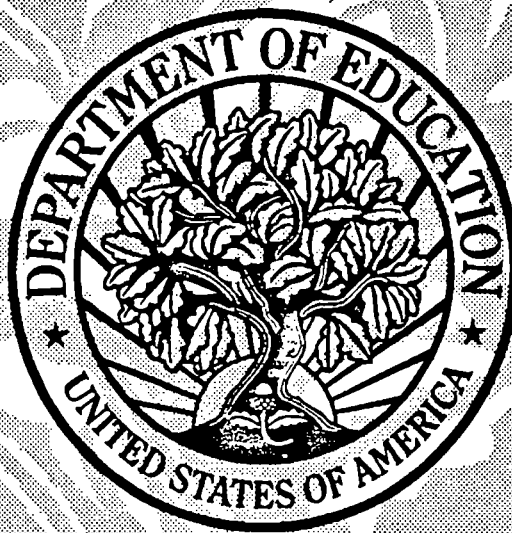


A Talented, Dedicated,  
and Well-Prepared Teacher  
in Every Classroom

DRAFT

# A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom



U.S. Department of Education Initiative on Teaching  
**Information Kit**



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## Why We Must Invest in Good Teaching

*“Never has our nation been confronted with the task of teaching so much to so many while reaching for new high standards.”*

U.S. Secretary of Education Richard W. Riley

Efforts to increase student achievement – higher standards, stronger accountability systems, increased technology, and smaller classes – will not succeed without caring and competent teachers in our classrooms.

### ***Background on Efforts to Improve Teaching***

Educators, policymakers, and legislators have become increasingly aware that our nation’s goals for student learning depend on good teaching in all our schools.

- In 1997, President Clinton devoted an unprecedented one-quarter of his State of the Union address to education and issued a *Call to Action for American Education*, in which he set a number of ambitious goals for the nation. One of these goals was:

*There will be a talented, dedicated, and well-prepared teacher in every classroom.*

- States and local communities have focused recently on raising standards for students. Ensuring quality teaching is the necessary next step. If all children are to learn to high standards, then all educators need the capacity to teach to those high standards.



## ***Good Teaching Makes a Difference!***

We now have compelling evidence that confirms what parents have always known – the teacher makes a critical difference in a child's learning. Research has found that the quality of teaching in our classrooms is *the most important in-school factor* in improving student achievement.

The following studies measured teachers' effectiveness over time based on the achievement of their students. Students were tested every year, and a "value-added" approach was used to determine how much their achievement improved from year to year.

- Students whose initial achievement levels are comparable have "vastly different academic outcomes as a result of the sequence of teachers to which they are assigned."

A study in Tennessee found that three effective teachers or ineffective teachers in a row can mean the difference between a student being in gifted and talented or remedial classes at the end of three years.<sup>1</sup> (overhead)

Similarly, in Dallas, Texas, students who started at similar achievement levels in reading and math at the beginning of third grade were 34 - 50 percentile points apart just three years later, as a result of the difference in effectiveness of their teachers.<sup>2</sup> (overhead)

- Students assigned to ineffective teachers continue to show the effects of such teachers even when those students are subsequently assigned to very effective teachers. The residual effects of both very effective and ineffective teachers are measurable two years later, regardless of the effectiveness of teachers in later grades.<sup>3</sup>

## The Current State of Teaching in America

It is difficult to measure directly the quality of teaching in our nation's classrooms, but a number of indicators demonstrate serious problems with the ways we recruit, prepare, license, and support teachers. The 1996 report of the National Commission on Teaching and America's Future identified five major barriers to successful education reform that relate directly to the quality of our teaching force. (overhead)

### ***Barrier Number 1: Painfully slipshod recruitment and hiring practices***

The U.S. has no comprehensive strategy to attract the kinds of individuals we want into teaching. Furthermore, while there is no universal shortage of teachers nationwide (and some school districts have many qualified applicants for every open position), teachers are not always distributed where they are needed. As a result, we face specific kinds of teacher shortages. (overhead)

- *Shortages of Qualified Teachers in High Poverty Communities.* High poverty urban and rural schools face the greatest challenges in recruiting, supporting, and retaining new teachers.
- *Shortages of Teachers in Certain Subject Areas and Specialties.* There are nationwide shortages -- which are most severe in high-poverty schools -- of teachers in specific fields such as mathematics, science, special education, bilingual education, and foreign languages. (overhead)
- *Shortages of Teachers in Certain Regions.* Regions of the country where student enrollment is increasing rapidly face shortages of qualified teachers, even as other states have a surplus of individuals who are qualified to teach. Policies such as class size reduction can also increase the demand for teachers in some states.
- *Shortages of Teachers of Color.* Our nation's teaching force does not reflect the diversity that is transforming our nation's classrooms.

Students of color comprise 30% of our nation's student population, but only 13% of our teachers are people of color.<sup>4</sup> (overhead)

Over 40% of the nation's public schools do not have a single person of color on their faculty.<sup>5</sup>

Nearly all large, urban school districts (92%) cite an immediate demand for teachers of color.<sup>6</sup>

### ***Reducing the Demand for New Teachers***

The challenge of ensuring enough qualified teachers is not simply one of *increasing the numbers* of new teachers that we recruit. The challenge is also one of *reducing the demand* for new teachers by eliminating the many factors that drive teachers from the profession and removing the barriers that prevent the many qualified individuals who are not teaching from doing so. (overhead)

- The NCTAF report found that “many districts do not hire the best-qualified applicants for teaching positions because their own procedures keep them from doing so.” Problems include cumbersome screening processes and hiring decisions delayed until the school year starts.<sup>7</sup>
- The lack of portability of credentials, pensions, and credited years of experience among states and districts discourages teachers from teaching where they are most needed.
- Poor working conditions, such as run-down facilities, large class sizes, poor school leadership, and lack of books and supplies, are factors that cause many talented teachers to leave the profession prematurely.
- Low salaries for new and experienced teachers create recruitment and retention problems.

Despite the fact that 78% of the public favor raising teacher salaries in order to meet the nation’s recruitment challenges,<sup>8</sup> the average salary for beginning public school teachers (\$25,462) and the average overall teacher salary (\$38,921) are significantly lower than most other professions.<sup>9</sup> (overhead)

### ***Barrier Number 2: Major flaws in teacher preparation***

Teacher preparation programs are often underfunded and focused too much on theory and not enough on classroom practice. They frequently are disconnected from the arts and sciences and from elementary and secondary schools.

- There are approximately 1,300 institutions that prepare teachers, and the number of teachers they produce each year can range from one to nearly 2,000. The teacher education programs also vary greatly in quality; less than one-half – only 501 institutions – are currently

accredited by a national accrediting body (the National Council for Accreditation of Teacher Education).<sup>10</sup>

- The NCTAF report found “longstanding problems with traditional teacher education programs,” including the teaching of theory separately from its applications.<sup>11</sup>
- A recent study asked new teachers whether they were prepared to integrate technology; meet the needs of diverse students and those with limited English proficiency; address the needs of special education students; and implement curriculum and performance standards. In each case, fewer than 30% of the new teachers reported feeling “very well prepared.”<sup>12</sup> (overhead)
- 51% of teacher educators report that it has been more than 15 years since they were K-12 teachers.<sup>13</sup>

### ***Barrier Number 3: Unenforced standards for teachers***

Standards for entry into the profession are generally low, and required examinations seem designed to weed out the weakest candidates rather than to select the strong ones. Yet, despite this lack of rigor, states routinely waive their own standards and allow districts to hire unqualified individuals. Even when teachers are fully qualified, they are too often placed in out-of-field teaching situations.

- Entering teaching usually requires simply passing a standardized test and earning a specified number of credits through teacher education programs. Most states do not base teacher licensing on classroom performance.
- 7 states require no exams for licensure for either elementary or secondary school teaching.<sup>14</sup>
- 44 states require candidates for secondary-school teaching licenses to take a test, but only 29 require them to take tests in the subject area they will teach.<sup>15</sup>
- Licensing tests are not based on whether a candidate has the body of knowledge needed to be an effective teacher. In some states, passing scores are set so low that candidates can pass a subject-matter exam by correctly answering as few as half the test items, and only 5% of the candidates fail the test.<sup>16</sup>
- Even with low standards, states routinely waive them. More than 30% of newly hired teachers enter the profession without having fully met state standards.<sup>17</sup> (overhead)
- Teachers are often asked to teach subjects in which they do not have a major or minor.

13% of public school teachers of core academic subjects in grades 7-12 are teaching "out-of-field."<sup>18</sup>

In lower-poverty schools (less than 60% free or reduced-price lunch), 11% of teachers are out-of-field. In higher-poverty schools (more than 60% free or reduced-price lunch), 22% of teachers are out-of-field.<sup>19</sup> (overhead)

### ***A Complicated Picture***

- Researchers agree that these out-of-field figures understate the problem, since they do not capture part-time teachers and teachers' secondary assignment fields.
- Many policymakers mistakenly assume that teachers teach out of field because they do not have an academic major. However, most high school teachers (95%) do have an academic major (a major in either an academic field or in education in a subject area, as opposed to general education).<sup>20</sup> When they are teaching out-of-field, it is because they have been misassigned.
- Lack of an academic major, however, is a problem for middle school teachers who are assigned to teach specific content. 24% of middle school teachers majored in general education rather than an academic area.<sup>21</sup> (overhead)

### ***Barrier Number 4: Inadequate support for beginning teachers***

New teachers in America are often left to "sink or swim." They are given the toughest assignments – the classes that no one else wants to teach and all of the extracurricular activities that other teachers do not want to supervise. Many new teachers do not receive the extra support they need in order to succeed.

- 22% of all new teachers leave the profession in the first three years.<sup>22</sup>
- One-third to one-half of new teachers leave within their first five years.<sup>23</sup>



### ***Barrier Number 5: Lack of professional development and rewards for knowledge and skill***

Teachers often have too few opportunities to improve their knowledge and skills, and their professional development opportunities are of low quality.

- Most teachers do not feel very well prepared for the realities of today's classrooms -- addressing the needs of diverse students and those with special needs, integrating technology into instruction, and teaching to challenging standards.<sup>24</sup> (overhead)
- Teachers continue to be offered professional development opportunities that are overwhelmingly short-term in nature, despite the fact that teachers report that long-term professional development is more effective.<sup>25</sup> (overheads)
- Most professional development is not collaborative in nature, even though teachers and researchers say that professional development that is collaborative -- such as common planning periods, team teaching, and regularly scheduled collaboration with other teachers -- is more effective than other forms.<sup>26</sup> (overhead)
- American schools are not organized to provide teachers time within the school day to collaborate and engage in meaningful professional development.

U.S. teachers devote more time (57.8 hours in a two-week period) to direct teacher-student academic instruction than do teachers in Japan (44 hours) and Germany (38.5 hours).<sup>27</sup>

- The nation's schools typically spend only 1% to 3% of their resources on teacher development as compared to significantly higher expenditures by both American corporations and schools in other countries.<sup>28</sup>
- Teachers are not rewarded for increasing their knowledge and skills.

Only 17 states provide salary supplements for teachers who have demonstrated their accomplished teaching by earning National Board certification.<sup>29</sup>

While most districts reward teachers for getting advanced degrees, these degrees often do not have to be related to a teacher's subject area.

## The Coming Crisis

While confronting the challenges that we currently face in ensuring good teaching, the United States must prepare for even greater challenges that lie ahead – challenges of quantity, quality, and equity. (overhead)

### *Quantity*

Over the next ten years, the nation will face a tremendous demand for additional teachers.

