

National Commission on Teaching & America's Future

Statistics on Teaching in America

What Matters Most

› **Statistics on Teaching in America**

Investments for Improving Teaching

Summaries and Descriptions of Program (By State)

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Graphical Data:

Qualifications of Newly Hired Teachers, 1990-1991

Percentage of Public School Teachers with a State License

Qualifications of High School Teachers by Poverty Level

Type of Staff Employed by Public Schools

Comparisons of Educational Staff by Function

Comparisons of Earnings by Occupation

Too Few Entering Teachers Have Adequate Preparation

More than 12% of all newly hired "teachers" enter the workforce without any training at all, and another 15% enter without having fully met state standards. More than 50,000 people who lack the training required for their jobs have entered teaching annually on emergency or substandard licenses. Only 500 of the nation's 1,200 education schools meet common professional standards.

Too Many Current Teachers Are Underqualified

Fewer than 75% of all teachers have studied child development, learning, and teaching methods, have degrees in their subject area, and have passed state licensing requirements. Nearly one-fourth (23%) of all secondary teachers do not have even a college minor in their main teaching field. This is true for more than 30% of mathematics teachers. More than half (56%) of high school students taking physical science courses, 27% of those taking mathematics courses are taught by teachers who don't have backgrounds in these fields. The proportions are much higher in high-poverty schools and in lower track classes.

Number of Teachers Has Declined While Non-Teaching Staff Has Risen

The proportion of school staff classified as classroom teachers has fallen from 70% in 1950 to 52% in 1993 -- while the number of non-teaching staff increased by over 40%.

For every four classroom teachers, there are nearly six other school employees in the United States, indicating that teachers make up only 43% of total school employment. Conversely, teaching staff in other countries comprise 60% to 80% of school employment.

A recent eight-nation study by the Organization for Economic Cooperation and Development revealed that the U.S. has by far the lowest ratio of core teaching staff to non-teaching staff (less than 1:1), well behind the leaders, Belgium (4:1), Italy (3.5:1), and Japan (3.4:1).

Teachers have Too Little Time and Too Heavy a Workload

Most elementary school teachers have only 8.3 minutes of preparatory time for every hour they teach, while high school teachers have just 13 minutes of prep time per class hour.

Teaching loads for high school teachers generally exceed 100 students per day and reach nearly 200 per day in some cities.

Nationally, there is one staff member for every nine children, but fewer than half of them are actual classroom teachers. Consequently, the average class size is 24 students, with some areas having as many as 30 students per classroom.

Too Few Resources Go Toward Teacher Development and Salaries

School districts spend only 1% to 3% of their resources on teacher development, as compared to much higher expenditures in most corporations and in other countries' schools.

Teachers earn substantially less than other professionals, including accountants, sales representatives, and engineers.

Average salaries for teachers range between \$20,354 in South Dakota to \$43,326 in Connecticut -- with salaries in affluent suburban districts much higher than those in cities or rural communities within the same area.

The resources needed to make recommended reforms to the American school system constitute less than 1% of the amount spent for the federal savings and loan bailout.



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Summaries and Descriptions of Programs (BY STATE)

State	Program	Contact	Internet
ARIZONA	Navajo Nation / Ford Foundation Teacher Education Program	Roxanne Gorman , Director, (602) 871-7449; P.O. Box 40380, Windowrock, AZ 86515	N/A
CALIFORNIA	California Mathematics and Science Teacher Corps at California State University, Dominguez Hills	Dr. Robert DeVries , Director, (310) 243-3997; Division of Extended Education, 1000 E. Victoria St., Carson, CA 90747	http://www.csudh.edu/soe/programs.htm
CALIFORNIA	National Writing Project	Richard Sterling , Executive Director, (510) 642-0963; University of California, 5511 Tolman Hall, #1670, Berkeley, CA 94720	http://www.gse.berkeley.edu/Research/nwp.html
COLORADO	Project Promise	Dr. Robert Richburg , Director, (970) 491-1843; School of Education, Colorado State University, Fort Collins, CO 80523	http://129.82.161.128/Project/promise.html
CONNECTICUT	Connecticut's Education Enhancement Act	Tom Murphy , Office of the Commissioner, (860) 566-8792; Connecticut State Department of Education, Room 304, Box 2219, Hartford, CT 06145	N/A
DISTRICT OF COLUMBIA	Crystal City Secondary Teacher Education Program at George Washington University	Dr. Libby Hall , Director, (202) 994-4512; 2134 G Street, N.W., #419, Washington, DC 20052	N/A

