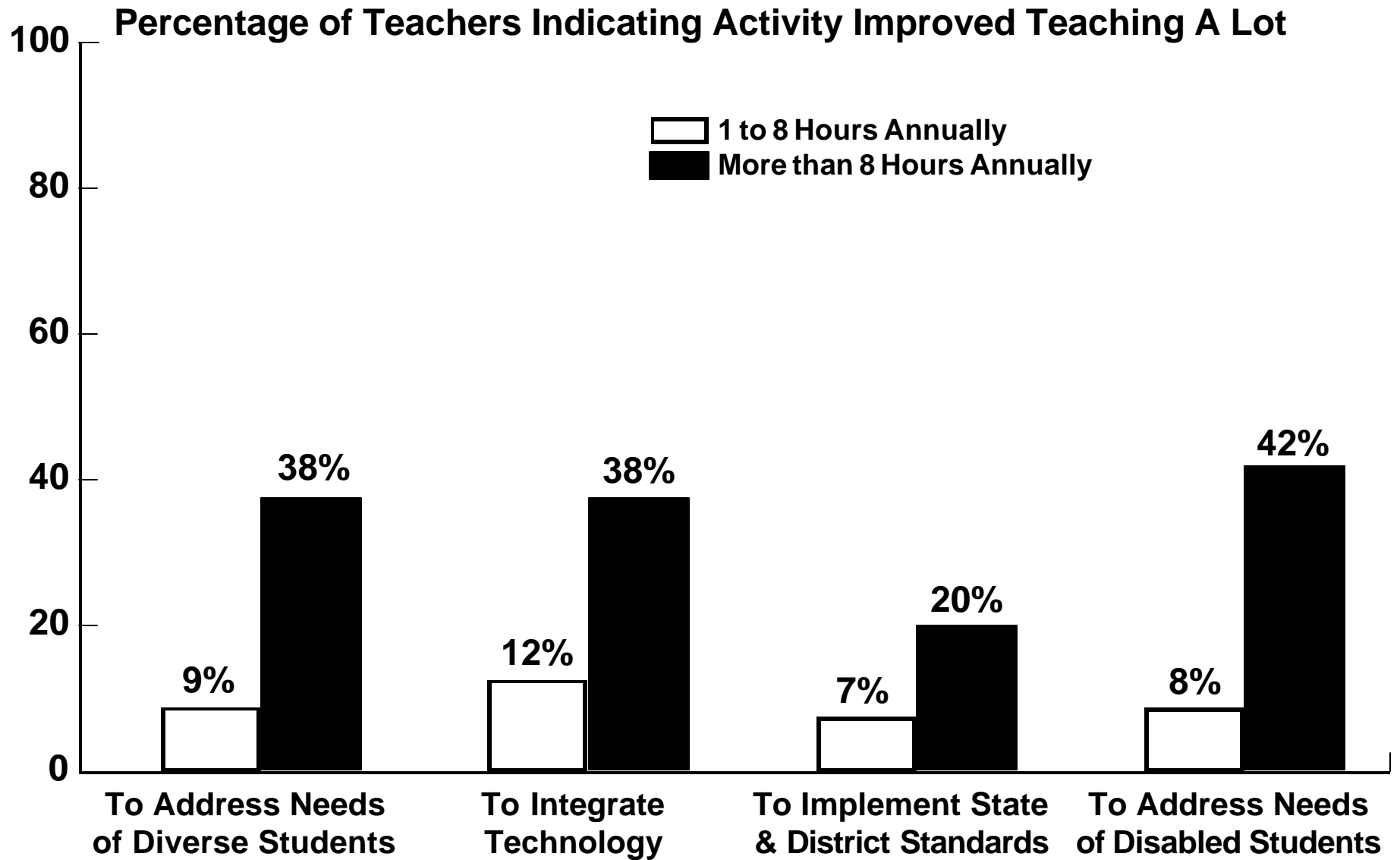
Source: NCES, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers, 1999.*

# HOURS SPENT IN A YEAR ON PROFESSIONAL DEVELOPMENT ACTIVITIES



Source: NCES, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, 1999.

