

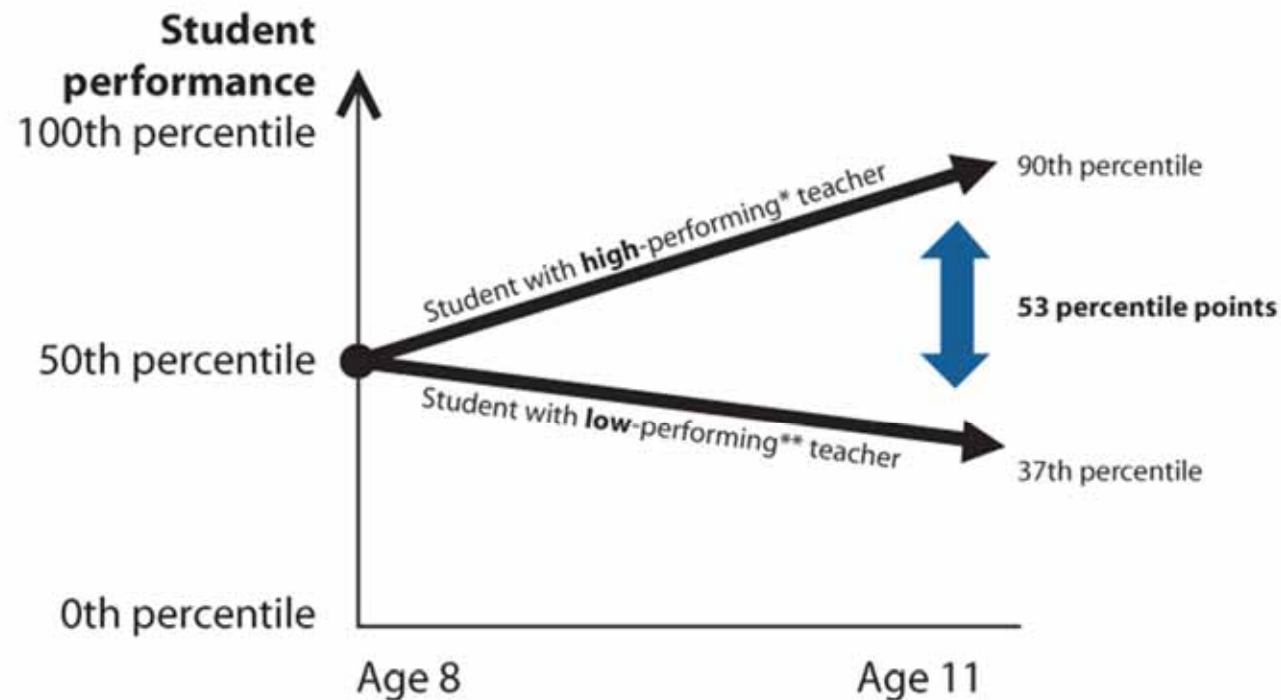
# National Council on Teacher Quality



## *Ensuring All Students Have Effective Teachers*

Southern Legislative Conference  
July 29, 2013

# What We Know: Effective Teachers Matter



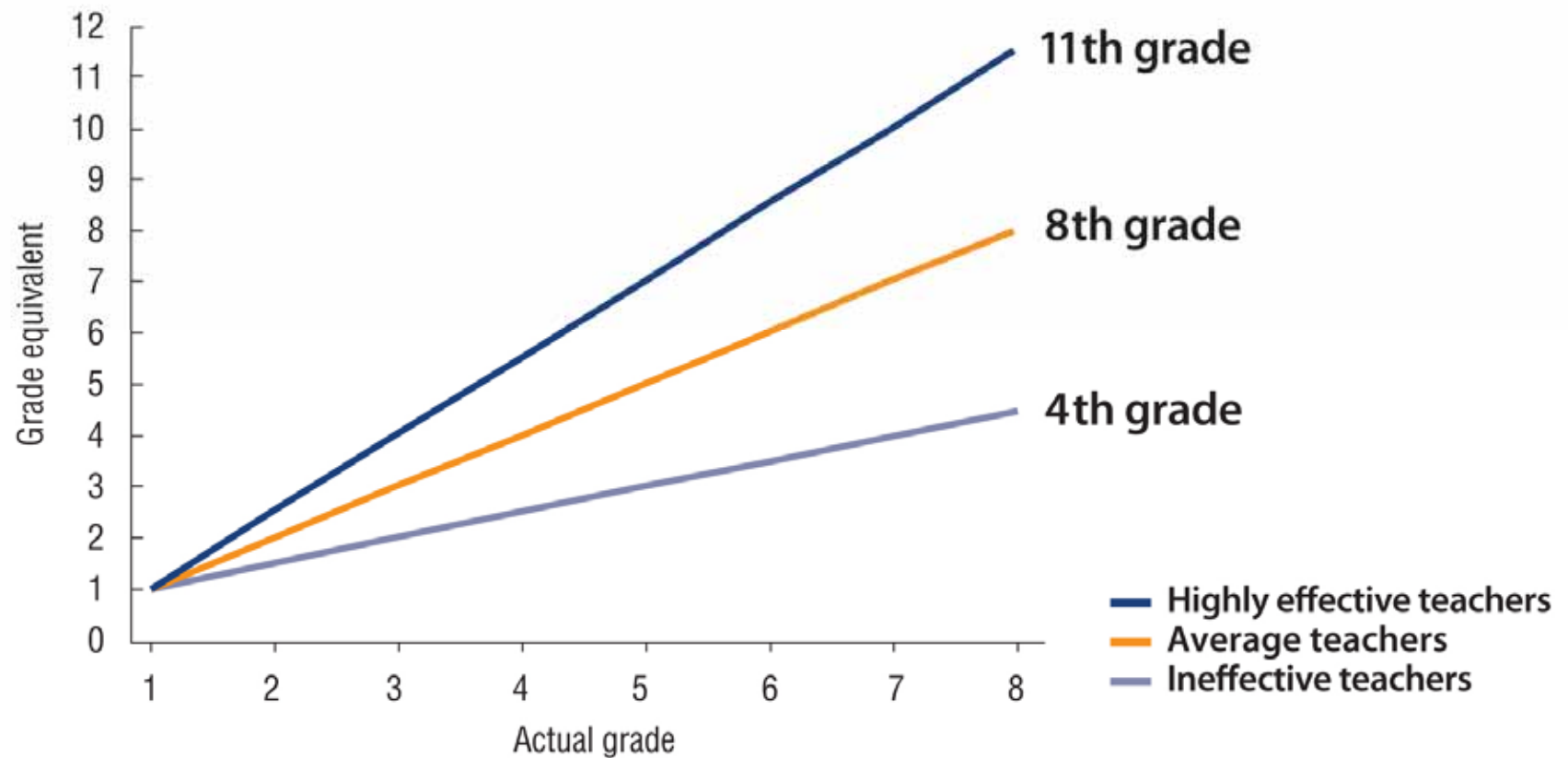
\*Among the top 20% of teachers; \*\*Among the bottom 20% of teachers

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

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

# What We Know: Effective Teachers Matter

Impact of teacher on student growth





# What We Know: Effective Teachers Matter

- One recent estimate suggests that an effective teacher instructing a class of 20 students may generate as much as an additional \$400,000 in future student earnings every year.