GEORGIA	Foxfire National Outreach Network	Bobby Ann Starnes , President, (207) 780-5645; P.O. Box 541, Mountain City, GA 30562	http://web.indstate.edu/ctl/fton.html
GEORGIA	League of Professional Schools / Program for School Improvement	Dr. Carl Glickman , Director, (706) 542-2516; 124 Aderhold Hall, The University of Georgia, Athens, GA 30602	N/A
ILLINOIS	Project Success	Lori Williams , Project Specialist (217) 782-1446; 2 1/2 Capitol, Springfield, IL 62706	http://www.state.il.us/ltgov/projsuc.html
ILLINOIS	Golden Apple Scholars of Illinois	Peg Cain , Executive Director, Golden Apple Foundation (312) 407-0006; 8 South Michigan Avenue, Suite 700, Chicago, IL 60603	N/A
INDIANA	The Teacher As Decision Maker Program	Dr. Kim Metcalf , Director, (812) 856-8114; Indiana University, School of Education, Suite 3140, Bloomington, IN 47405	N/A
INDIANA	Hammond Leadership Academy	Ruth Mueller , Director (219) 933-2400; 41 Williams Street, Hammond, IN 46320	N/A
KENTUCKY	Jefferson County Public Schools Gheens Academy	Deborah Walker , Director, (502) 485-3494; 4425 Preston Highway, Louisville, KY 40213	N/A
MAINE	The Southern Maine Partnership	Dr. Lynne Miller , Director, (207) 780-5498; The Southern Maine Partnership, Bailey Hall, University of Southern Maine, Gorham, ME 04038	http://www.usm.maine.edu/~coe/smp

MASSACHUSETTS	Project Zero	Elizabeth Liao , Managing Director (617) 495-4342; 323 Longfellow Hall, Harvard Graduate School of Education, Cambridge, MA 02138	http://web.indstate.edu/ ctl/fton.html
MICHIGAN	Mathematics and Teaching through Hypermedia (M.A.T.H.)	Dr. Magdalene Lampert or Dr. Deborah Ball , Co-Directors, (313) 763-9677; 610 E. University Ave. Room 4002, University of Michigan, Ann Arbor, MI 48109	N/A
MISSOURI	CHART (Collaboratives for Humanities and Arts Teaching) Network	Dr. Dennis Lubeck , Director (314) 576-3535; 13157 Olive Spur Road, St. Louis, MO 63141	N/A
NEW YORK	The DEWEY (Diversity and Excellence Working for the Education of Youth) Network	Dr. Ann Lieberman Director, (212) 678-3389; NCREST, Box 110, Teachers College, Columbia University, NY, NY 10027	http://www.tc.columbia.edu/ ~ncrest/dewey.htm
NEW YORK	The National Center for Restructuring Education, Schools, and Teaching (NCREST)	Dr. Ann Lieberman or Dr. Linda Darling-Hammond , Co-Directors, (212) 678-3432; Box 110, Teachers College, Columbia University, NY, NY 10027	http://www.tc.columbia.edu/~ncrest
NEW YORK	Rochester's Career in Teaching (CIT) Program	Tom Gillett , Chairperson, (716) 546-2681; 131 West Broad Street, Rochester, NY 14614	N/A
NORTH CAROLINA	North Carolina Teaching Fellows Program	J.B. Buxton or Gladys Graves , (919) 781-6833; Public School Forum of North Carolina, 3739 National Drive, Suite 210, Raleigh, NC 27612	N/A
NORTH CAROLINA	North Carolina Center for the Advancement of Teaching	Dr. Mary Jo Utley , Director, (704) 293-5202; Cullowhee, NC 28723	N/A

OHIO	Cincinnati Initiative for Teacher Education (CITE)	Dr. Robert Yinger , Director, (513) 556-2343; 603 Teachers College, University of Cincinnati, Cincinnati, OH 45221	N/A
OHIO	Mayerson Academy for Human Resource Development	Dr. Larry Rowedder , President, (513) 861-9684; 230 East Ninth Street, Cincinnati, OH 45202	N/A
OHIO	BEST (Building Excellent Schools for Today and the 21st Century)	(614) 469-1200; 21 E. State Street, Suite 1120, Columbus, OH 43215	N/A
OHIO	Cincinnati's Career in Teaching Program	Murray Grace , Director, (513) 961-2272; 1216 E. McMillan St., Suite 201, Cincinnati, OH 45206	N/A
OHIO	Cincinnati's Peer Assistance and Evaluation Program (PAEP)	Denise Hewitt , Director, Peer Review Panel, (513) 961-2272; 1216 E. McMillan St., Suite 201, Cincinnati, OH 45206	N/A
OHIO	Columbus's Peer Assistance and Review (PAR) Program	John Grossman , President, Columbus Education Association, (614) 253-4731; 929 E. Broad St., Columbus, OH 43205	N/A
OREGON	The Four Seasons Network	Gary Obermeyer (503) 771-7963; Learning Options, 4344 Southeast 46th Ave., Portland, OR 97206	http://www.tmn.com/ncrest/fourseasons.html
RHODE ISLAND	Coalition of Essential Schools	Dr. Theodore Sizer , Director, (401) 863-3384; Box 1969, Brown University, Providence, RI 02912	http://home.aisr.brown.edu/ces
SOUTH CAROLINA	South Carolina Teacher Cadet Program	Dr. Janice Poda , Director, 1-800-476-2387; South Carolina Center for Teacher Recruitment, Canterbury House, Rock Hill, SC 29733	N/A