- The nation's schools will need to hire an estimated 2.2 million public school teachers (including both new teachers and those returning to the classroom) in the next decade to serve the growing enrollment of students and to fill a record number of vacancies as the first "baby boomers" begin to retire.<sup>30</sup>
- One-half to two-thirds of these newly hired teachers will be first-time teachers.<sup>31</sup>
- Current rates of attrition suggest that high-poverty school districts will need over 700,000 additional teachers in the next ten years.<sup>32</sup>
- This turnover in the teaching force—over one million new teachers in ten years – is significant, given that there are currently almost 3 million teachers nationwide.<sup>33</sup>

### *Quality*

Good teaching requires that teachers know and do more than ever before. They face many daunting challenges in today's classrooms, including increased: (overhead)

- racial, ethnic, cultural, and religious diversity;
- expectations for educating students with learning disabilities, physical impairments, and other special needs, in regular education classrooms;
- numbers of students who lack basic proficiency in English;
- numbers of students at risk because of inadequate nutrition, housing, health and medical care, and other adverse conditions at home;
- numbers of students in crisis because of violence and other threats in their homes and/or

communities;

- use of technology; and
- responsibility on the part of teachers to provide leadership in schools.

### ***Equity***

Our nation's high-poverty communities have the most difficulty attracting and retaining qualified teachers. Therefore, students in high-poverty urban and rural schools -- the very students who need the *best* teachers because of the challenges that poverty brings to the classroom -- often have teachers who are the *least* qualified.

This is a fundamental issue of equity. When students in high-poverty communities receive instruction from unqualified teachers, they are being denied access to a quality education.  
(overhead)

*If poor and minority children had teachers of the same quality as other children, a large part of the achievement gap would disappear.... In the hands of our best teachers, the effects of poverty and institutional racism melt away, allowing these students to soar to the same heights as young Americans from more advantaged homes. But if they remain in the hands of underqualified teachers, poor and minority students will continue to fulfill society's limited expectations of them.<sup>34</sup>*  
Education Trust, "Good Teaching Matters."

### ***Our Challenge for the 21<sup>st</sup> Century***

As a nation, can we commit to high standards for all students, *and thus for all teachers?*

Whether we meet this challenge will determine the strength and prosperity of our democracy.



## **Challenges from the U.S. Secretary of Education**

In urging our nation to focus on teacher quality, U.S. Secretary of Education Richard W. Riley has issued a number of challenges to educators, states, and local school districts.

### ***Challenges to the Higher Education Community***

(overhead)

- Make the preparation of teachers a university-wide priority
- Develop stronger links between colleges of arts and sciences and colleges of education in order to ensure that teachers have strong content knowledge
- Develop stronger links between institutions of higher education and local schools so that future teachers develop the strong skills needed to teach
- Hold themselves accountable for high-quality teacher preparation

### ***Challenges to States and Local School Districts***

(overhead)

- Eliminate the practice of granting emergency licenses within five years
- Raise teacher salaries and pay teachers for knowledge and skills
- Create demanding but flexible certification processes
- Enact policies encouraging portability of teaching credentials, credited years of experience, and pensions
- End the practice of teachers teaching out-of-field
- Develop long-term induction or mentoring programs to help new teachers
- Reform professional development to give teachers new knowledge and skills
- Improve outdated hiring practices



## ***A Call for a National Dialogue on Teacher Licensure***

(overhead)

In challenging states to create more rigorous but flexible teacher licensure systems, Secretary Riley has suggested one possible approach and urged state and local leaders to design their own models that will better ensure teacher quality. (Overhead) The Secretary's model includes:

- An *initial license* that would be granted for up to three years after a prospective teacher passed written exams of content and teaching knowledge and an assessment of teaching performance.
- A *professional license* – a middle step between initial licensure and voluntary advanced certification – that would be based on clear standards, developed by states, for what teachers should know and be able to do. Teachers would be assessed on their teaching performance by a panel of their peers and a supervisor.
- A voluntary *advanced license*, one form of which currently exists through the National Board for Professional Teaching Standards, that would allow experienced teachers to measure their practice against high and rigorous standards for accomplished teaching.

## Efforts to Address Our Teacher Quality Challenges

The challenges are great, but efforts at the federal, state, and local levels to address them are making a difference.

### *Efforts throughout the Nation*

States, higher education institutions, and school districts are taking steps to improve teaching. The following are major national efforts to address teacher quality:

- *INTASC (Interstate New Teacher Assessment and Support Consortium)* -- developing performance-based assessments for the initial licensing of teachers
- *National Board for Professional Teaching Standards* – establishing voluntary standards and assessments for highly accomplished teaching; many states and districts provide support for teachers to undergo the rigorous procedure to become National Board certified
- *NCATE (National Council for the Accreditation of Teacher Education) and TEAC (Teacher Education Accreditation Council)* – establishing standards for colleges of education as part of voluntary national accreditation systems
- *Holmes Partnership, the National Network for Educational Renewal, the Renaissance Group, Project 30 and others* – reforming teacher education through partnerships between higher education and K-12 schools
- *National Commission on Teaching and America's Future* – working in partnership with 12 states who have committed to implementing the Commission's recommendations that were issued in its 1998 report on teacher quality; the Commission has designed a policy inventory that states can use as a starting point for developing a comprehensive strategy to improve the quality of their teaching force
- *Recruiting New Teachers, Inc.* – providing information to prospective teachers, conducting policy research on innovative pathways into teaching, and providing technical assistance to states and districts



## ***Strategies of the U.S. Department of Education***

The U.S. Department of Education is also working aggressively to improve the quality of teaching in America's schools and has organized its efforts around the following six strategies. (overhead)

- **Strengthen the Recruitment, Preparation, and Support of New Teachers**

*Teacher Quality Enhancement Grant programs* (authorized under Title II of the Higher Education Act) support comprehensive reforms in state policies; partnerships among higher education institutions, schools of arts and sciences, and high-need school districts to improve teacher education programs; and state and local efforts to recruit qualified teachers for high-need schools.

The *Preparing Tomorrow's Teachers to Use Technology* initiative provide grants to build the capacity of teacher preparation institutions to ensure that new teachers are prepared to integrate technology effectively into the curriculum.

A *Contextual Teaching and Learning* project is studying, designing, and disseminating teacher preparation and professional development models that prepare teachers to help students make connections between what they are learning and its value in their lives in and beyond school.

A proposed *National Job Bank and Clearinghouse on Teacher Recruitment* would link teachers with the schools that need them and provide information on successful teacher recruitment programs and policies.

A proposed *Transition to Teaching* program would recruit retired military personnel and other mid-career professionals into teaching.

A *National Awards Program for Model Teacher Preparation* is being developed to highlight exemplary teacher preparation programs.

The *High Standards to the Classroom* initiative, proposed as part of the reauthorization of the Elementary and Secondary Education Act, includes professional development grants to school/college partnerships, with a focus on induction support for new teachers.

- **Strengthen Standards in the Profession**

The *Interstate New Teacher Assessment and Support Consortium (INTASC)* is developing



standards for initial teacher licensure for general and special educators.

A *National Study of Teacher Testing* by the National Academy of Sciences will analyze the current state of teacher testing, recommend ways to improve existing tests, and suggest viable alternatives.

The *National Board for Professional Teaching Standards* is working to complete the development of assessments and increase the number of highly accomplished teachers certified by the National Board.

- **Improve Professional Development**

The *Eisenhower Professional Development Program* provides grants to states, school districts, and higher education institutions to support high-quality professional development activities aligned with challenging state student performance standards.

The *National Awards Program for Model Professional Development* identifies and disseminates exemplary models in schools and school districts that have demonstrated that their professional development has led to improved student achievement.

The proposed *High Standards to the Classroom* initiative would succeed Eisenhower, Goals 2000, and Title VI and focus on the type of professional development teachers say they need most: sustained, intensive, collaborative, and standards-based.

- **Strengthen School Leadership**

The proposed *High Standards to the Classroom* initiative includes support for innovative ways to recruit, prepare, and support principals as instructional leaders.

- **Support Research, Development, and Dissemination**

The *Center for the Study of Teaching and Policy*, a consortium of universities, focuses on ways educational policies can improve the recruitment and retention of capable teachers, develop their knowledge and skills, and support teachers' work and student learning simultaneously.

The *National Partnership for Excellence and Accountability in Teaching (NPEAT)* brings together States, school districts, higher education institutions, professional organizations, and other stakeholders across the nation to promote, support, and sustain effective strategies to prepare, induct, and provide career-long professional development for K-12 teachers.



- **Raise Awareness and Measure Our Progress**

*Speeches by Education Secretary Richard Riley* – including the National Press Club address on September 15, 1998 and the State of American Education speech on February 16, 1999 – have focused increasingly on the issue of teacher quality.

*Conferences on Teacher Quality* will include a conference for college and university presidents that emphasizes their leadership role in improving teacher education, day-long institutes on teacher development for deans at the regional Improving America's Schools Conferences, a larger National Conference on Teacher Quality, and follow-up summer institutes for faculty teams from higher education institutions.

*The Biennial National Report on Teacher Quality*, first issued in January, 1999, will constantly refocus public attention on the teaching profession and provide a way to measure the nation's progress in recruiting, preparing, and retaining high-quality teachers.

## Next Steps for Communities

The following questions are designed to challenge those concerned about the teaching profession to think about how they might begin addressing their teacher quality challenges. These are tough questions designed to be thought-provoking. They do not have easy answers. They may, however, encourage people to think hard about some complicated issues and to extend themselves beyond their traditional roles.

- What is our community doing to ensure that **high-quality teachers are recruited** into the profession? What are we doing to screen for quality “up front”?
- Are **new teachers in our community well prepared**? Do they possess the knowledge and skills they need to teach all students to high standards? How do we know? How much clinical experience and involvement in K-12 schools do teacher candidates receive?
- Does our state have **rigorous, performance-based assessments for teacher licensing**? Do the standards ensure that a teacher who is licensed has the knowledge and skills to teach all students to high standards? How can we find out?
- Are the teachers in our schools **certified to teach** in their subject areas? Whom should we ask?
- What are our schools doing to **support beginning teachers**?
- Have our schools established **rigorous standards for granting tenure** and a process that seeks multiple perspectives on a teacher’s performance?
- What are we doing to **encourage and reward good teaching**?
- Are the **salaries** we provide our teachers competitive with surrounding school districts? With other professions?
- What do our schools do to support **teachers’ professional growth** throughout their careers?
- What are we doing about teachers who are **performing poorly**?

## Next Steps for Teachers

The following questions are designed to challenge those concerned about the teaching profession to think about how they might begin addressing their teacher quality challenges. These are tough questions designed to be thought-provoking. They do not have easy answers. They may, however, encourage people to think hard about some complicated issues and to extend themselves beyond their traditional roles.

- What role am I playing in **recruiting talented individuals** into the profession? In screening for quality “up front”?
- What am I doing to ensure that prospective teachers are **well-prepared** for the challenges of the classroom?
- What role should I play in the **hiring of new teachers**?
- What am I doing to ensure that **beginning teachers** receive the support they need? What can I do to change a system that gives our newest teachers the most difficult classes and the extracurricular activities that no one else wants?
- What role must I play in the **tenure-granting process**?
- What role am I playing in **helping my colleagues improve their practice**?
- What am I doing to ensure that teachers are given opportunities to **grow and to develop as professionals**?
- What am I doing to **open my own practice to examination** and to **improve my own practice**?
- What role am I playing to ensure that **excellence in teaching is encouraged and rewarded**?
- What am I doing about **poorly-performing teachers**?
- What is one thing I can do, or one step I can take, to ensure that there is a **talented, dedicated, and well-prepared teacher in every classroom**?