# Odds of random assignment of great teacher: One in seven

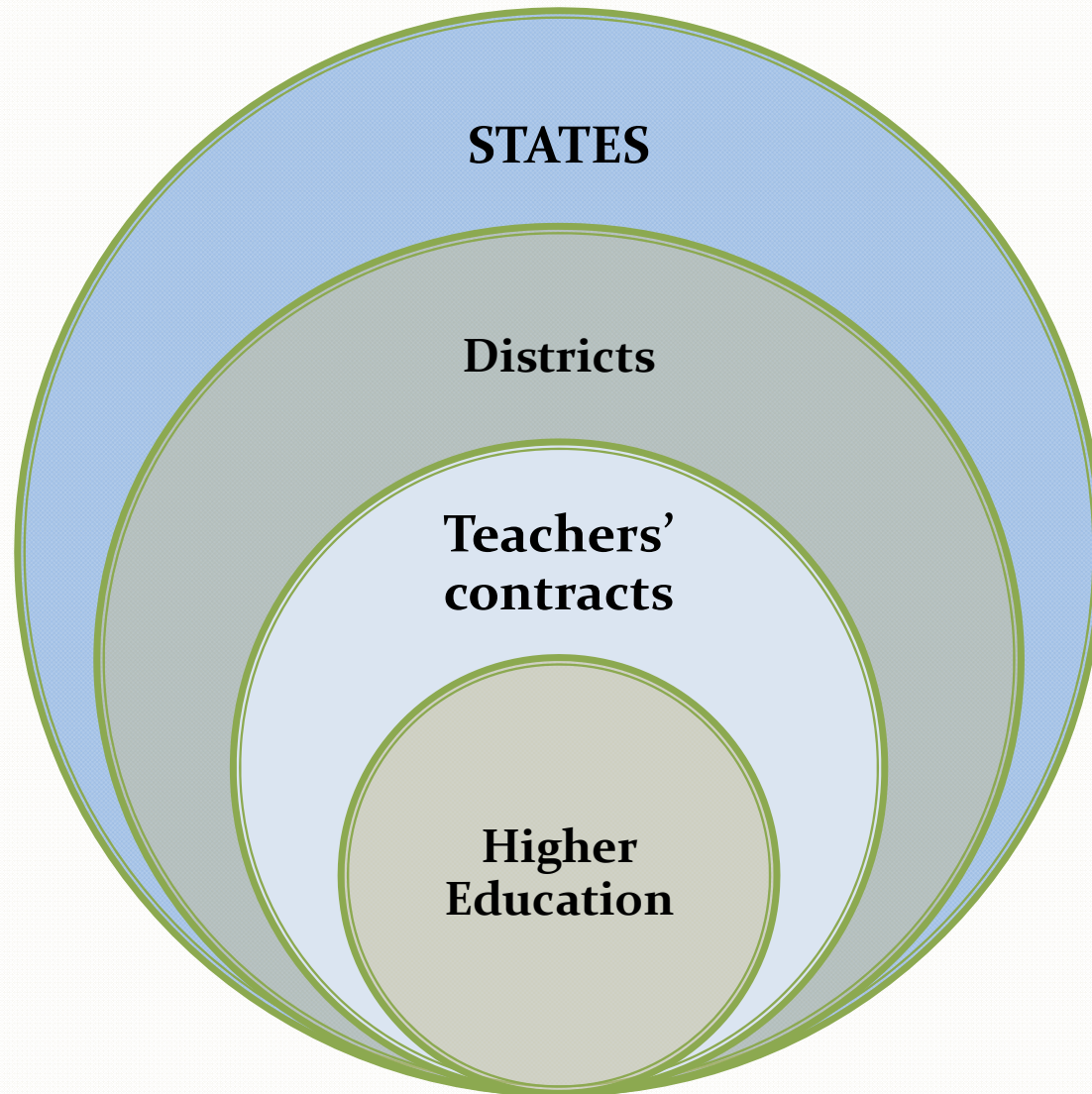


# Odds of random assignment of great teacher 5 years in a row: 1 in 17,000





# Who controls teacher quality?

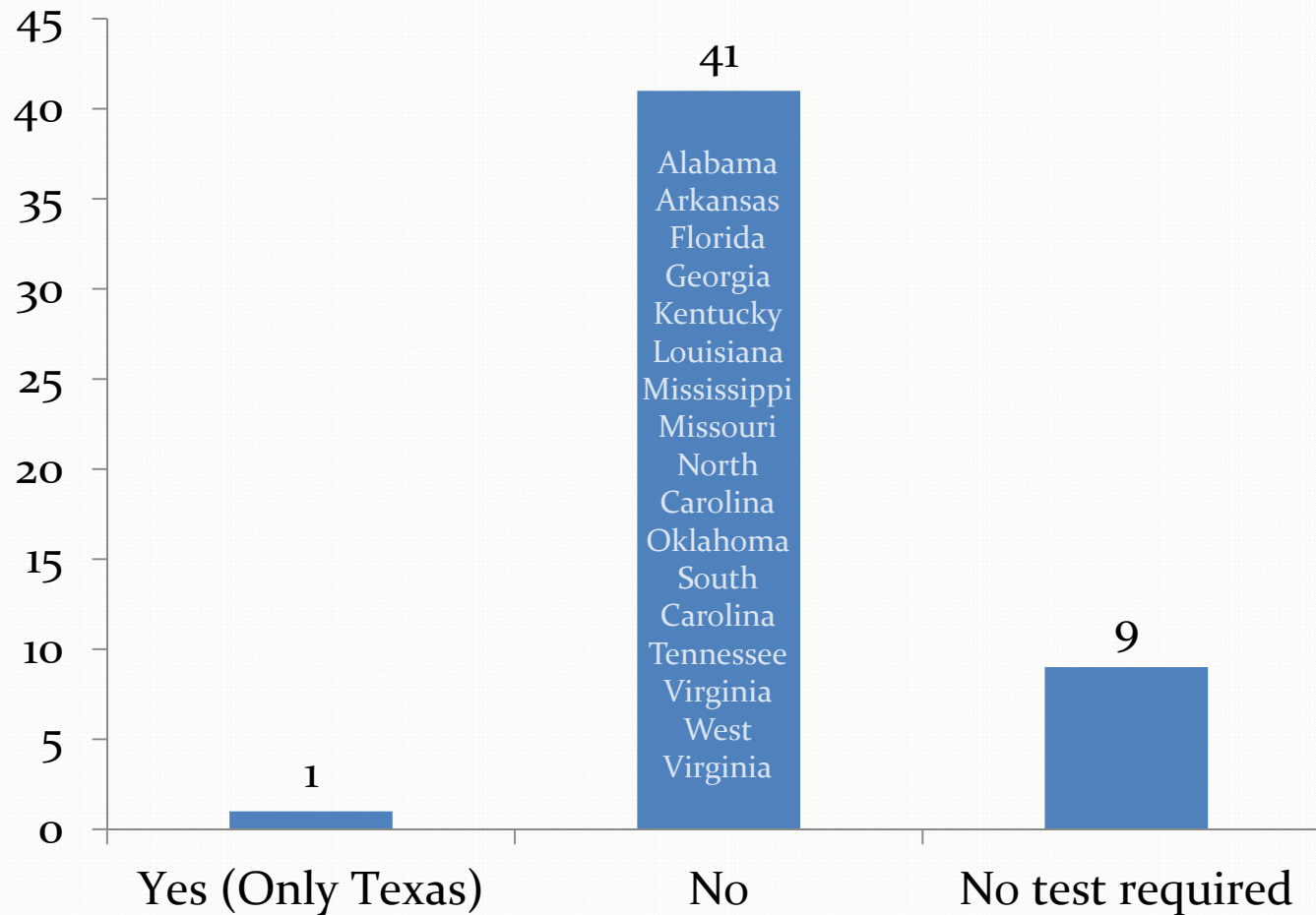


# States have the most authority

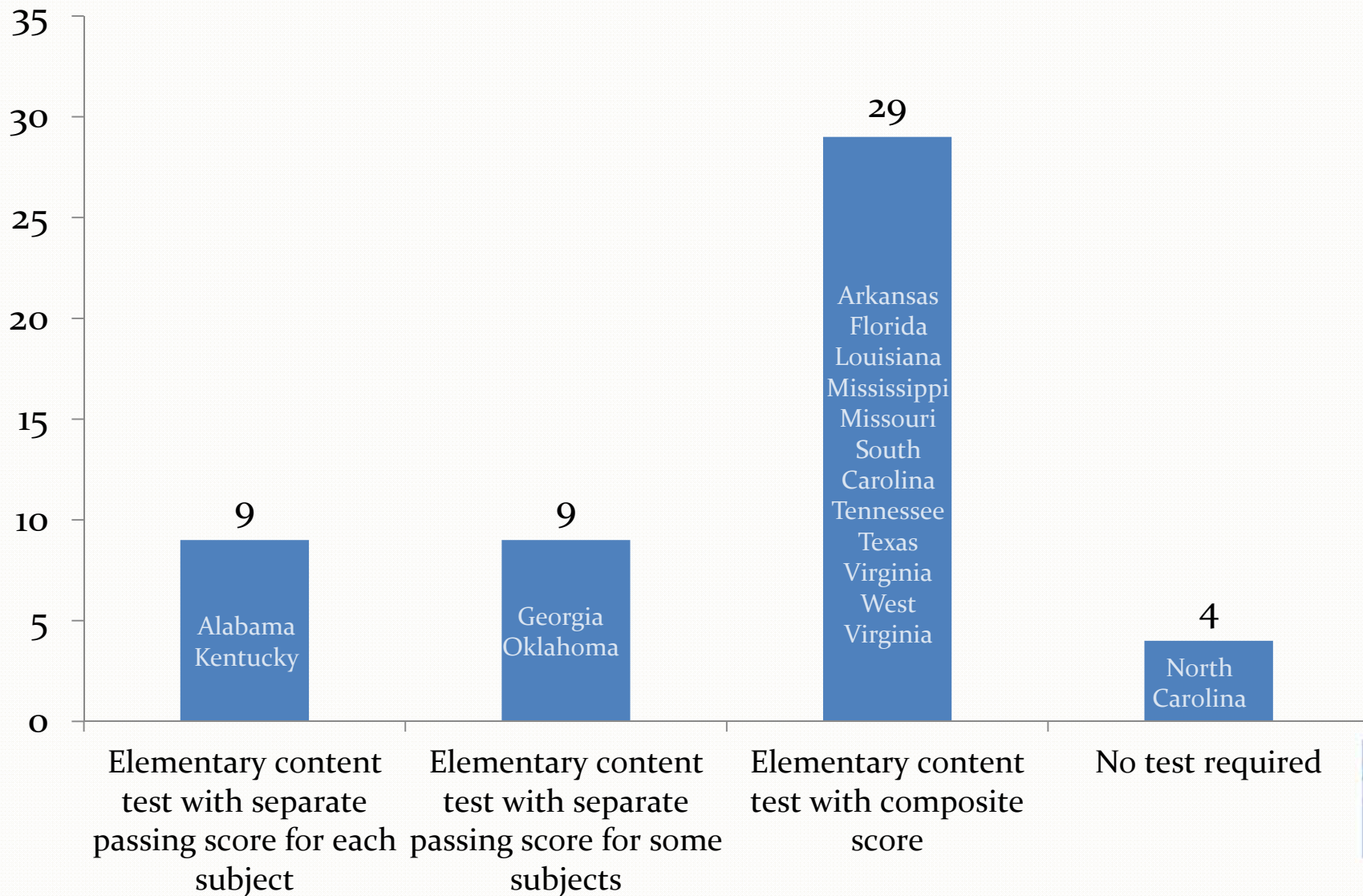
- What someone needs to know to teach
- Who is allowed to prepare teachers
- What's needed to qualify for a teaching license
- Timing and conditions for tenure
- Timing and criteria for evaluations
- Conditions for advancing
- Conditions for dismissal
- Structure of compensation
- Structure of retirement benefits