TEXAS	Teacher Education at Trinity University	Dr. John Moore , Director (210) 736-7501; Education Department, Trinity University, 715 Stadium Drive, San Antonio, TX 78212	N/A
WASHINGTON	National Network for Educational Renewal	Dr. John Goodlad or Dr. Roger Soder , Co-Directors, (206) 543-6230; Center for Educational Renewal; 313 Miller Hall, Box 353600, University of Washington, Seattle, WA 98195	http://www.educ.washington.edu/COE/Centers/educ_renewal.html
WASHINGTON	Seattle's Staff Training, Assistance, and Review (STAR) Program	Verleeta Wooten , Executive Vice President, (206) 283-8443; 720 Nob Hill, Ave. N, Seattle, WA 98109	N/A

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The New York Times

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July 8, 1997

Many Teaching *Applicants* Flunk Exam

By BRUCE LAMBERT

GARDEN CITY, N.Y. -- School officials in the Connetquot district were not surprised this spring when they got hundreds of *applications* for 35 vacancies. Since at least the 1980s, the supply of Long Island *teachers* has far exceeded the number of jobs available.

But what did surprise the officials was how many of the job seekers could not pass the new *test* the district had devised to prevent any complaints of favoritism -- 50 multiple-choice reading comprehension questions from old Regents exams in English given to high school juniors. Of the 758 *applicants*, only about a quarter passed: just 202 could correctly answer at least 40 of the questions.

"We didn't think it was an outrageous standard for the *teachers*," said Robert Long, Connetquot's assistant *superintendent* for instruction. They were asked to pass a *test* like the ones they would be preparing their students to take, he said. "And regardless of what they are teaching the children, they should be able to communicate on an 11th-grade level."

The *test* was not the only standard by which the job *applicants* were measured. The process also included a review of credentials and academic transcripts, a writing *test*, interviews and teaching demonstrations. Specialists in subjects like math and science were also *tested* on their topics. But anyone who did not pass the Regents *test* was immediately removed from consideration.

"To be honest, I thought more people would get 40 or more correct answers -- after all, these are people that have baccalaureate degrees and state certification to teach, and some have a master's," Long said. "I was a little surprised."

More and more states and school districts have expanded *testing* and evaluations of existing faculty members in recent years. But education experts say the Connetquot district, which covers Oakdale, Bohemia and Ronkonkoma, a typical middle-class area near MacArthur Airport in central Suffolk County, is one of the few places that have used such a *test* for new *applicants*.

"This is the first time I've heard of a multiple-choice type *test*, though there may be others out there," said Chris Piphio, a spokesman for the Education Commissioners of the States, a nonprofit group based in Denver, Colo. "I have heard of some districts doing a writing *test*, and requiring a writing sample from *applicants* is fairly common."

"Personally, I think it would be a good screening device," Piphio said of Connetquot's approach. "If you're hiring *teachers* to teach children to pass *tests*, it's hard to build an argument that they shouldn't be able to take it themselves."

Leaders of the Connetquot *Teachers* Association supported the use of the hiring exam, and *teachers* helped draft and administer it, Long said. Officers of the association did not respond to a request for an interview.

At the American Association of School Administrators, a nonprofit group in Arlington, Va., a senior associate executive director, Gary Marx, said the high failure rate has "immediate shock value." He said, "Giving 50 Regents questions is a fairly unique idea -- not that it's a bad idea." But he added that a multiple-choice *test* was not enough, because teaching involves many skills, like the ability to interact with students.

Even experts can be humbled by *tests*. "It's easy to embarrass people on this," Piphio said. In a seminar with 100 school *superintendents*, he gave a sample quiz in *teacher* competency that some of them flunked. "I posted the results and got all kinds of rationales and excuses -- like 'I got here late because of the snowstorm,' and 'I didn't know you were going to do this,'" he said.

Connetquot's *test* stemmed partly from local complaints about the qualifications of some *teachers*, especially those whose relatives were school board members when they were hired. But new members of the board wanted "an absolutely level playing field," Long said.

The Connetquot district serves 6,800 students in 10 schools. *Teacher* pay ranges from \$31,686 for beginners to \$84,625 for *teachers* with 30 years of experience and a doctorate. The pay scale is similar in neighboring districts, Long said.

Hiring became a crucial issue this year because of an unusual surge in retirements. At the same time, a glut of trained *teachers* seeking work produced an enormous pool from which to pick: about 2,500 people initially asked about the 35 vacancies.