## Next Steps for College and University Faculty

The following questions are designed to challenge those concerned about the teaching profession to think about how they might begin addressing their teacher quality challenges. These are tough questions designed to be thought-provoking. They do not have easy answers. They may, however, encourage people to think hard about some complicated issues and to extend themselves beyond their traditional roles.

- What **partnerships** have we developed with **K-12 education** to design and implement our teacher education programs? to support beginning teachers? to help veteran teachers benefit from cutting-edge research and best practice?
- Do we have a coherent plan to **recruit talented individuals from diverse backgrounds** into the profession?

Do we reach down as early as middle school to encourage adolescents to aspire to a career in teaching?

Do we have teacher cadet programs in our high schools?

Have we designed high-quality pathways to teaching for non-traditional students such as paraprofessionals and mid-career professionals?

- Do we have a **formal admission process** that ensures that we are getting people who are serious about teaching -- people who understand the commitment they are making?
- Is there a **core curriculum** that is provided to all prospective teachers?
- Do our teacher preparation programs **integrate theory and practice**?

When we design our programs, do we ask and answer the questions, "How will this course or experience help teachers teach kids? How will it help students learn?"

- Does our **Department of the Arts and Sciences** collaborate with the **College of Education** to prepare teachers? What evidence do we have?
- Are we preparing our students in **real schools with real students** from the very beginning?

Do we require prospective teachers to spend a large proportion of their field experiences under the tutelage of master teachers, culminating in full-year internships?



Do we select the master teachers carefully, based on their instructional expertise?

- Are we giving our students opportunities to work in many **different settings with diverse groups of students**?

Are they learning strategies that work with students who do not learn easily – students with learning disabilities, emotional problems, and limited English proficiency?

- Are we preparing prospective teachers to **work with parents** effectively and to **use technology** to enhance learning?
- Are our teacher education curricula directly **tied to student content standards** and to the **standards for teaching** established by INTASC and the National Board for Professional Teaching Standards?
- Are our graduates able to pass **rigorous assessments for initial licensing** and do school districts find them successful once placed in classrooms?
- How do we **measure the knowledge and skills** that pre-service teachers have gained through our programs?

## Next Steps for School Administrators

The following questions are designed to challenge those concerned about the teaching profession to think about how they might begin addressing their teacher quality challenges. These are tough questions designed to be thought-provoking. They do not have easy answers. They may, however, encourage people to think hard about some complicated issues and to extend themselves beyond their traditional roles.

- Is professional development **ongoing, intensive, and an integral part of a teacher's regular work day**?
- Is our focus on giving beginning and experienced teachers the **tools they need** to deliver a high quality education to every child?
- Is our professional development based on **research and best practice**?
- Do we incorporate **multiple forms of learning** such as group study, action research, self-study, and curriculum development?
- What kind of opportunities do we provide to help teachers **develop leadership skills**?
- To what extent is our **professional development connected to student standards**? To the content teachers need? To the pedagogical skills?
- How far have we gone from the **deficit model** – “teachers need to be fixed” -- to the **growth model** that seeks to build on teachers knowledge and skills? What balance do we have between support and challenge?
- **Who determines the focus of professional development and plans it?** To what extent is it designed to address problems identified by teachers and others in the school?
- Is professional development part of a **coherent, long-term plan**?
- How much **time and other resources** are we devoting to professional development? How close are we to the leading corporations in this respect?
- When we evaluate our professional development, are we trying to document a **positive correlation with increased teacher effectiveness and improved student achievement**?

## Next Steps for Business Leaders

The following questions are designed to challenge those concerned about the teaching profession to think about how they might begin addressing their teacher quality challenges. These are tough questions designed to be thought-provoking. They do not have easy answers. They may, however, encourage people to think hard about some complicated issues and to extend themselves beyond their traditional roles.

- Do we spend **time in teachers' classrooms**, sharing our business and personal expertise and gaining an understanding of teaching and schools?
- Do we offer teachers and principals **opportunities to attend appropriate training sessions** with our employees at our business site?
- Do we host at our business site and help to fund **on-going professional development** opportunities for teachers?
- Do we provide **summer "externships"** through which teachers can learn how to help their students make connections between what they are learning and its value in their lives beyond school?
- Do we support or initiate **teacher recognition programs** in our community to publicize good teaching?
- Are we **advocates** for high-quality, sustained professional development for all teachers, extra support for beginning teachers, increasing teacher salaries, and strong standards for entering the profession?
- Do we insist that communities be provided **information on their teachers' qualifications** in order to raise awareness about the importance of hiring qualified teachers?

## Resources

The following resources may be useful in finding more information about efforts to improve teaching.

*Initiative to Ensure a Talented, Dedicated, and Well-Prepared Teacher in Every Classroom*

Terry Dozier, Special Advisor on Teaching  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 7W203  
Washington, DC 20202-0103  
(202) 401-7690  
(202) 401-0596 (fax)  
terry\_dozier@ed.gov

*National Commission on Teaching and America's Future*

Linda Darling-Hammond,  
Executive Director  
Teachers College, Columbia University  
525 West 120th Street, Box 117  
New York, New York 10027  
(212) 678-3204  
<http://www.tc.columbia.edu/~teachcomm>

*Interstate New Teacher Assessment and Support Consortium*

Jean Miller, Director of INTASC  
Council of Chief State School Officers  
One Massachusetts Avenue, N.W. Suite 700  
Washington, DC 20001-1431  
(202) 336-7048  
(202) 789-1792 (fax)

*National Board for Professional Teaching Standards*

James A. Kelly, President  
26555 Evergreen, Suite 400  
Southfield, MI 48076  
1-800-22-TEACH  
<http://www.nbpts.org/>

*National Center for Education Statistics*

U.S. Department of Education  
555 New Jersey Avenue, N.W.  
Washington, DC 20208-5574  
(202) 219-1828  
(202) 219-1736 (fax)

*National Council for Accreditation of Teacher Education (NCATE)*

Arthur Wise, President  
2010 Massachusetts Avenue, N.W. Suite 500  
Washington, DC 20036-1023  
(202) 466-7496  
(202) 296-6620 (fax)

*Teacher Education Accreditation Council (TEAC)*

Frank Murray, President  
One Dupont Circle, Suite 320  
Washington, D.C. 20036  
(202) 466-7236  
(302) 831-3013 (fax)

*Holmes Partnership*

Nancy Zimpher, President  
University of Wisconsin – Milwaukee  
Chancellor's Office  
P.O. Box 413  
Milwaukee, Wisconsin 53201  
(414) 229-4331  
(414) 229-2347 (fax)

*National Network for Educational Renewal  
Center for Educational Renewal*

John Goodlad, President  
University of Washington  
Box 353600  
Seattle, Washington 98195-3600  
(206) 543-6230  
(206) 543-8439 (fax)

*Recruiting New Teachers, Inc.*

David Haselkorn, President  
385 Concord Avenue, Suite 100  
Belmont, MA 02178  
(617) 489-6000  
(617) 489-6005 (fax)  
[rnt@tiac.net](mailto:rnt@tiac.net)  
[www.rnt.org](http://www.rnt.org)

## Professional Development Award Winners

The following are the winners of the National Awards Program for Model Professional Development, which recognizes schools and school districts with exemplary professional development linked to increased student achievement. They may be helpful as resources.

### 1996 Awardees

*Lawrence Public Schools, Lawrence KS*  
3705 Clinton Parkway  
Lawrence, Kansas 66047  
913-832-5000  
913-832-5016 (fax)

*Samuel W. Mason Elementary School, Roxbury MA*  
150 Norfolk Avenue  
Roxbury, Massachusetts 02119  
617-635-8405  
617-635-8406 (fax)

*San Francisco Unified School District, San Francisco CA*  
2550 25th Avenue  
San Francisco, California 94116  
415-759-2950  
415-759-2903 (fax)

*Woodrow Wilson Elementary School, Manhattan KS*  
312 N. Juliette Avenue  
Manhattan, Kansas 66502  
785-587-2170  
785-587-2173 (fax)

*Wilton Public Schools, Wilton CT*  
395 Danbury Road  
Wilton, Connecticut 06897  
203-762-3381  
203-762-2177 (fax)

### 1998 Awardees

*Ganado Intermediate School*  
P.O. Box 1757  
Ganado, AZ 86505  
(520) 755-1120  
(520) 755-1139 (fax)

*H.D. Hilley Elementary School*  
693 N. Rio Vista Road

El Paso, TX 79927  
(915) 860-3770  
(915) 860-3778 (fax)

*P.S. 721R, Hungerford School*  
155 Tompkins Avenue  
Staten Island, NY 10304  
(718) 273-8622  
(718) 727-6994 (fax)

*The International High School at LaGuardia Community College*  
31-10 Thomson Avenue  
Long Island City, NY 11101  
(718) 482-5482  
(718) 392-6904 (fax)

*Montview Elementary School*  
2055 Moline St.  
Aurora, CO 80010  
(303) 364-8549  
(303) 340-0735 (fax)

*Shallowford Falls Elementary School*  
3529 Lassiter Road  
Marietta, GA 30062  
(770) 640-4815  
(770) 640-4820 (fax)

*Geneva City Schools*  
649 South Exchange Street  
Geneva, NY 14456  
(315) 781-0494  
(315) 781-4128 (fax)

*Lewisville Independent School District*  
247 W. Main Street  
Lewisville, TX 75057  
(972) 219-6909  
(972) 219-0092 (fax)

