National Council on Teacher Quality

Ensuring All Students Have Effective Teachers

Southern Legislative Conference
July 29, 2013
What We Know: Effective Teachers Matter

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

- 11th grade
- 8th grade
- 4th grade

Grade equivalent

Actual grade

Highly effective teachers
Average teachers
Ineffective teachers

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

Districts

Teachers’ contracts

Higher Education
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?

<table>
<thead>
<tr>
<th>State</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, West Virginia</td>
<td>No</td>
</tr>
<tr>
<td>Alabama</td>
<td>Yes (Only Texas)</td>
</tr>
<tr>
<td>Texas</td>
<td>Yes (Only Texas)</td>
</tr>
<tr>
<td>Virginia</td>
<td>No test required</td>
</tr>
</tbody>
</table>
Do states ensure that elementary teachers know core content?

- Elementary content test with separate passing score for each subject: 9 (Alabama, Kentucky)
- Elementary content test with separate passing score for some subjects: 9 (Georgia, Oklahoma)
- Elementary content test with composite score: 29 (Arkansas, Florida, Louisiana, Mississippi, Missouri, South Carolina, Tennessee, Texas, Virginia, West Virginia)
- No test required: 4 (North Carolina)
Where do states set the passing score on elementary content licensure tests? 

1 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?

- Yes: 11
  - Alabama
  - Kentucky

- Inadequate test: 38
  - Arkansas
  - Florida
  - Georgia
  - Louisiana
  - Mississippi
  - Missouri
  - North Carolina
  - Oklahoma
  - South Carolina
  - Tennessee
  - Texas
  - Virginia
  - West Virginia

- No: 2
Do states measure new teachers’ knowledge of the science of reading?

Yes: Alabama, Oklahoma, Tennessee, Virginia

Inadequate test: Florida, Georgia, Texas

No: Arkansas, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, West Virginia
Do states use student achievement data to hold teacher preparation programs accountable?

- Yes: 8 states (Florida, Georgia, Louisiana, North Carolina, Tennessee, Texas, Virginia, West Virginia)
- In RTT plan but not state policy: 7 states (Alabama, Arkansas, Kentucky, Mississippi, Missouri, Oklahoma, South Carolina)

Total: 53 states
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:

- Make student learning the preponderant criterion
- Require annual evaluations for all teachers
- Require observations from well-trained observers
Student achievement is the preponderant criterion in teacher evaluations.

Evidence of effectiveness preponderant criterion in tenure decisions.

State requires annual evaluation of all teachers.

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?

- **17**: States where student achievement is preponderant criterion
  - Florida
  - Georgia
  - Louisiana
  - Oklahoma
  - Tennessee

- **7**: States where evaluations significantly informed by student achievement
  - Arkansas
  - North Carolina
  - West Virginia

- **8**: States where evaluations include objective measures of student achievement
  - Alabama
  - Kentucky
  - Mississippi
  - Missouri
  - South Carolina
  - Texas
  - Virginia
  - West Virginia

- **19**: States where student achievement data not required
  - Florida
  - Georgia
  - North Carolina
  - South Carolina
  - Texas
  - Virginia
  - West Virginia

*Source: NCTQ State of the States update to 2011 State Teacher Policy Yearbook (September 2012)*
How are tenure decisions made?

Evidence of student learning is preponderant criterion
- Florida
- Louisiana
- Oklahoma
- Tennessee

Some evidence of learning is considered
- 7

Virtually automatic
- 35
  - Alabama
  - Arkansas
  - Georgia
  - Kentucky
  - Mississippi
  - North Carolina
  - South Carolina
  - Texas
  - Virginia
  - West Virginia

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

Source: NCTQ update to 2011 State Teacher Policy Yearbook (September 2012)
Do states ensure that evaluations are used to help teachers improve performance?

**Bar Chart**

- **Teachers receive only copies of their evaluations**
  - Florida: 11
  - Oklahoma: 11

- **All teachers receive feedback on evaluations**
  - Arkansas
  - Georgia
  - Kentucky
  - Louisiana
  - Mississippi
  - Missouri
  - North Carolina
  - South Carolina
  - Tennessee
  - Texas
  - West Virginia: 32

- **Evaluations required to inform professional development**
  - Alabama, Virginia: 12

*Source: State Teacher Policy Yearbook 2011*
Do districts have to consider performance in determining which teachers are laid off?

- **Yes**: 15
  - State: Florida, Georgia, Louisiana, Missouri, Oklahoma, Tennessee, Texas

- **No**: 36
  - State: Alabama, Arkansas, Kentucky, Mississippi, North Carolina, South Carolina, Virginia, West Virginia

*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
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