# Does the state require a test of academic proficiency normed to the general college-going public for teacher prep admission?



# Do states ensure that elementary teachers know core content?



## Where do states set the passing score on elementary content licensure tests<sup>1</sup>?

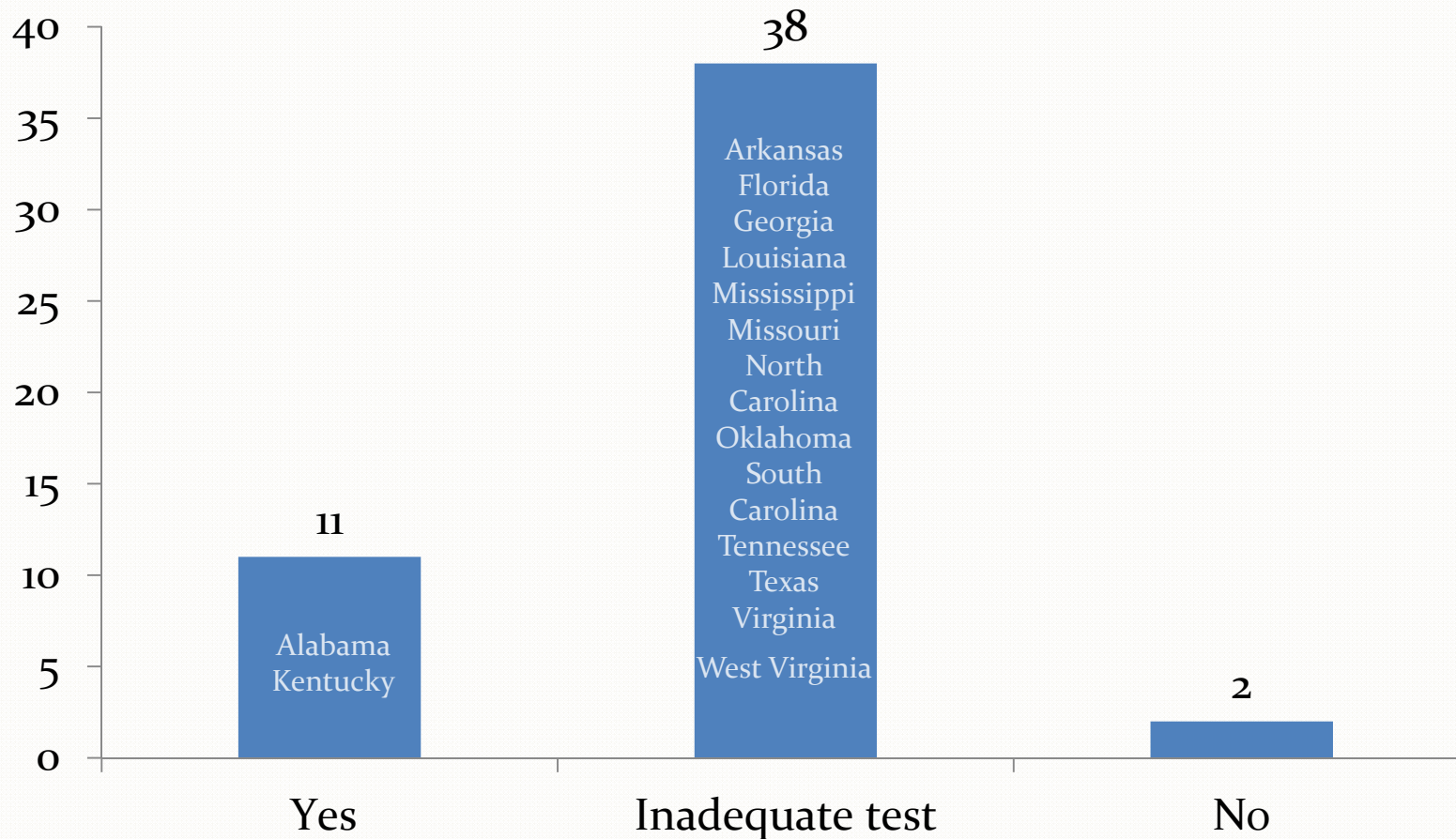


<sup>1</sup> Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, Nevada, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Alabama, Connecticut, Indiana, Kentucky, New Hampshire, New Jersey, Rhode Island, Utah and Vermont now require the Multiple Subjects test and Maryland, Nevada and South Carolina now require the Instructional Practice and Applications test. Both are new Praxis tests for which technical data are not yet available; analysis is based on previously required test.