## Endnotes

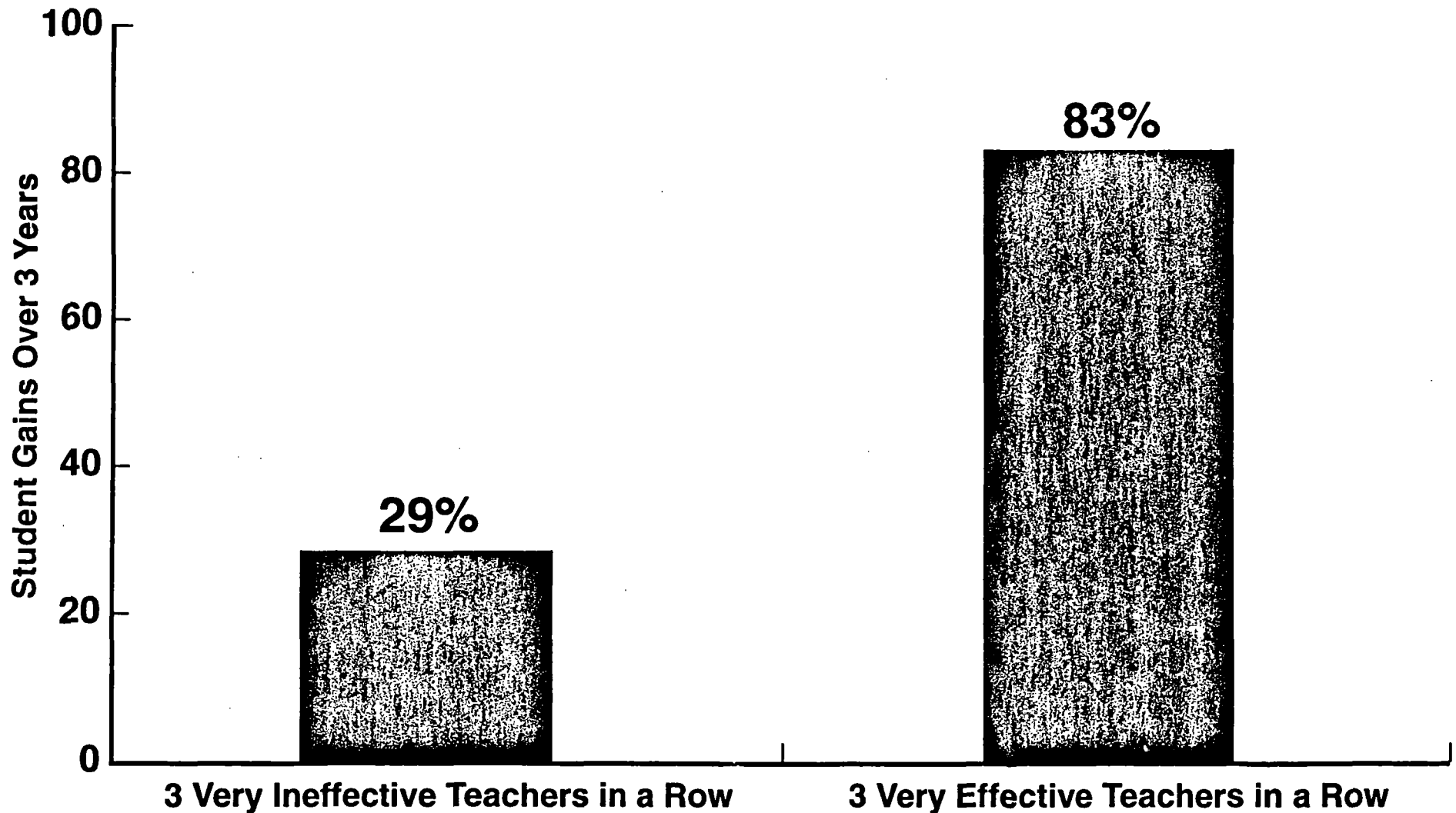
- <sup>1</sup> Sanders, William L. and Rivers, Joan C. "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." 1996.
- <sup>2</sup> Jordan, Heather, Robert Mendro, and Dash Weerasinghe, "Teacher Effects on Longitudinal Student Achievement." 1997.
- <sup>3</sup> Sanders.
- <sup>4</sup> U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey." 1993-94.
- <sup>5</sup> Ibid.
- <sup>6</sup> Recruiting New Teachers, "The Urban Teacher Challenge." 1996.
- <sup>7</sup> National Commission on Teaching and America's Future, "What Matters Most: Teaching For America's Future." 1996.
- <sup>8</sup> Haselkorn, David and Louis Harris, "The Essential Profession: A National Survey of Public Attitudes Toward Teaching, Educational Opportunity and School Reform." 1998.
- <sup>9</sup> U.S. Department of Education, "The Condition of Education 1998."
- <sup>10</sup> National Council for the Accreditation of Teacher Education.
- <sup>11</sup> National Commission on Teaching and America's Future.
- <sup>12</sup> National Center for Education Statistics, "Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers." 1998.
- <sup>13</sup> Farkas, Steve and Jean Johnson with Ann Duffett, "Different Drummers: How Teachers of Teachers View Public Education (A Report from Public Agenda)." 1997.
- <sup>14</sup> Ibid.
- <sup>15</sup> Ibid.
- <sup>16</sup> Ibid.
- <sup>17</sup> Schools and Staffing Survey, 1993-94
- <sup>18</sup> National Center for Education Statistics, "Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers." 1998.
- <sup>19</sup> Ibid.
- <sup>20</sup> Ibid.
- <sup>21</sup> Ibid.
- <sup>22</sup> Schools and Staffing Survey, 1993-94.
- <sup>23</sup> Darling-Hammond and Sclan, "Who Teaches and Why." 1996.
- <sup>24</sup> National Center for Education Statistics, "Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers," 1998.
- <sup>25</sup> Ibid.
- <sup>26</sup> Ibid.
- <sup>27</sup> Adelman, Nancy E., "Trying to Beat the Clock: Uses of Teacher Professional Time in Three Countries." 1998.
- <sup>28</sup> National Commission on Teaching and America's Future.
- <sup>29</sup> National Board for Professional Teaching Standards.
- <sup>30</sup> National Center for Education Statistics, Projections.
- <sup>31</sup> Ibid.
- <sup>32</sup> Ibid.
- <sup>33</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys and "Projections of Education Statistics to 2006."
- <sup>34</sup> Education Trust, "Good Teaching Matters", 1998.

**DRAFT**

# Chart Masters for Making Overheads

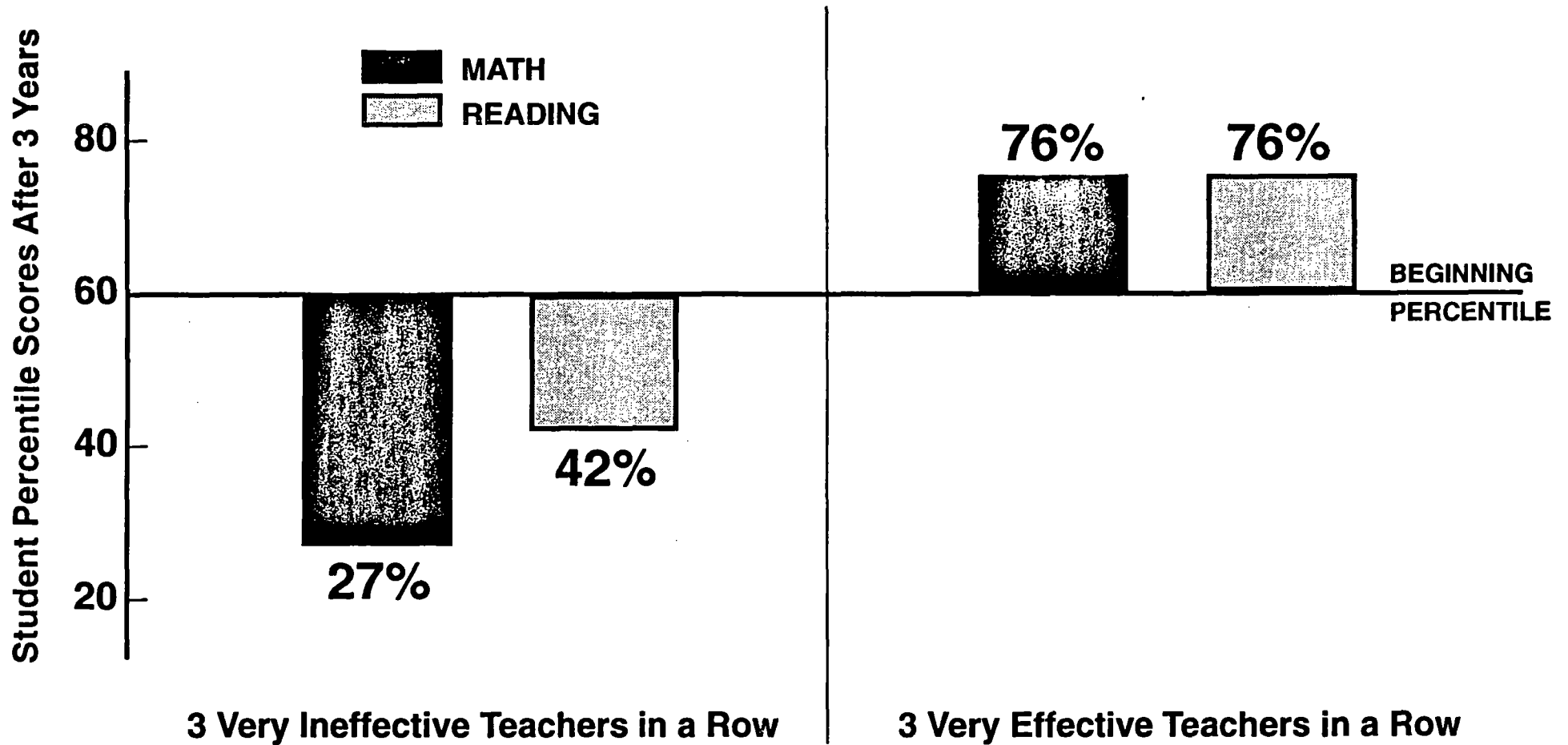
# CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math Scores: Tennessee



# CUMULATIVE EFFECTS OF TEACHING

Fifth Grade Math and Sixth Grade Reading Scores: Dallas



Source: Jordan, Mendro & Weerasinghe, 1997

# **BARRIERS TO REFORM**

- **Painfully Slipshod Teacher Recruitment**
- **Major Flaws in Teacher Preparation**
- **Unenforced Standards for Teachers**
- **Inadequate Induction for Beginning Teachers**
- **Lack of Professional Development and Rewards**

# **TYPES OF SHORTAGES**

**Teachers in High-Poverty Communities**

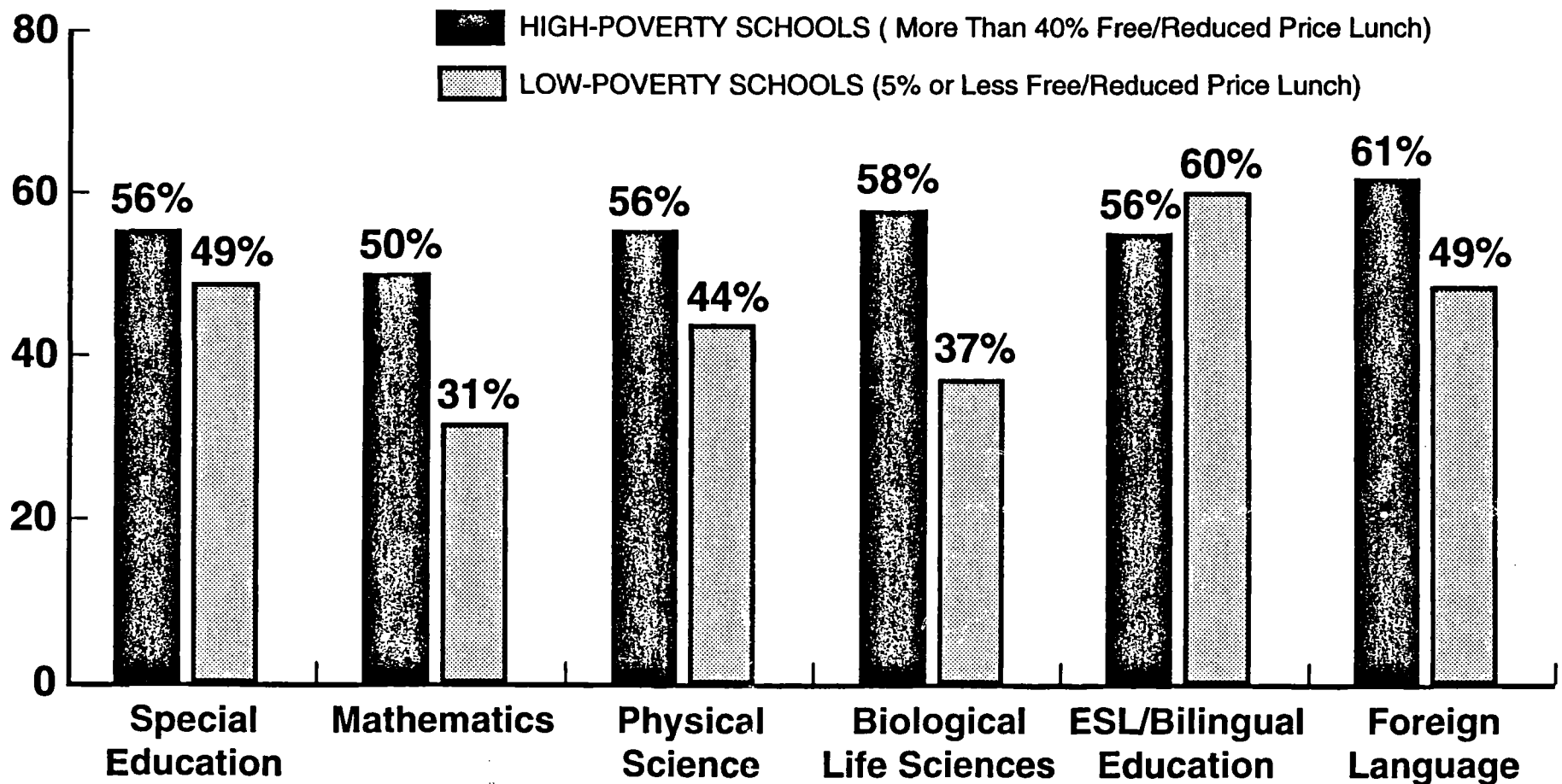
**Math, Science, Bilingual, Special Education, and Foreign Language Teachers**