"The job market on Long Island is very competitive, and the board felt we wanted the brightest *teachers* we could find," Long said.

The new process was proposed by a freshman board member, Fran Hohenberger. "I'm just thrilled," she said. "It was basically one of my issues when I was running, for hiring based on what you know, not who you know. I couldn't have done it alone. It was a supportive board, and once we stepped back and let the professionals take over, it worked beautifully."

The school board is expected to hire the finalists formally at its next meeting later this month. In the end, Long said, "I interviewed some of the finest candidates that I've ever seen in 31 years" in education. "We will bring some of the finest *teachers* to Connetquot. I couldn't be happier."

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Tuesday July 8 3:31 AM EDT

Teacher applicants fail student tests

NEW YORK, July 8 (UPI) _ Just one-quarter of the applicants for teaching jobs at a Long Island school district were able to pass a test comprised of questions derived from statewide tests given to students. The district superintendent tells the New York Times (Tuesday) the standard, the same by which high school juniors are judged, did not seem unreasonable.

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Maxwell Altmeyer/The New York Times

tural Services mows the grass Central Park, which is scheduled after a two-year renovation.

Intense use and poor drainage resulted in compression and erosion of the lawn and endangered a habitat for the park's aquatic wildlife and birds.

Teacher Applicants Fail What Students Must Pass

Questions From High School Test Trip Them

By BRUCE LAMBERT

GARDEN CITY, N.Y., July 7

School officials in the Connetquot district were not surprised this spring when they got hundreds of applications for 35 vacancies. Since at least the 1980's, the supply of Long Island teachers has far exceeded the number of jobs available.

But what did surprise the officials was how many of the job seekers could not pass the new test the district had devised to prevent any complaints of favoritism — 50 multiple-choice reading comprehension questions from old Regents exams in English given to high school juniors. Of the 756 applicants, only about a quarter passed; just 202 could correctly answer at least 40 of the questions.

"We didn't think it was an outrageous standard for the teachers," said Robert J. Long, Connetquot's assistant superintendent for instruction. "And regardless of what they are teaching the children, they should be able to communicate on an 11th-grade level."

The test was not the only standard by which the job applicants were measured. The process also included a review of credentials and academic transcripts, a writing test, interviews and teaching demonstrations. Specialists in subjects like math and science were also tested on their topics. But anyone who did not pass the Regents test was immediately removed from consideration.

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"Personally, I think it would be a good screening device," Mr. Pipho said of Connetquot's approach. "If you're hiring teachers to teach children to pass tests, it's hard to build an argument that they shouldn't be able to take it themselves."

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Men Are Arrested in a Bias Attack

ISTON — What began as a high school fight ended tonight with a white man for a here of folk.

In age from he of the night of began threats. The o have been rocks and and a car and of a car the police

ed to scare mily," said of the Suf-is injured in

e vandalism nuation of a the day be- Floyd each. en arrested 17, a white ch, believed 17 old on 5 th i then ho ned d. The fight

ended when Mr. Hansman left, Detective David Fletcher said.

"It's unclear who threw what first and at whom," Detective Fletcher said. The food fight did not appear to have racial overtones, investigators said.

The next day, Mr. Hansman met with his friends at a bar called the Mud Flats in Mastic Beach, drank beer and decided to look for Mr.

from the bias crimes unit led to the arrest early today of Mr. Hansman and the 10 other young men, all of whom live in Mastic and the nearby Long Island towns of Shirley, Center Moriches and Farmingville.

They were charged with 60 misdemeanor counts under the state's bias crime law, which provides additional punishment for crimes committed against someone because of their race, color or creed.

The charges included aggravated harassment, conspiracy, menacing, inciting to riot, riot and criminal mischief. The 11 young men were processed this morning at the Fifth Precinct station house in Patchogue, handcuffed and taken by police van to court for arraignment.

Mr. Drake, who the police said was charged with assault on the day of the cafeteria food fight, talked with reporters this afternoon in front of his family's house. "I feel there is racism everywhere in this country," he said. "It happens every day." He declined to discuss the assault charge pending against him.

His 15-year-old sister, Autumn, said she was inside the house with her parents and 7-year-old sister on the night of the attack.

"It was scary to be woken up out of your sleep," she said. "Two men were standing on top of the car bashing the windows. My mother and sister were screaming and crying. Everybody was panicking."

A food fight led to a midnight attack on a black family's home on Long Island.

Drake at the Drake house, the detective said.

"When they arrived and found Shawn wasn't there, they apparently got even more angry and took their revenge out on his family," Detective Fletcher said. "Some might say it was just stupid kid stuff, but some of these kids were 22 years old."

Detective Rubin said many of the 11 suspects continued to drink while in front of the house. Some of them were intoxicated, he said.

An investigation by