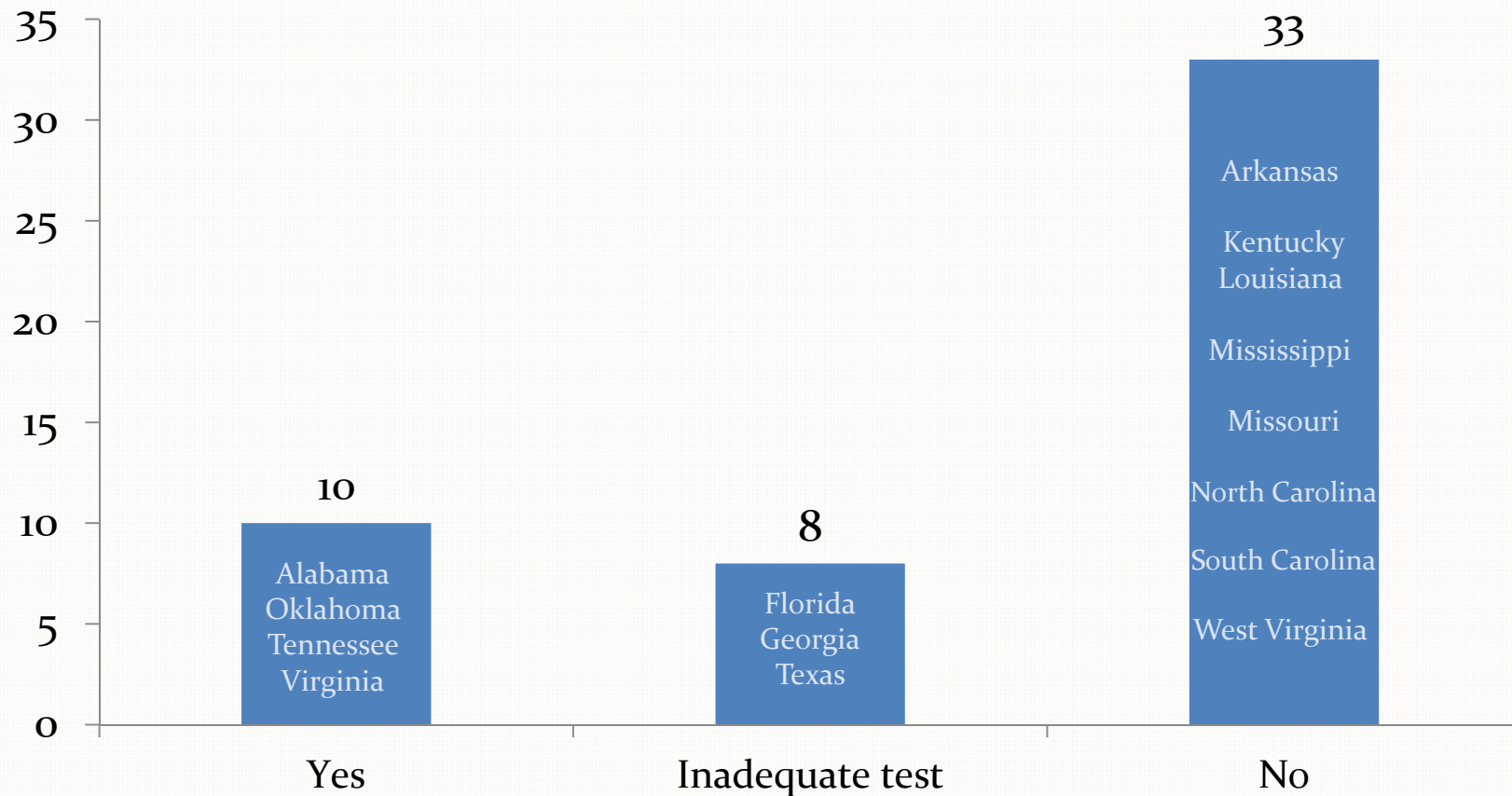




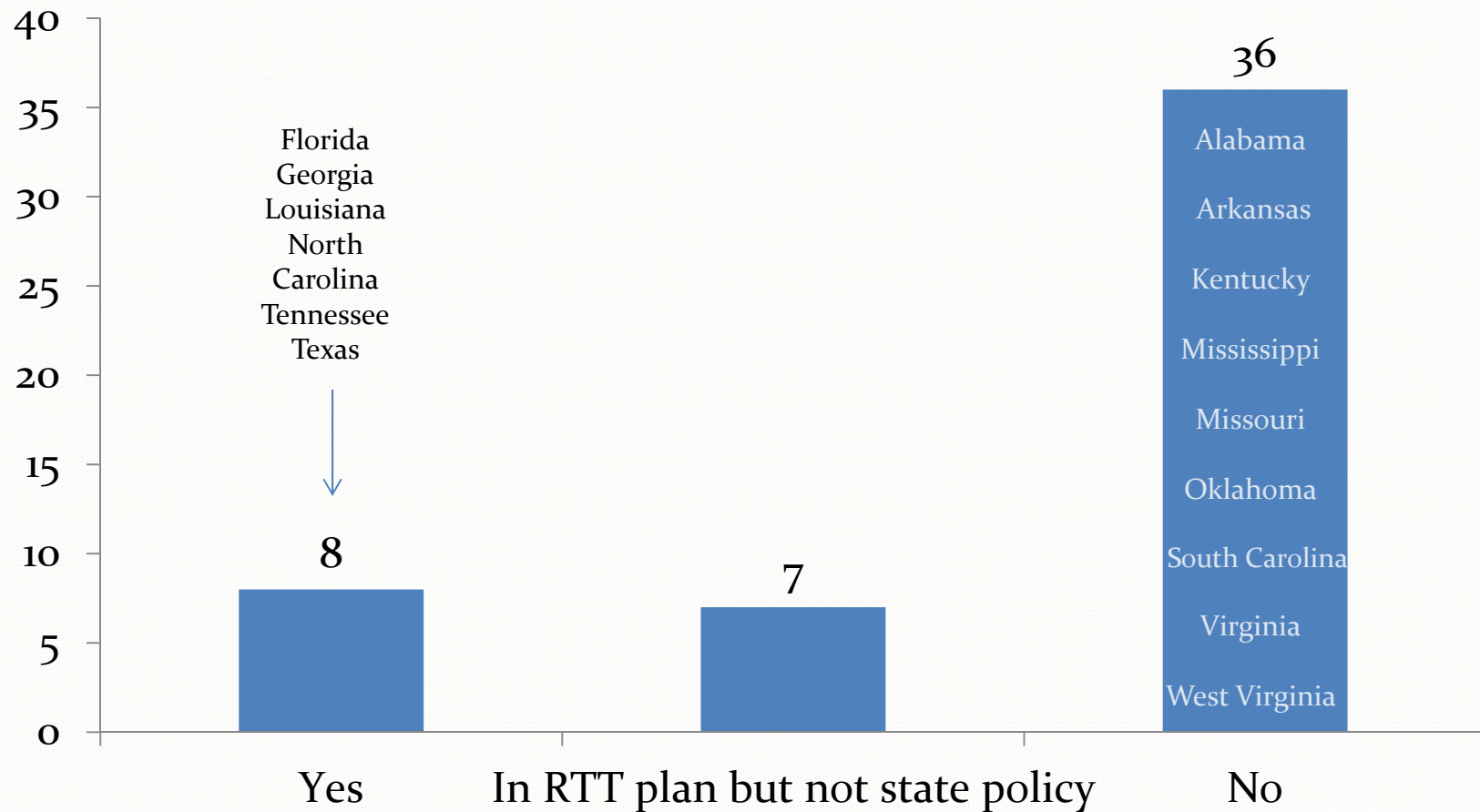
# Do states measure new elementary teachers' knowledge of math?