**Teachers in Fast-Growing Regions**

**Teachers of Color**

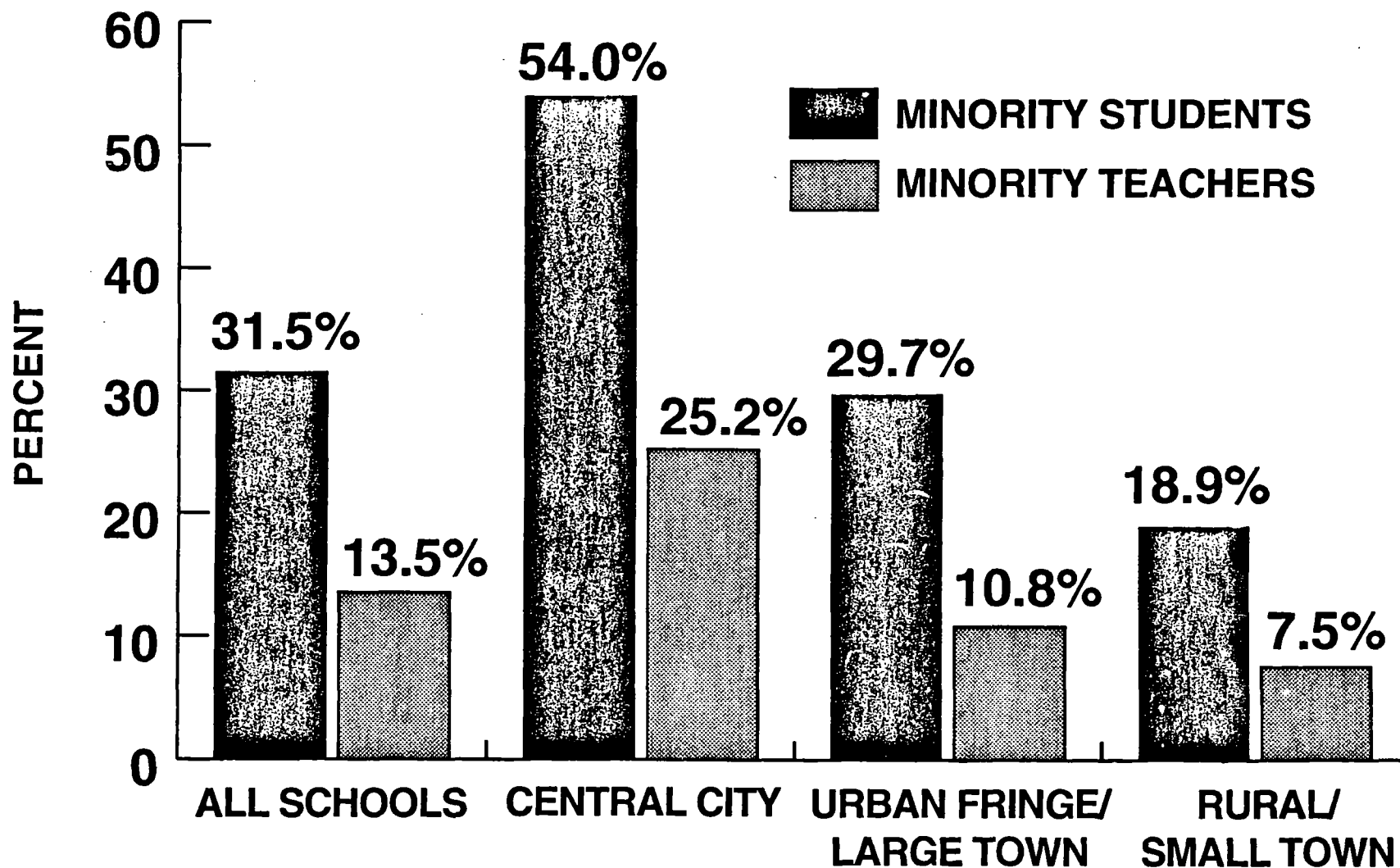
# UNEQUAL IMPACT OF TEACHER SHORTAGES ON HIGH-POVERTY SCHOOLS

Percentage of Schools Having Vacancies in Certain Fields  
That Found Them Somewhat or Very Difficult to Fill



Source: NCES Schools and Staffing Survey, 1993-94

# DIVERSITY OF PUBLIC SCHOOL STUDENTS AND TEACHERS



Source: National Center for Education Statistics, U.S. Department of Education, Schools and Staffing in the United States: A Statistical Profile, 1993-94 (NCES 96-124).

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

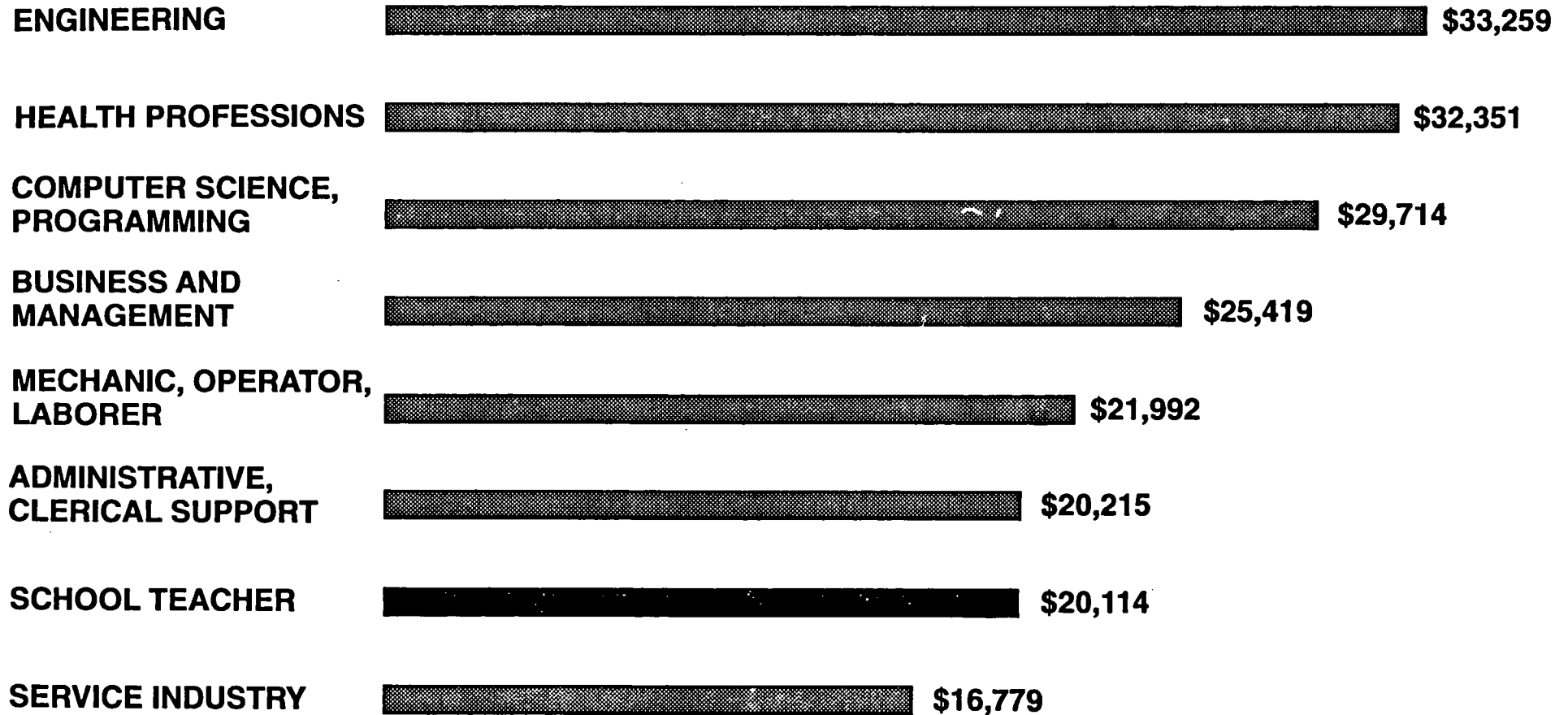
**Bureaucratic Hiring Practices**

**Lack of Portability of Credentials, Pensions, and Credited  
Years of Experience**

**Poor Working Conditions**

**Low Salaries**

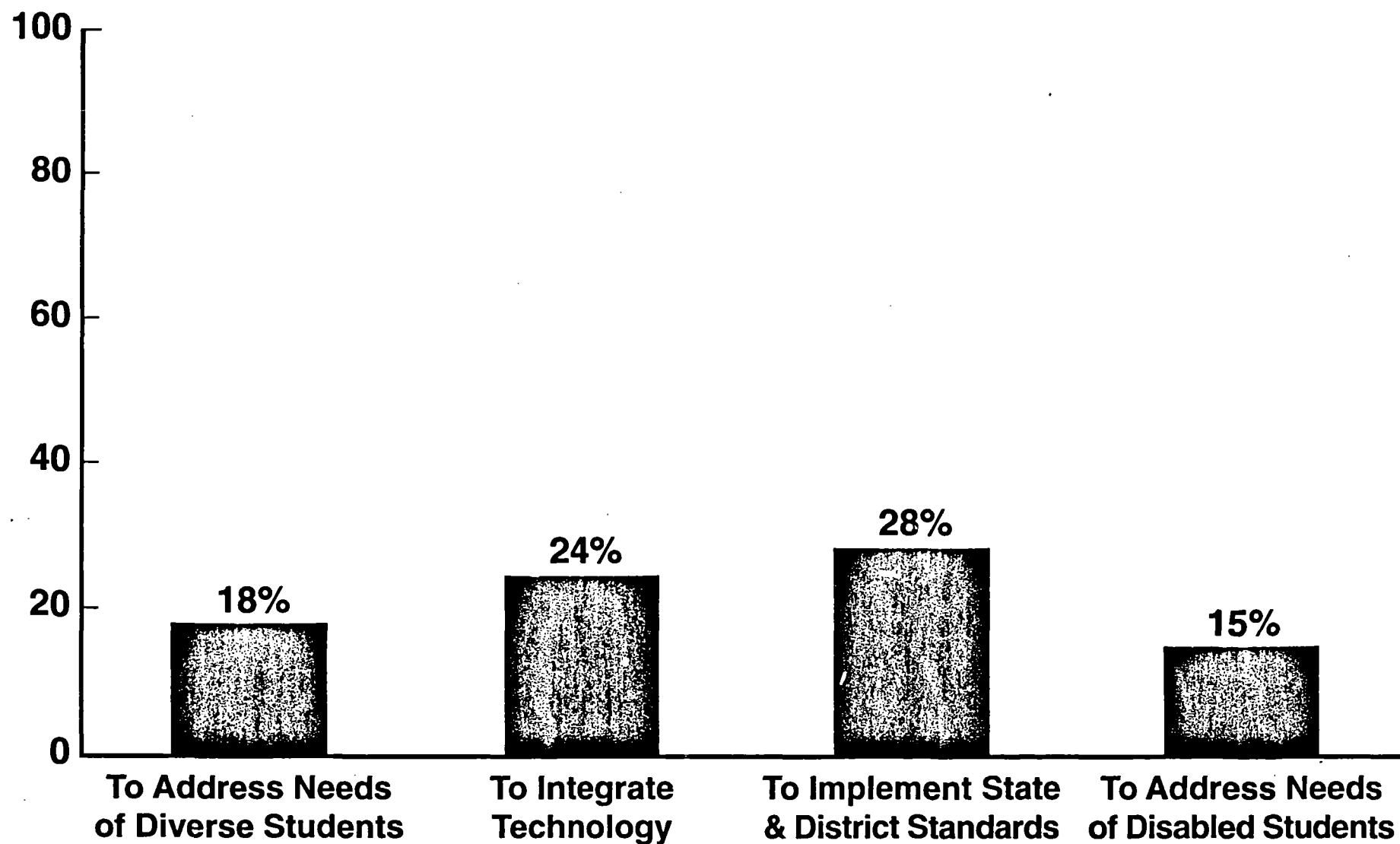
# BEGINNING SALARIES FOR TEACHERS COMPARED TO OTHER OCCUPATIONS\*



\*Average annual salaries for 1992-93 bachelor's degree recipients employed full time in April 1994.