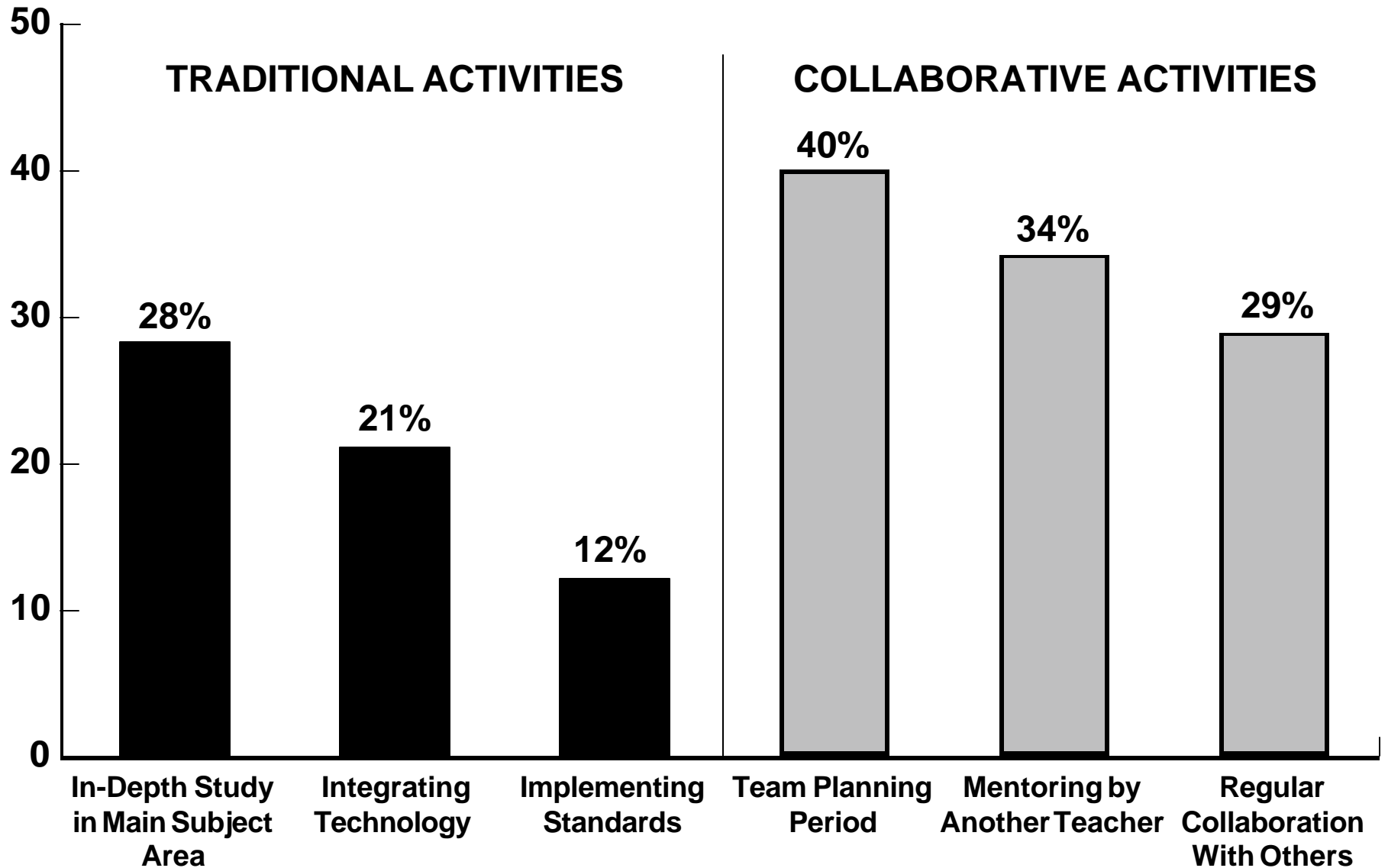
# PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT ACTIVITIES



Source: NCES, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, 1999.

# PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

Percentage of Teachers Indicating Activity Improved Teaching A Lot



Source: NCES, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, 1999.

# **THE COMING CRISIS**

**QUANTITY: More Than 2 Million Teachers Needed  
Over Half Will Be First-Time Teachers**

**QUALITY: Teachers Must Know and Do More Than Ever**

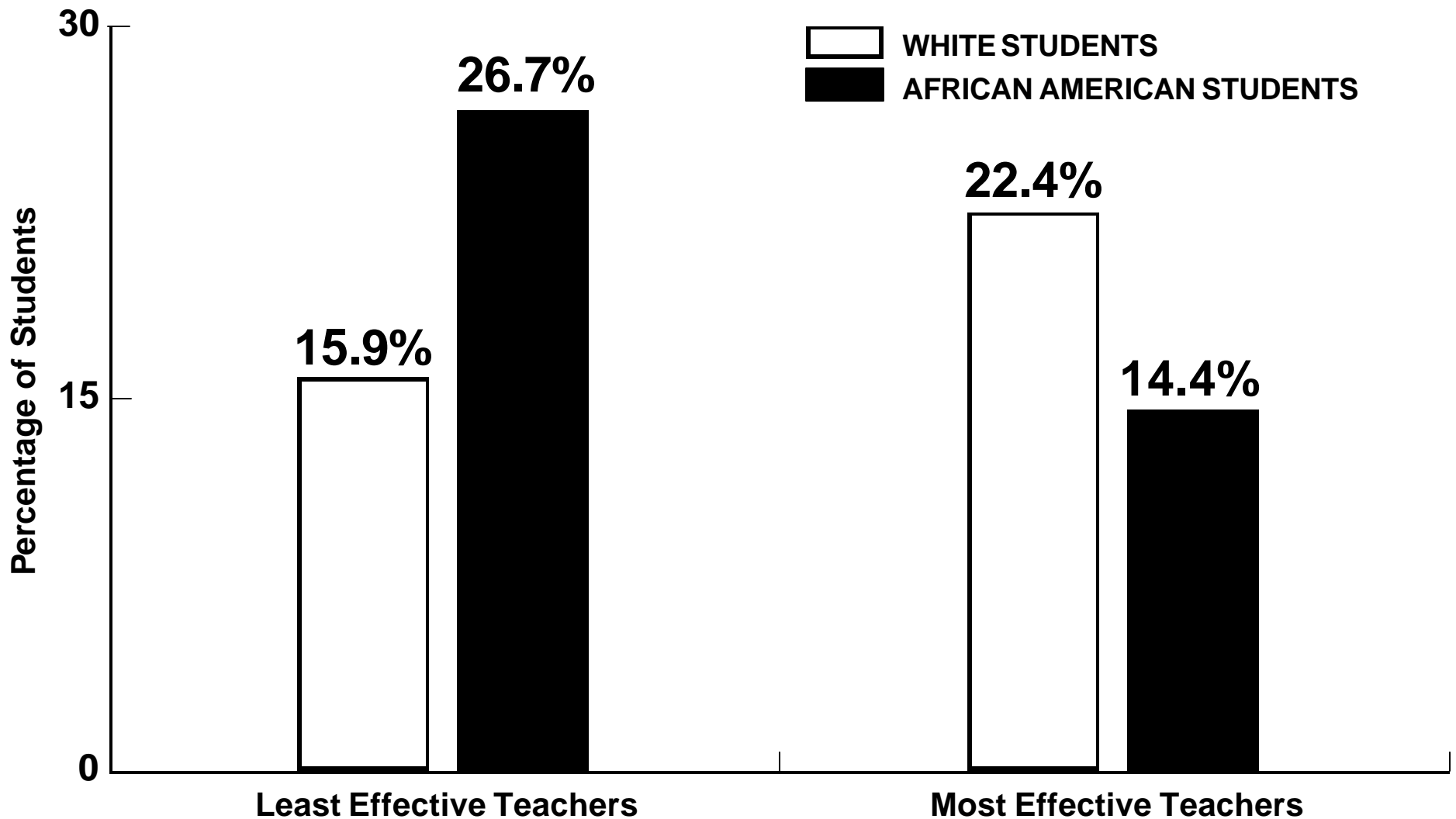
**EQUITY: Shortages of Qualified Teachers Will Be  
Most Severe in High-Poverty Communities**