# Do states measure new teachers' knowledge of the science of reading?

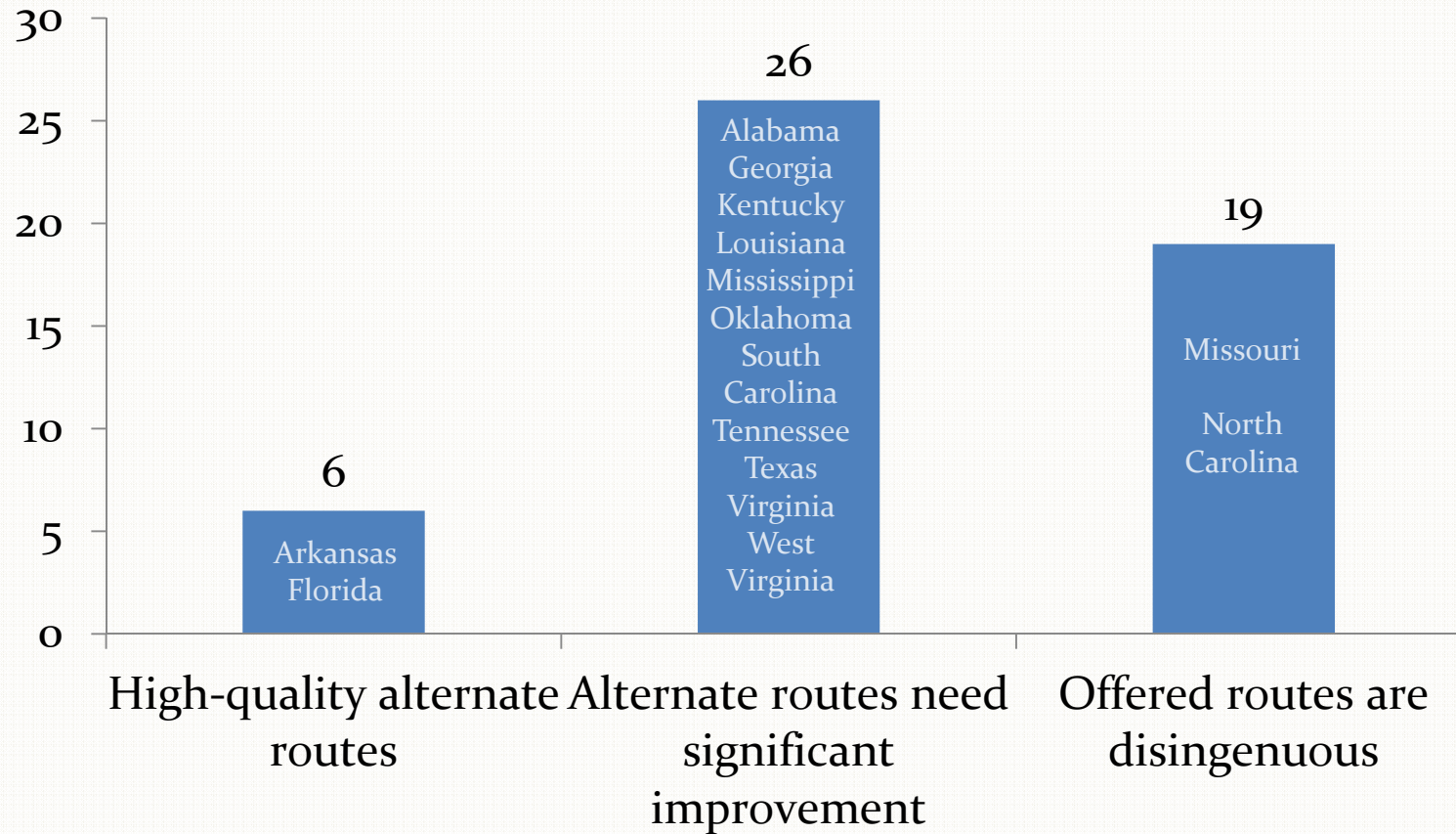


# Do states use student achievement data to hold teacher preparation programs accountable?





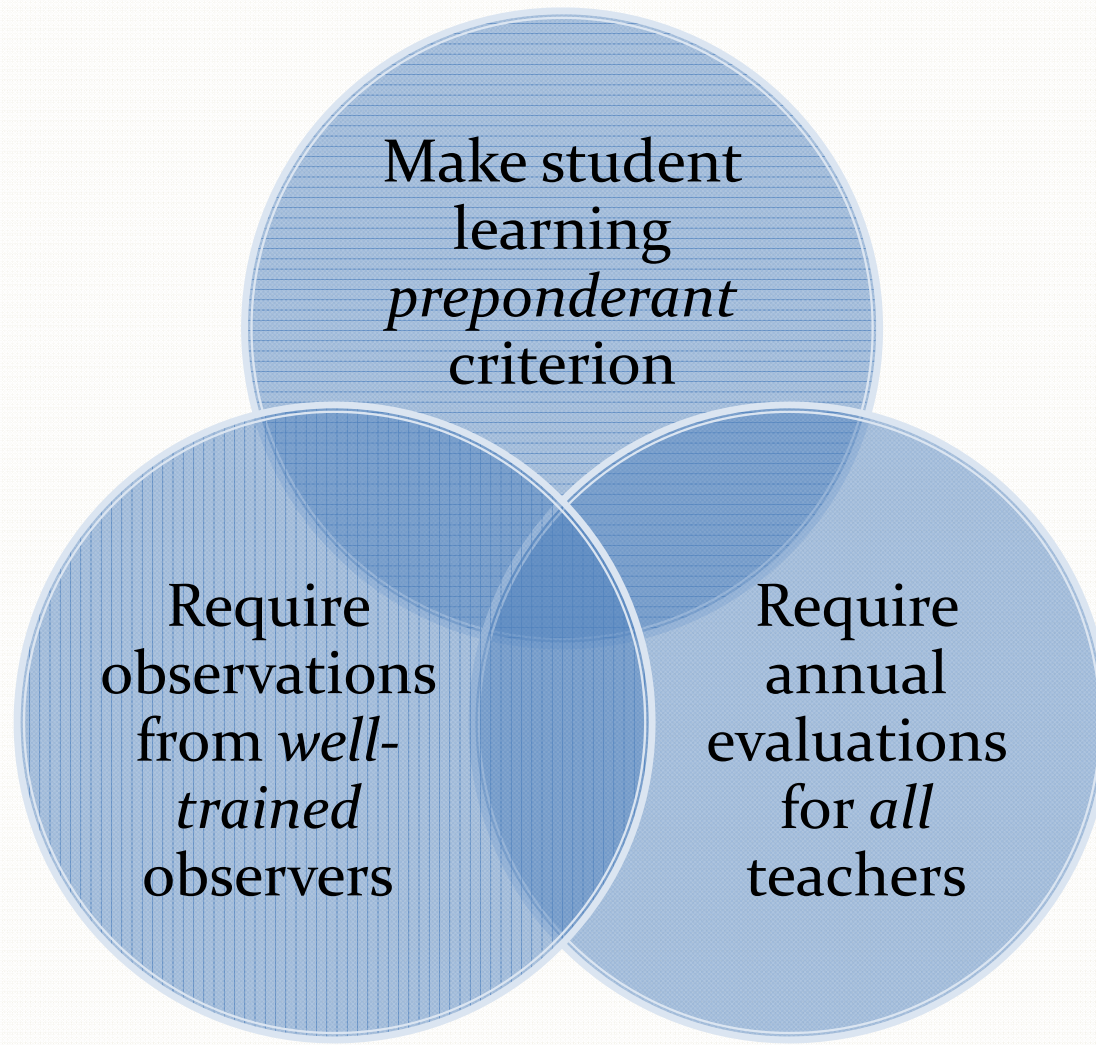
# Do states provide real alternative pathways to certification?



Arkansas, Connecticut, Florida, Maryland, New Jersey, and Rhode Island have alternate routes of note.