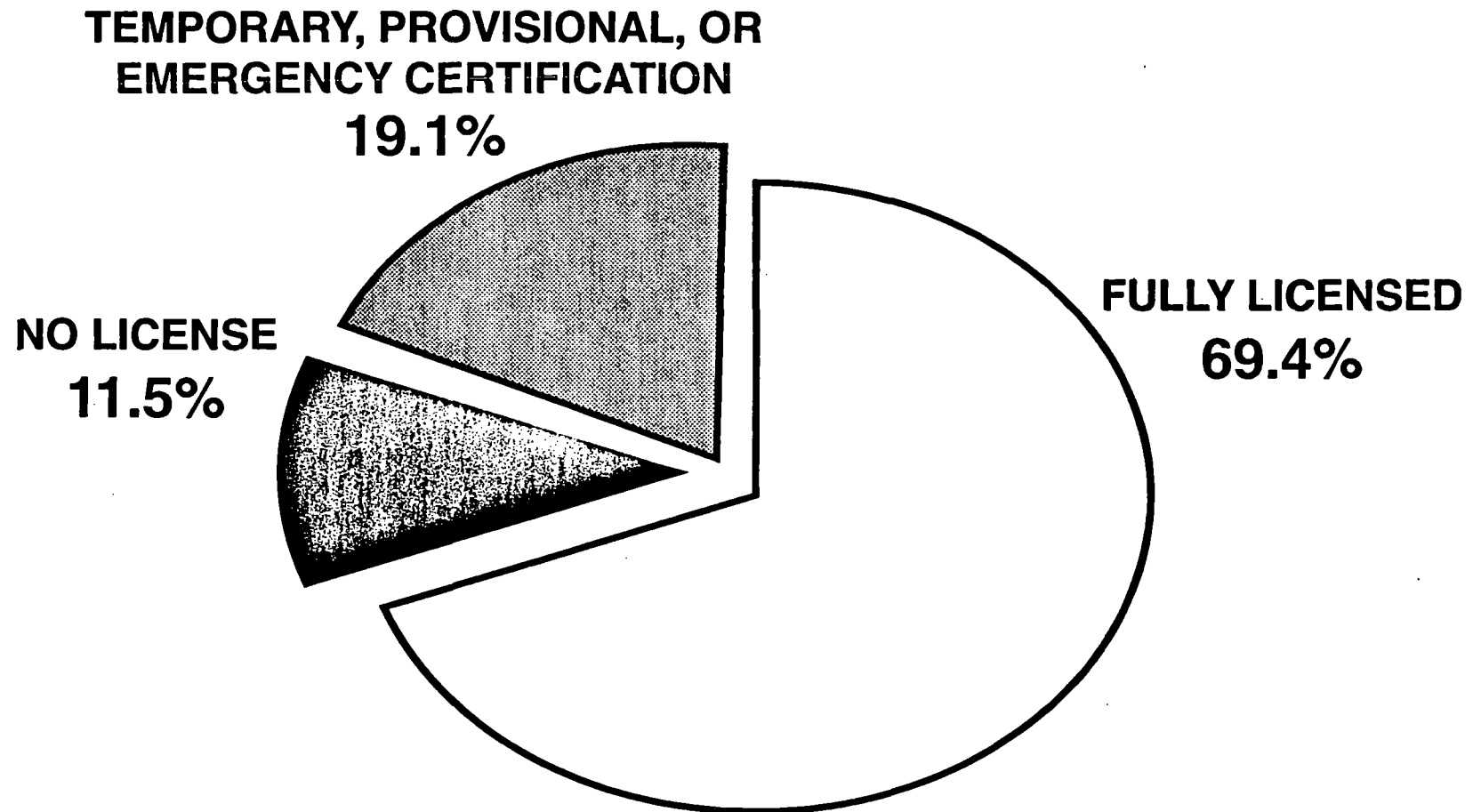
Source: *National Center for Education Statistics*

# PERCENTAGE OF NEW TEACHERS FEELING VERY WELL PREPARED



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

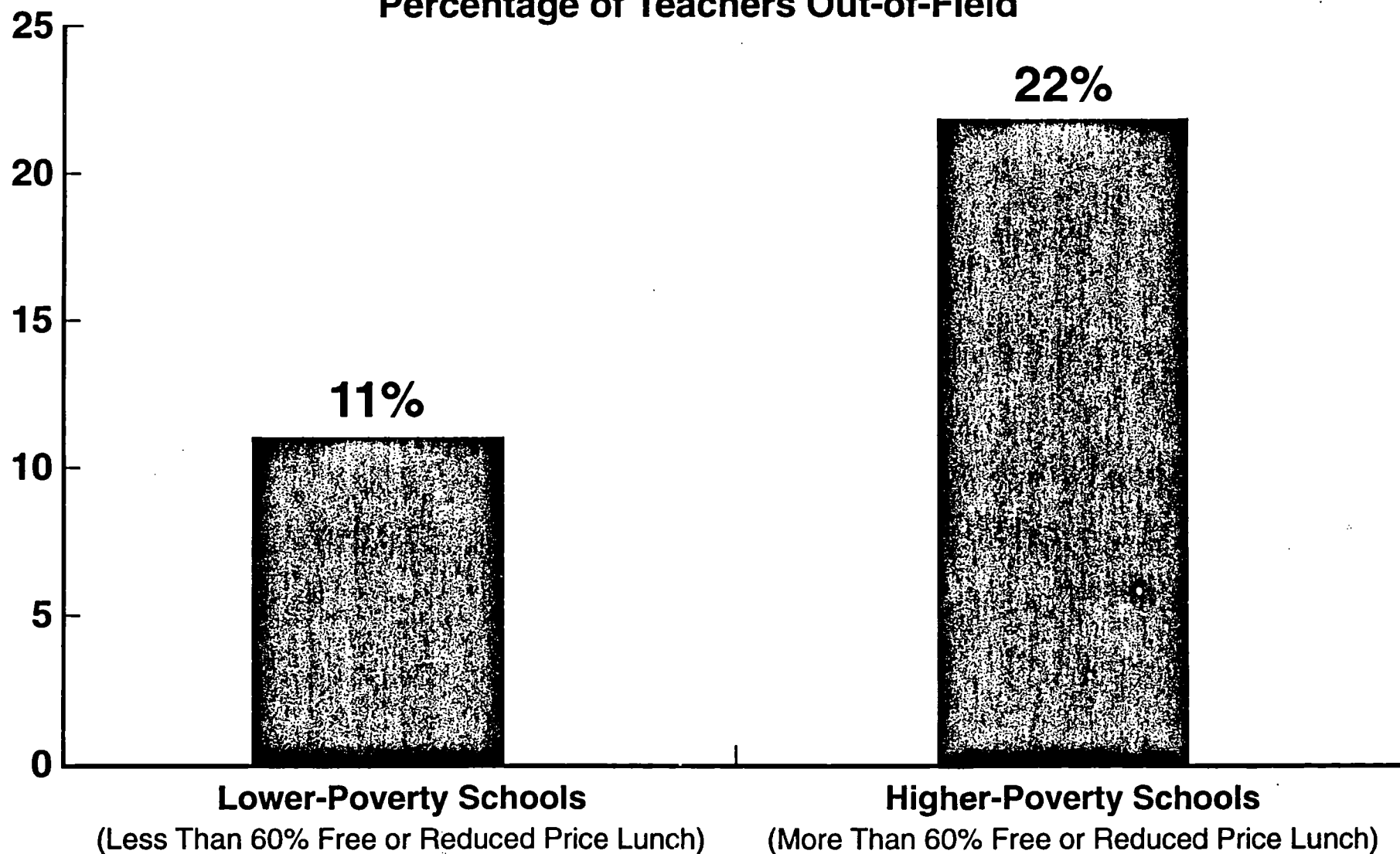
# QUALIFICATIONS OF NEW TEACHERS



Source: U.S. Department of Education, Schools and Staffing Survey, 1993-94

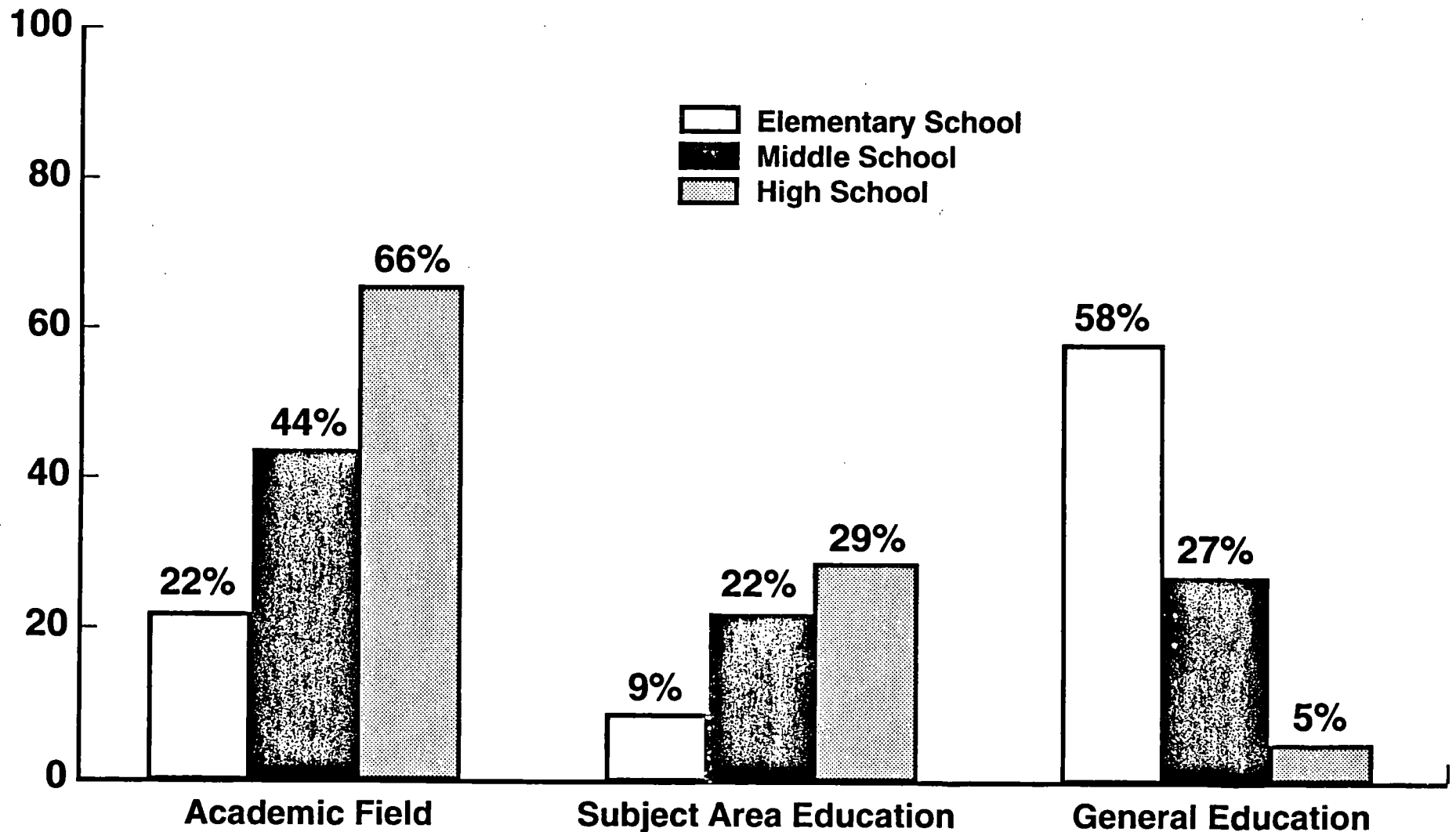
# UNEQUAL IMPACT OF OUT-OF-FIELD TEACHING