# **DAUNTING CHALLENGES**

- **Racial, Ethnic, Cultural, and Religious Diversity**
- **Expectations for Educating Students with Disabilities and Special Needs in Regular Classrooms**
- **Many Students Who Lack Basic Proficiency in English**
- **Students at Risk Because of Adverse Conditions at Home**
- **Students in Crisis**
- **Use of Technology**
- **Responsibility to Provide Leadership in Schools**

# UNEQUAL STUDENT ACCESS TO EFFECTIVE TEACHERS

Tennessee



Source: Sanders & Rivers, "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement" (1996).

# **CHALLENGES TO THE HIGHER EDUCATION COMMUNITY**

- **Make Teacher Preparation a University-Wide Priority**
- **Develop Stronger Links Between Colleges of Arts and Sciences and Colleges of Education**
- **Develop Stronger Links with Local Schools**
- **Be Accountable for High-Quality Teacher Preparation**

# **CHALLENGES TO STATES AND LOCAL SCHOOL DISTRICTS**

- **Phase Out Emergency Licensing**
- **Raise Teacher Salaries; Pay for Knowledge and Skills**
- **Create Demanding but Flexible Certification Processes**
- **Allow Portability of Credentials, Years of Experience, and Pensions**
- **End Out-of-Field Teaching**
- **Support New Teachers**
- **Reform Professional Development**
- **Improve Hiring Practices**

# TEACHER LICENSURE AND COMPENSATION: A POSSIBLE MODEL FOR STATES

<i>NEW</i>			
	<b>INITIAL LICENSE</b> Up to 3 years; not renewable	<b>PROFESSIONAL LICENSE</b> Renewed periodically	<b>ADVANCED LICENSE (Voluntary)</b> Renewed periodically
<b>Assessment Required for License</b>	<p>Assessment of Content and Teaching Knowledge*</p> <p>Assessment of Teaching Performance</p>	<p>Assessment of Teaching Performance through Recommendations of Peer Review Panel and Supervisor</p> <p>Ongoing, Quality Professional Development</p> <p>Periodic Evaluations</p>	<p>National Board for Professional Teaching Standards</p> <p>OR</p> <p>State-Designed Assessment</p>
<b>State and Local Compensation Policy</b>	<ul style="list-style-type: none"> <li>★ Base pay for 3 types of licenses and for years of experience</li> <li>★ Differentiated compensation based on:               <ul style="list-style-type: none"> <li>• Demonstrated knowledge and skills valued by the district</li> <li>• Roles and responsibilities</li> <li>• Length of contract (days/hours worked)</li> </ul> </li> <li>★ State or district supplement for underserved schools or shortage fields.</li> <li>★ School-level performance incentives based on district-identified student performance</li> </ul>		

\* State licensing exam to be based on mastery of knowledge needed to be an effective teacher, not on percentile of those taking exam.

# **DEPARTMENT OF EDUCATION STRATEGIES TO IMPROVE TEACHER QUALITY**

- **Strengthen the Recruitment, Preparation, and Support of New Teachers**
- **Strengthen Standards in the Profession**
- **Improve Professional Development**
- **Strengthen School Leadership**
- **Support Research, Development, and Dissemination**
- **Increase Awareness and Measure Our Progress**