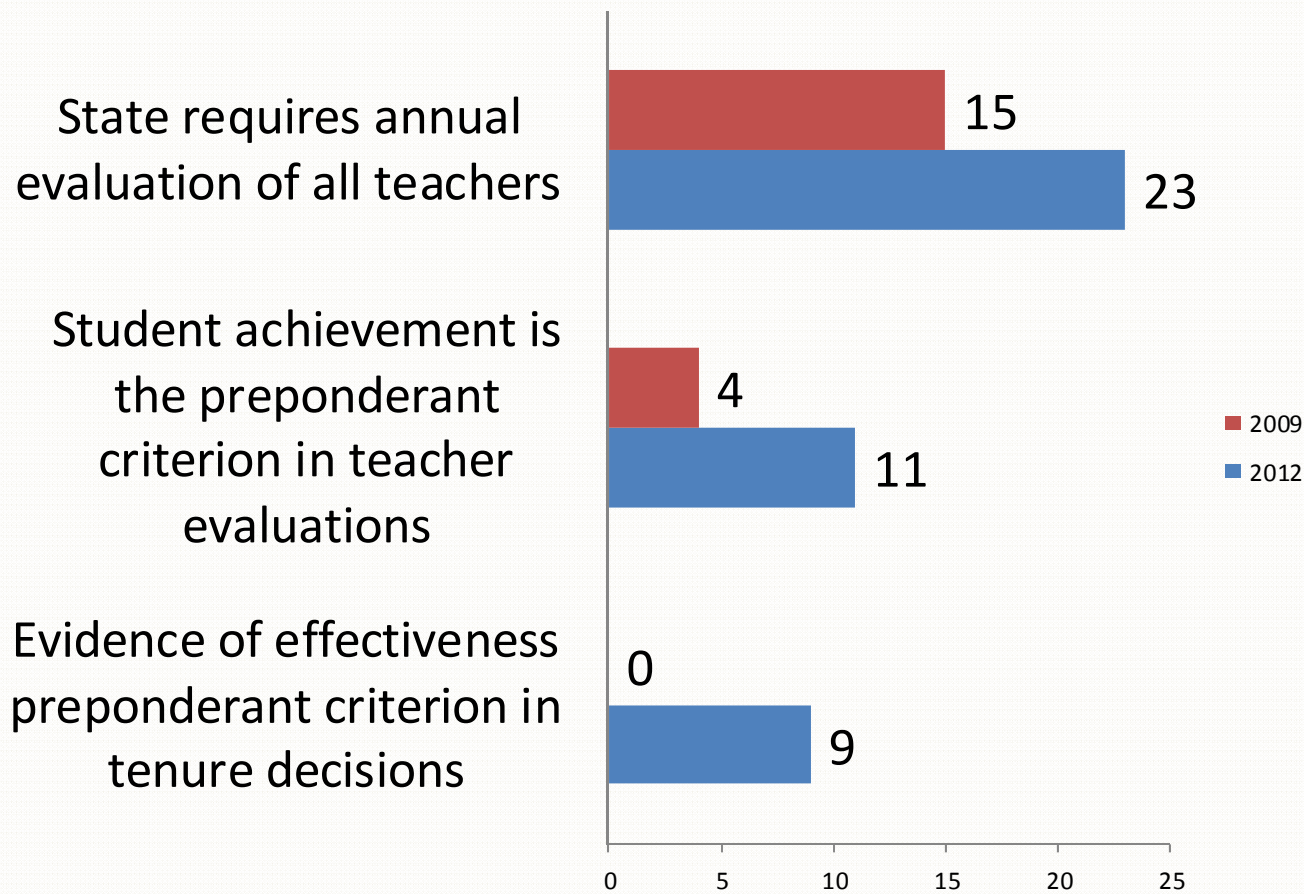


## Key components of a strong evaluation system:





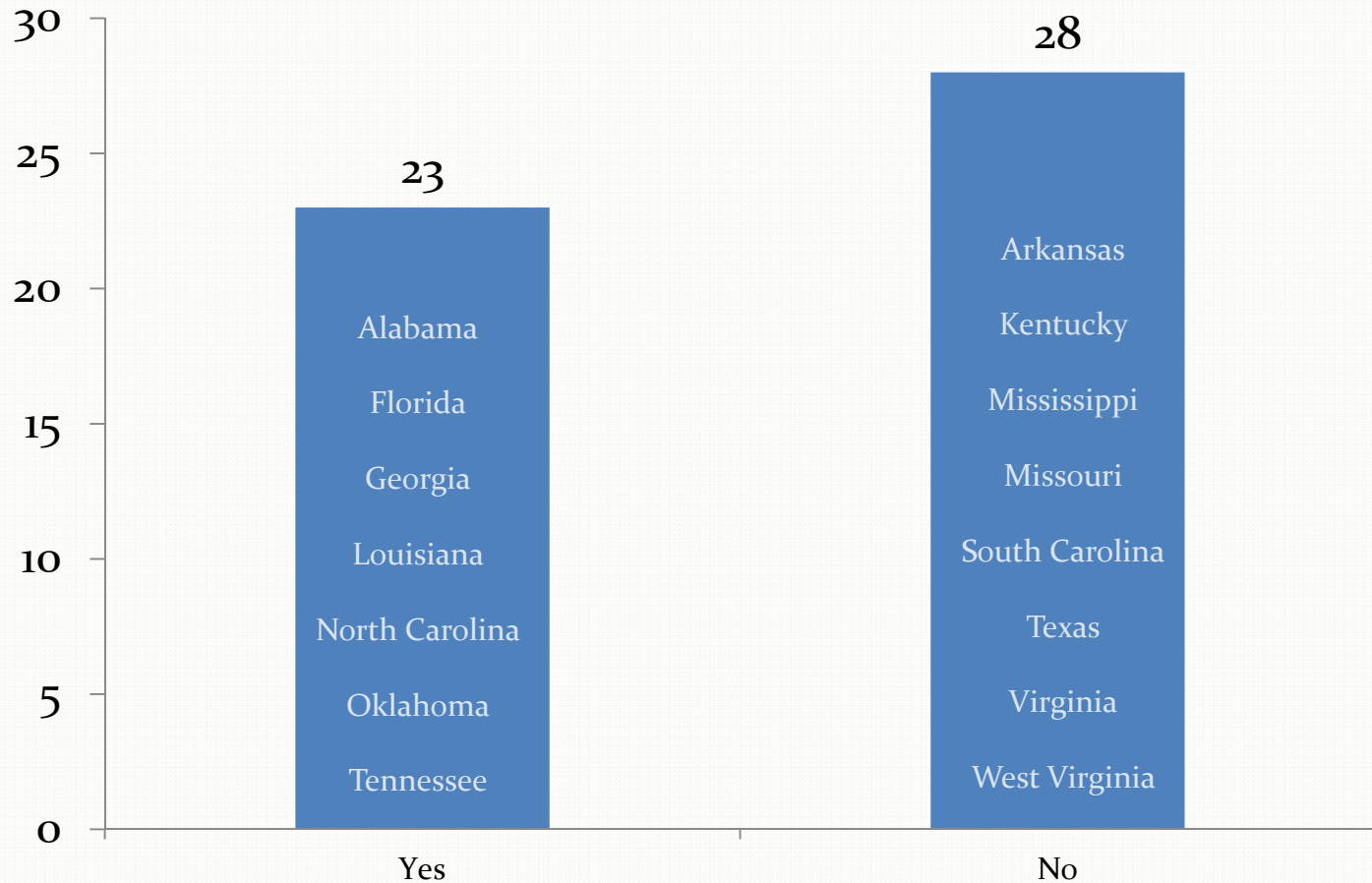
# Shifting State Teacher Evaluation Policy 2009-2012



Source: NCTQ 2009 State Teacher Policy Yearbook compared to State of the States (September 2012)



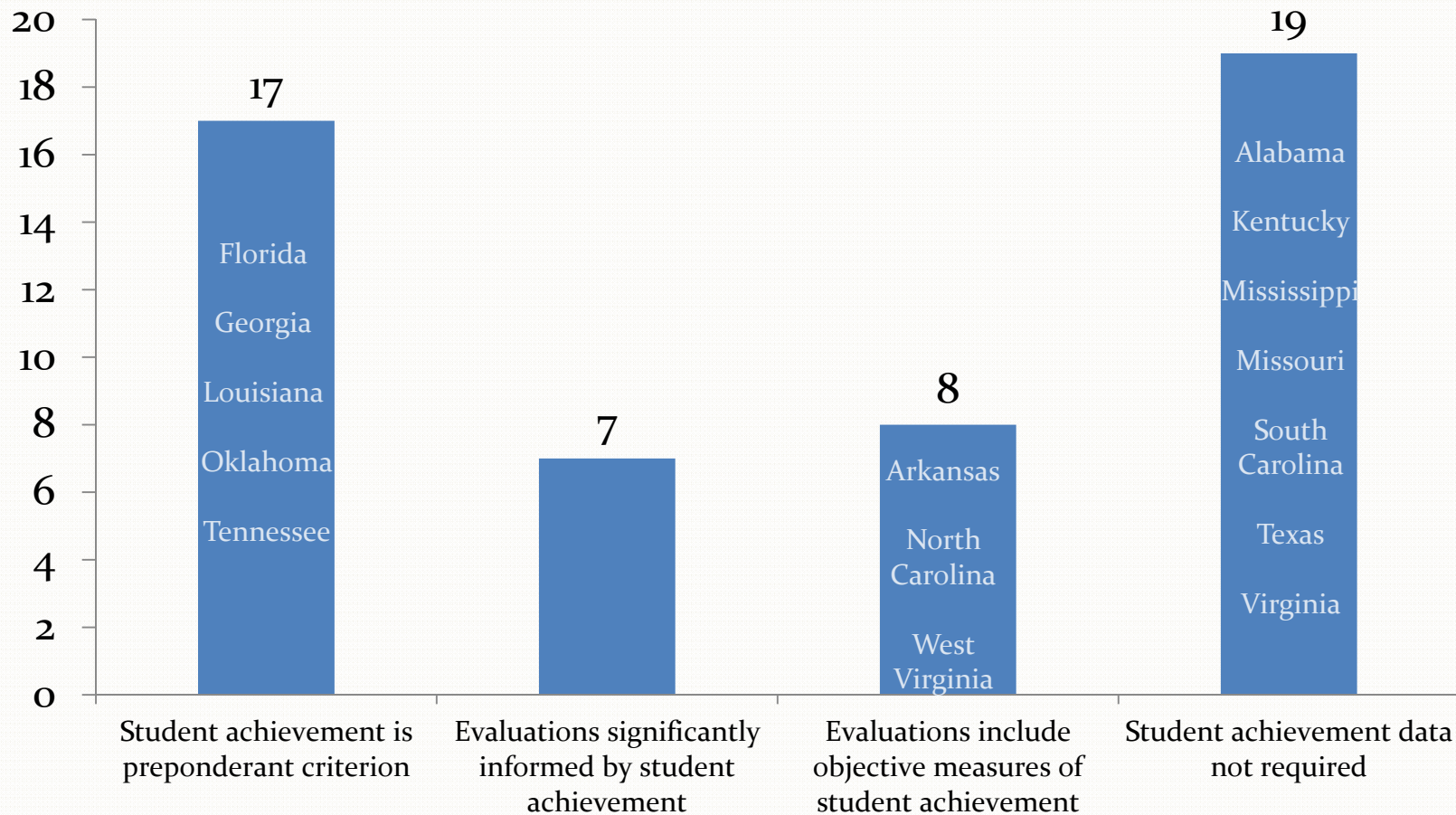
# Do states require annual evaluations of all teachers?