Percentage of Teachers Out-of-Field



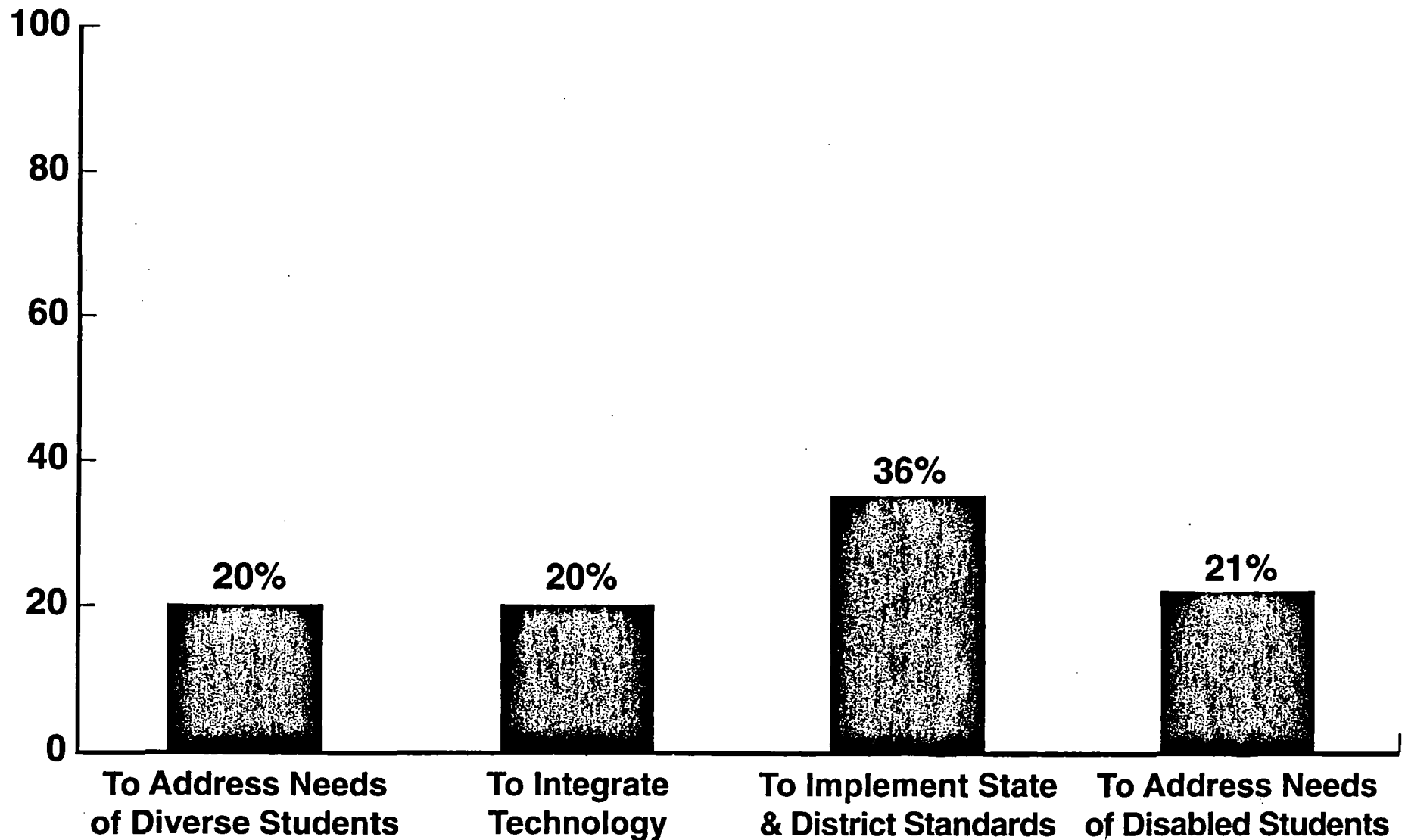
Source: NCES, *Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.*

# PERCENTAGE OF TEACHERS WITH ACADEMIC AND NON-ACADEMIC MAJORS



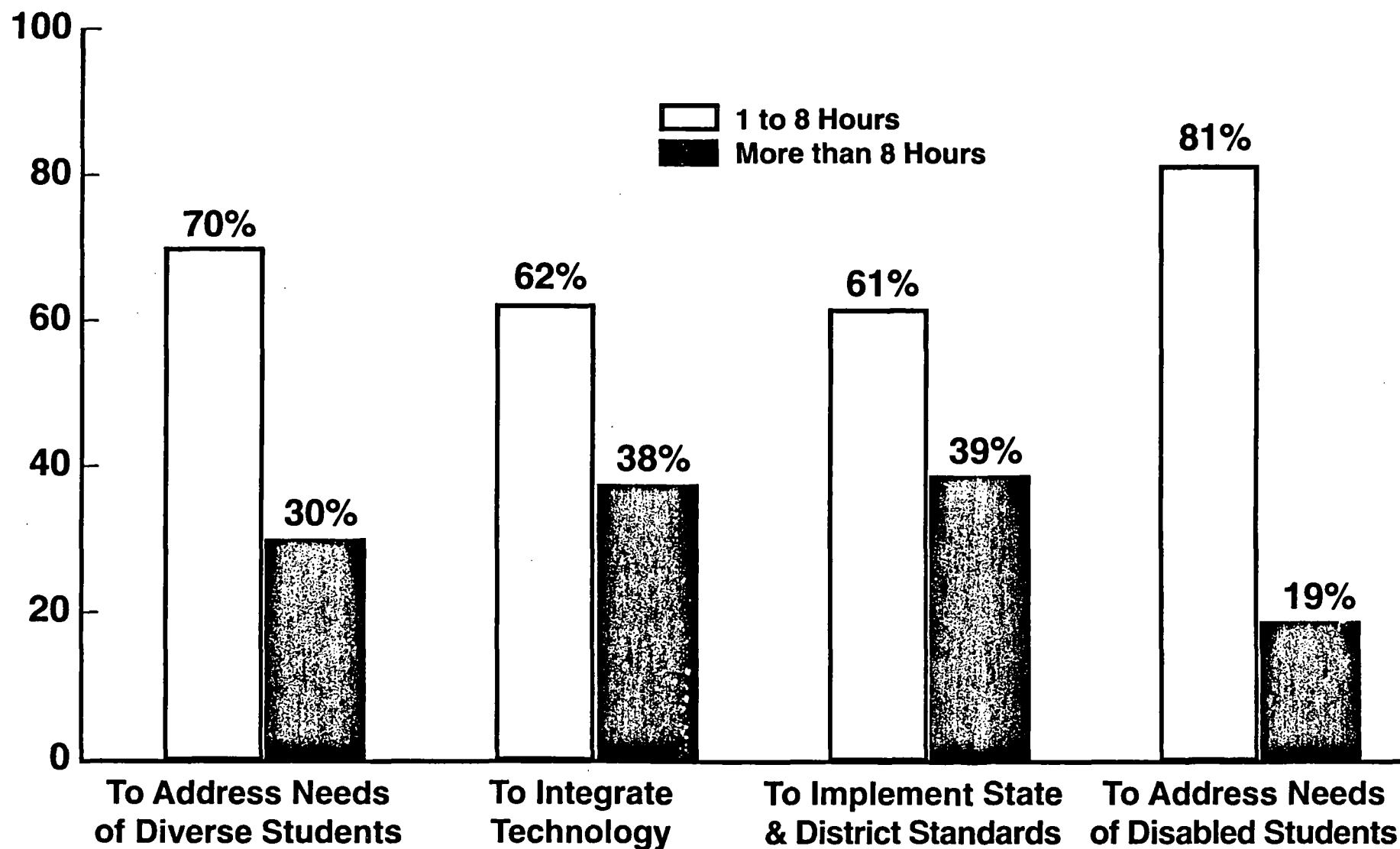
Source: NCES, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

# PERCENTAGE OF TEACHERS FEELING VERY WELL PREPARED



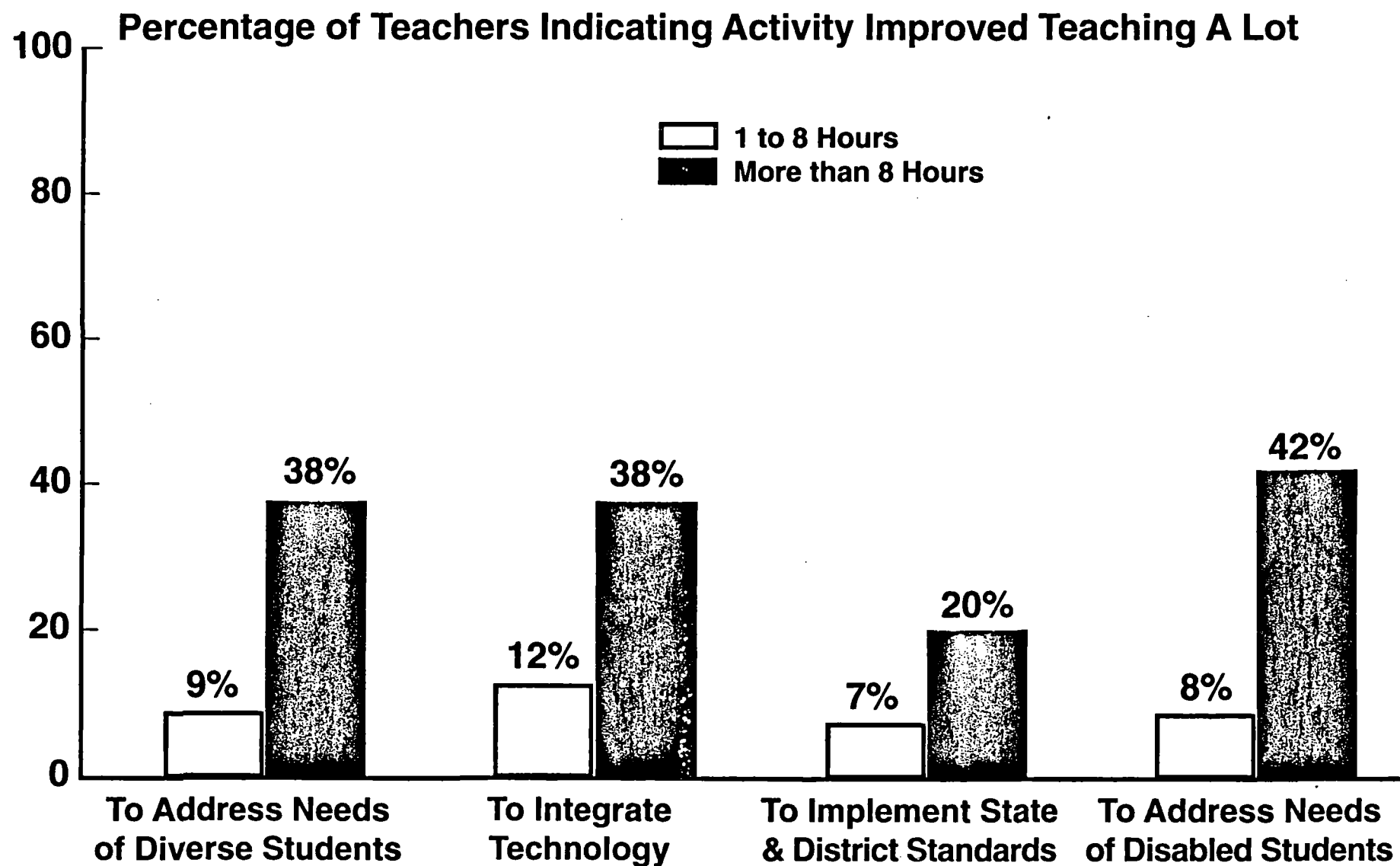
Source: NCES, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