Source: NCTQ *State of the States* update to 2011 *State Teacher Policy Yearbook* (September 2012)



# Do states consider classroom effectiveness as part of teacher evaluations?

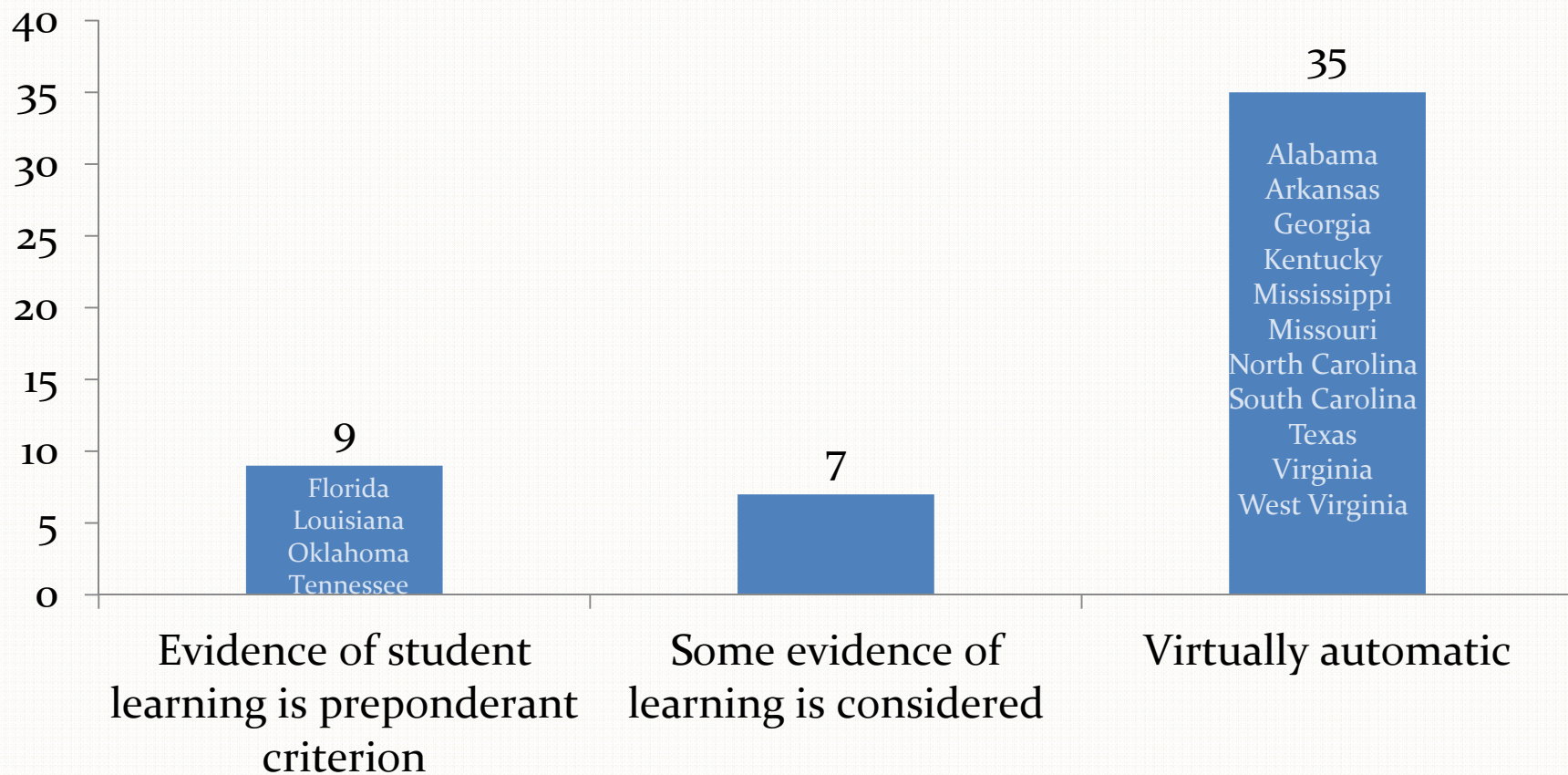


Source: NCTQ *State of the States* update to 2011 *State Teacher Policy Yearbook* (September 2012)





## How are tenure decisions made?



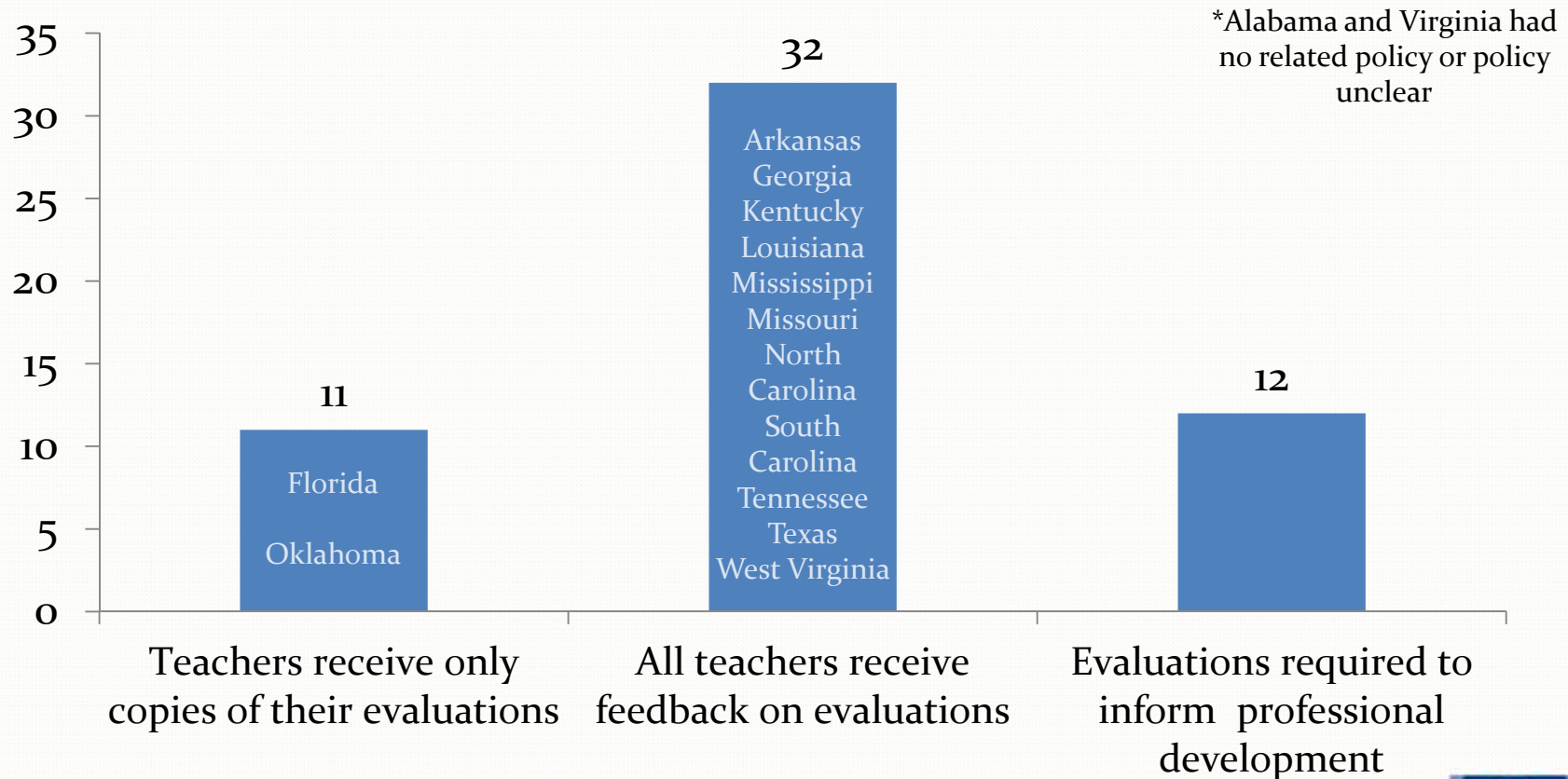
Evidence of effectiveness is most significant criterion in:  
Colorado, Delaware, Florida, Louisiana, Michigan, Nevada,  
Oklahoma, Rhode Island and Tennessee.