# HOURS SPENT IN A YEAR ON PROFESSIONAL DEVELOPMENT ACTIVITIES



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

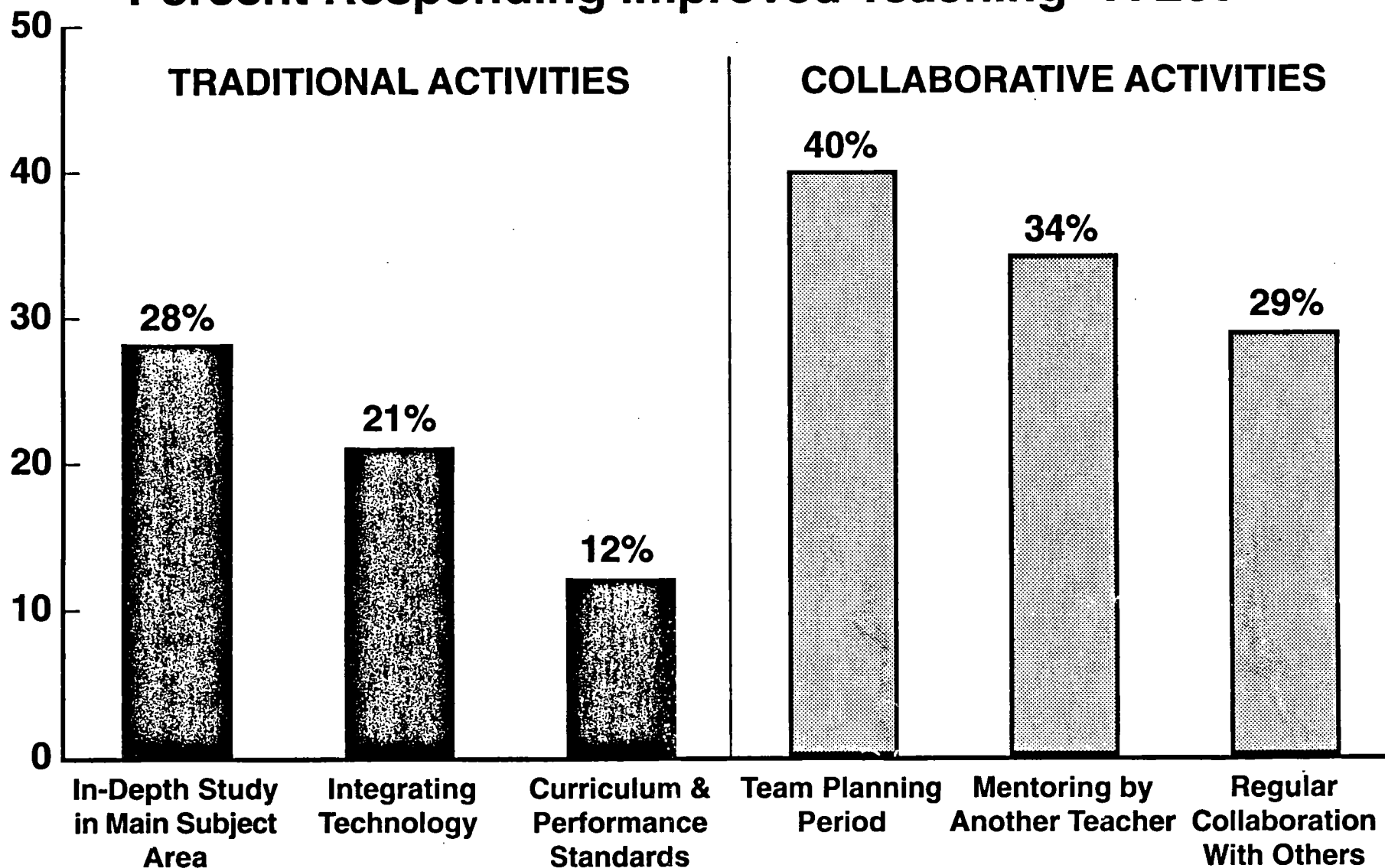
# PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT ACTIVITIES



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

# PERCEIVED EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

Percent Responding Improved Teaching "A Lot"



Source:

# **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**

**Many Students Who Lack Basic Proficiency in English**

**Students at Risk Because of Adverse Conditions at Home**

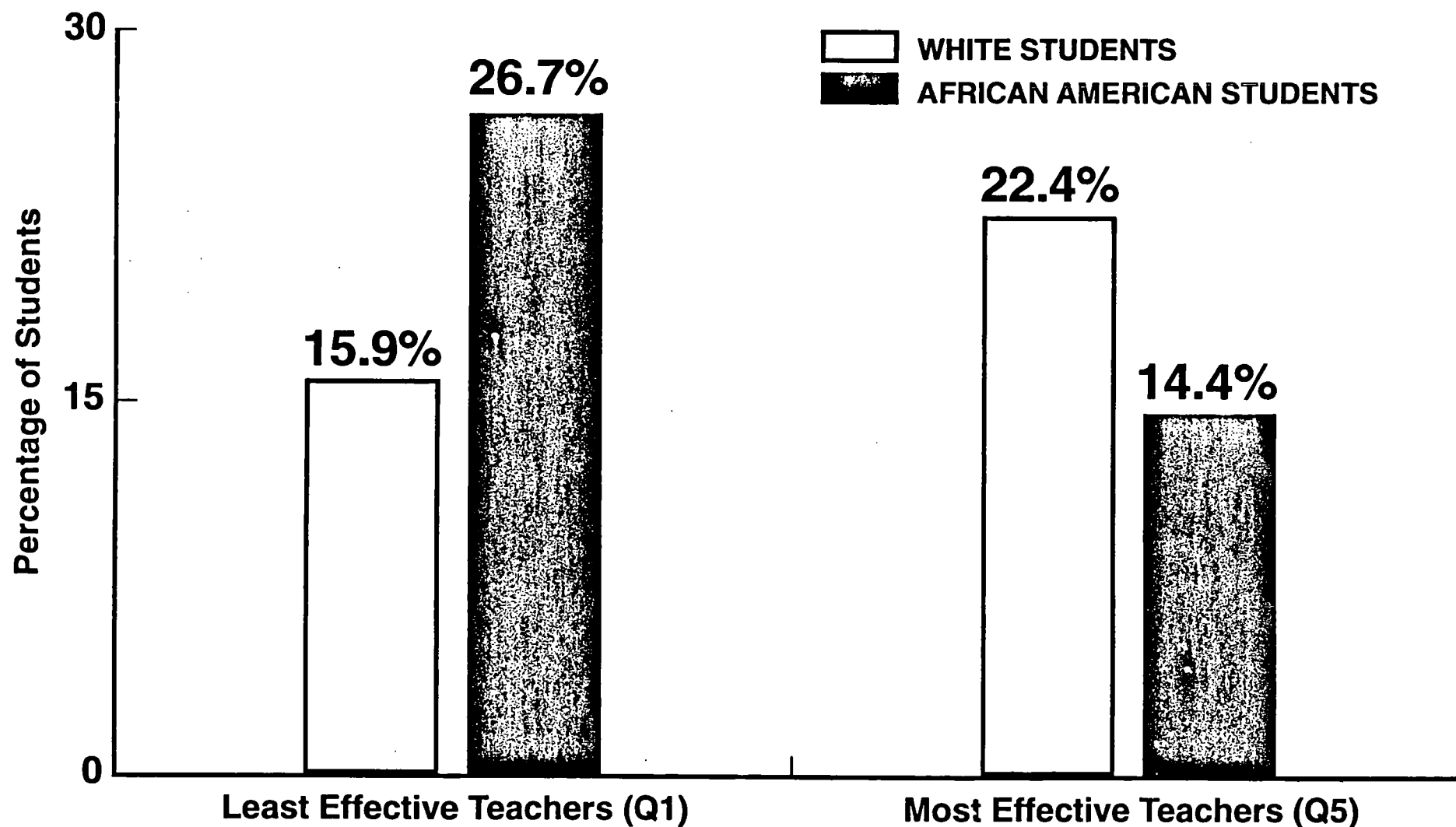
**Students in Crisis**

**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 Arts and Sciences  
and Education**

**Develop Stronger Links with Local Schools**

**Hold Themselves Accountable**

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

**Phase Out Emergency Licensing**

**Raise Teacher Salaries**

**Create Demanding But Flexible Certification Process**

**Allow Portability of Credentials, Years of Experience,  
and Pensions**

**End Practice of Out-of-Field Teaching**

**Support New Teachers**

**Reform Professional Development**

**Improve Hiring Practices**

# A POSSIBLE MODEL FOR STATES ON TEACHER LICENSURE & COMPENSATION

NEW

|                                                | <b>INITIAL<br/>LICENSE</b><br>Up to 3 years; not renewable                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>PROFESSIONAL<br/>LICENSE</b><br>Renewed periodically                                                                                                                                    | <b>ADVANCED LICENSE<br/>(Voluntary)</b><br>Renewed periodically                                        |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Assessment<br/>Required for License</b>     | Assessment of Content and<br>Teaching Knowledge*<br><br>Assessment of<br>Teaching Performance                                                                                                                                                                                                                                                                                                                                                                                               | Assessment of<br>Teaching Performance<br>through Recommendations<br>of Peer Review Panel<br>and Supervisor<br><br>Ongoing, Quality<br>Professional Development<br><br>Periodic Evaluations | National Board<br>for Professional<br>Teaching Standards<br><br>OR<br><br>State-Designed<br>Assessment |
| <b>State and Local<br/>Compensation Policy</b> | ★ Base pay for 3 types of licenses and for years of experience<br><br>★ 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> ★ State or district supplement for underserved schools or shortage fields.<br><br>★ School-level performance incentives based on district identified student performance |                                                                                                                                                                                            |                                                                                                        |

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

# **DEPARTMENT OF EDUCATION OBJECTIVES 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**