Source: NCTQ update to 2011 *State Teacher Policy Yearbook* (September 2012)





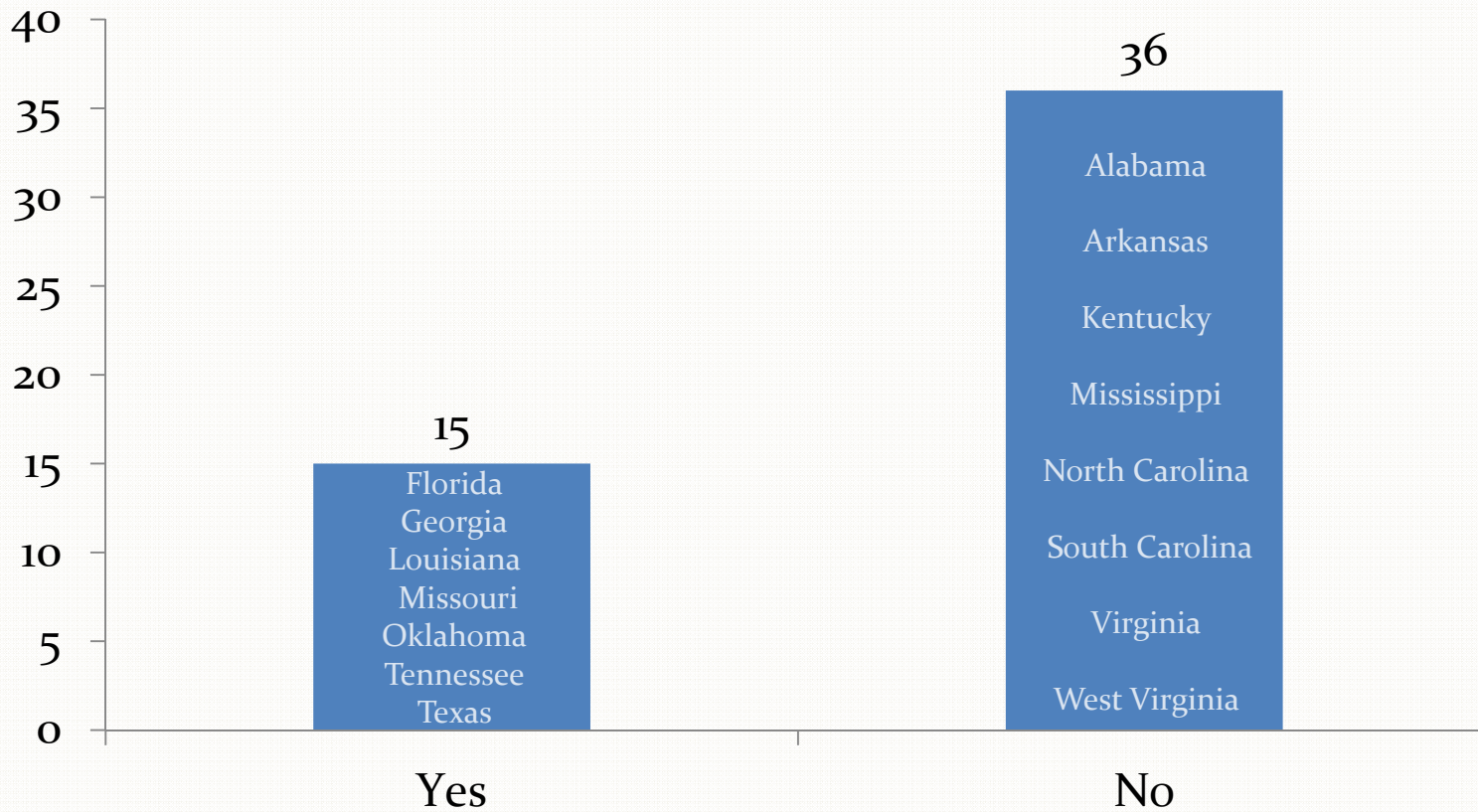
# Do states ensure that evaluations are used to help teachers improve performance?



Source: State Teacher Policy Yearbook 2011



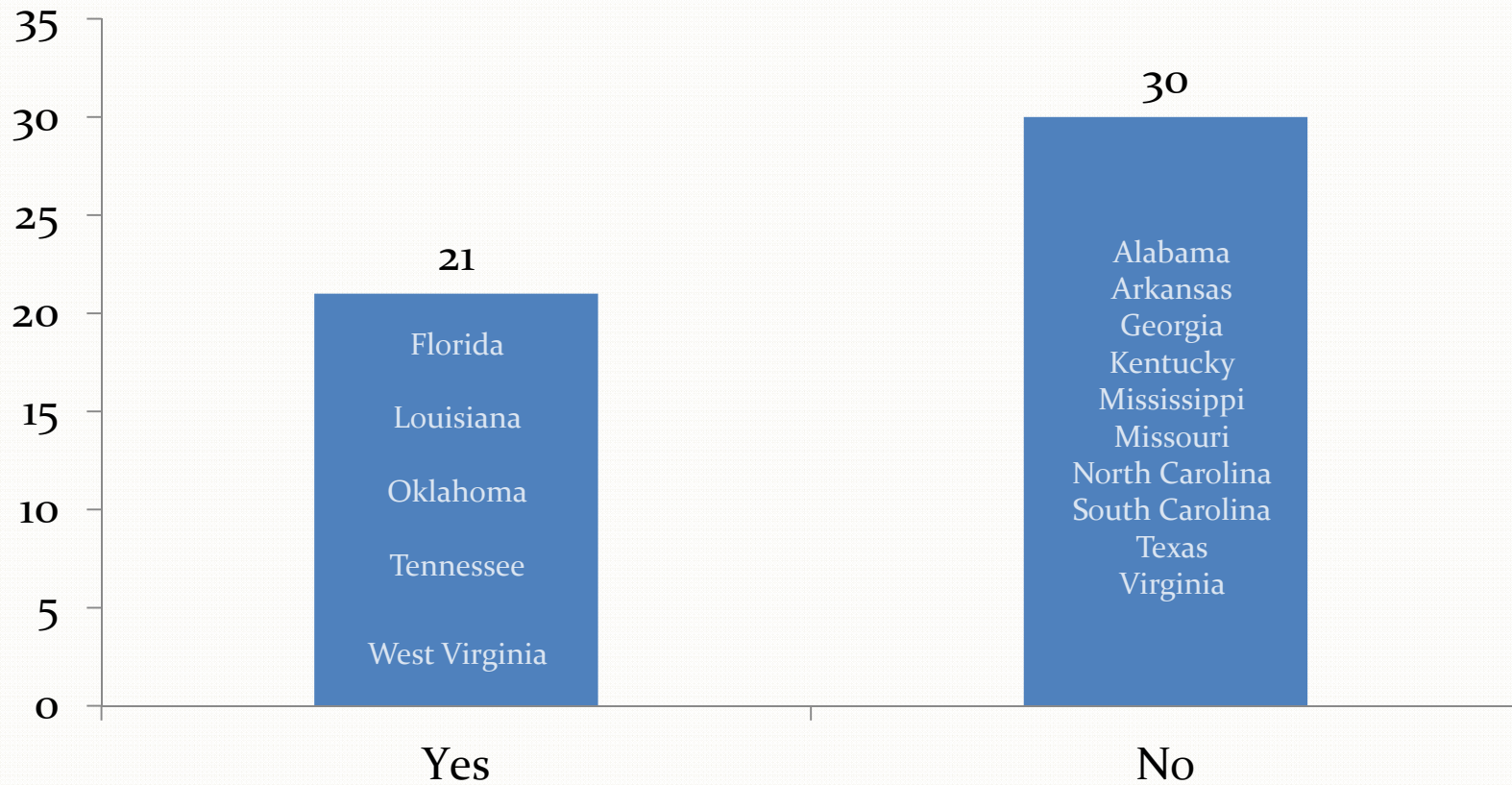
# Do districts have to consider performance in determining which teachers are laid off?



Source: NCTQ update to 2011 State Teacher Policy Yearbook (September 2012)



# Do states specify that classroom ineffectiveness is grounds for dismissal?



Source: NCTQ update to 2011 State Teacher Policy Yearbook (September 2012)

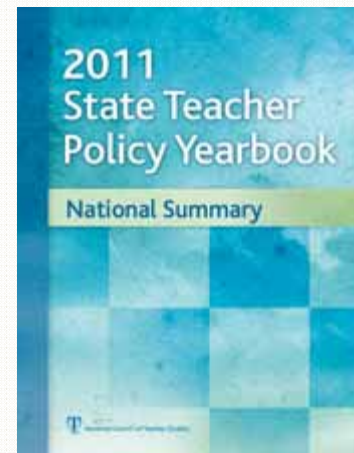
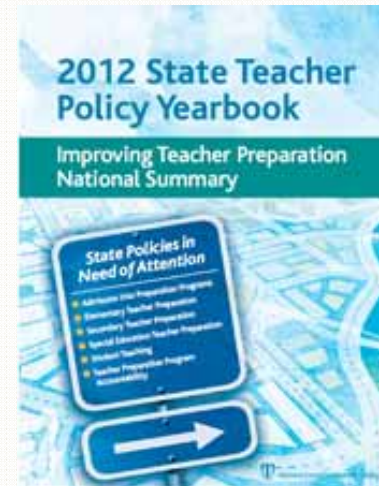




# *State Teacher Policy Yearbook*

- 51 Individual State Summaries
- National Summary
- Searchable interface to look across states and policy areas

Accessible on our website:  
[www.nctq.org](http://www.nctq.org)



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