



Beyond Highly Qualified: The Development and Distribution of Highly Effective Teachers

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TQ Center Mission



- National resource for **strengthening** the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools
- Work collaboratively with the regional comprehensive centers (RCCs) to **galvanize** public and policymaker attention and support for meeting the demand for a high-quality teaching force as defined in the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA)

Impact: Highly Qualified Teacher Provisions



- 2003–04 first round of U.S. Department of Education data on highly qualified teachers (HQTs): 87 percent of classes reported by states as being taught by HQTs
- 2007–08 data: 95 percent of classes reported by states as being taught by HQTs

(U.S. Department of Education, 2009)

Impact: Highly Qualified Teacher Provisions



- Data collected through ESEA, Title II show:
- Number of teachers on waivers has declined significantly since the HQT provisions were put into place.
 - Number of renewable emergency certificates is declining. Emergency certificates now tend to be aligned with the HQT alternate route provisions.

Impact: Highly Qualified Teacher Provisions



- Overall increase in quality of teacher credentials at the local level
 - Fewer teacher assignments outside their content area major
 - More teachers identified for assistance to become highly qualified
- Gap between the qualifications of teachers in high-poverty and low-poverty schools in places like New York City has narrowed substantially since 2000 (Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008)

Impact: Improved Data Systems



State Education Agencies Have Shifted Focus

- ...from tracking teachers' qualifications, which are, at best, weak indicators of teacher effectiveness (Goe, 2007; Harris, 2009).
- ...to linking teachers to their students in order to directly measure teachers' impact on student achievement.
 - In 2005, only 13 states had data systems that could track this relationship.
 - In 2008, 21 states had this ability.
 - 17 more states are aiming to acquire this ability by 2012 (Data Quality Campaign, 2008).

TQ Center Created to Address These Issues



- The TQ Center works with RCCs to build state capacity to address equitable teacher distribution and effectiveness issues.
- The TQ Center's impact on improving educator quality is highlighted in its second biennial report, *America's Opportunity: Teacher Effectiveness and Equity in K–12 Classrooms*.

America's Opportunity: Teacher Effectiveness and Equity in K-12 Classrooms



- Research, policy, and practical resources to assist RCCs and state education agencies (SEAs) in thinking systemically about supporting an effective educator workforce
- Four comprehensive chapters:
 - The Changing Profile of America's Teachers: Who Are Our Teachers?
 - Enhancing Teacher Preparation, Development, and Support
 - The Equitable Distribution of Teachers: Strategies and Results
 - Considerations for Using Evaluation and Compensation to Enhance Teacher Effectiveness

Who Are America's Teachers?



- Younger
- Less experienced
- Increasingly female
- Predominantly white
- Academically stronger as candidates
- Increasingly highly qualified

Who Are America's Teachers?



- There is a twofold generational shift:
 - Increase in younger teachers
 - Large numbers of teachers over age 50
- If trends continue, approximately 1/3 of teachers over age 50 will retire by 2013.

(National Center for Education Statistics, 2007; National Commission on Teaching and America's Future, 2009)

Who Are America's Teachers?



- Approximately 48 percent of public school teachers have fewer than 10 years of classroom experience.
- 88 percent of teaching force is white; 42 percent of K–12 students in the United States are minorities.
- Inexperienced teachers comprise more than 50 percent of teachers working in low-income schools.

(Coopersmith & Gruber, 2009; Planty et al., 2007)

Enhancing Teacher Development and Support



Collaboration With the **Great Lakes West Comprehensive Center and Wisconsin Department of Public Instruction (DPI)** to Advance Teacher Induction and Mentoring Policies

- TQ Center reviewed Great Lakes West's survey instrument for alignment with induction and mentoring research.
- DPI able to reuse survey.
- TQ Center-identified research on induction and mentoring became foundation for DPI's messages about induction and mentoring.

Ensuring Equitable Teacher Distribution Across Schools and Districts



Collaboration With the **Mid-Atlantic Comprehensive Center (MACC)** and **REL Mid-Atlantic** to Design and Conduct Research Study of Teacher Distribution in Delaware

- Completed analysis will provide Delaware information for assessing its current policies and incentives and start to identify new ones to increase equitable distribution of teachers.

Collaboration With the **Appalachia Regional Comprehensive Center (ARCC)** to Help Tennessee Department of Education Develop and Implement Equity Plan to Promote Equitable Teacher Distribution

- Assistance enabled Tennessee to identify teacher quality challenges, target high-need districts, and tailor resources and technical assistance to each school and district.

Measuring Teacher Effectiveness



Collaboration With the **Southwest Comprehensive Center (SWCC)** to Guide the Utah State Board of Education in Creating Teacher Evaluation Policies

- Utah's current state testing system was not ideal for conducting value-added analysis.
- Utah's willingness to seek early assistance enabled the state to quickly create and implement ambitious agenda.

Quality Is Just the Beginning



- Building teacher effectiveness is essential for ensuring that all students reach their full academic potential.
- Without equitable distribution of effective teachers—across states and districts *and* within schools—we will not reach this goal.

Beyond Highly Qualified

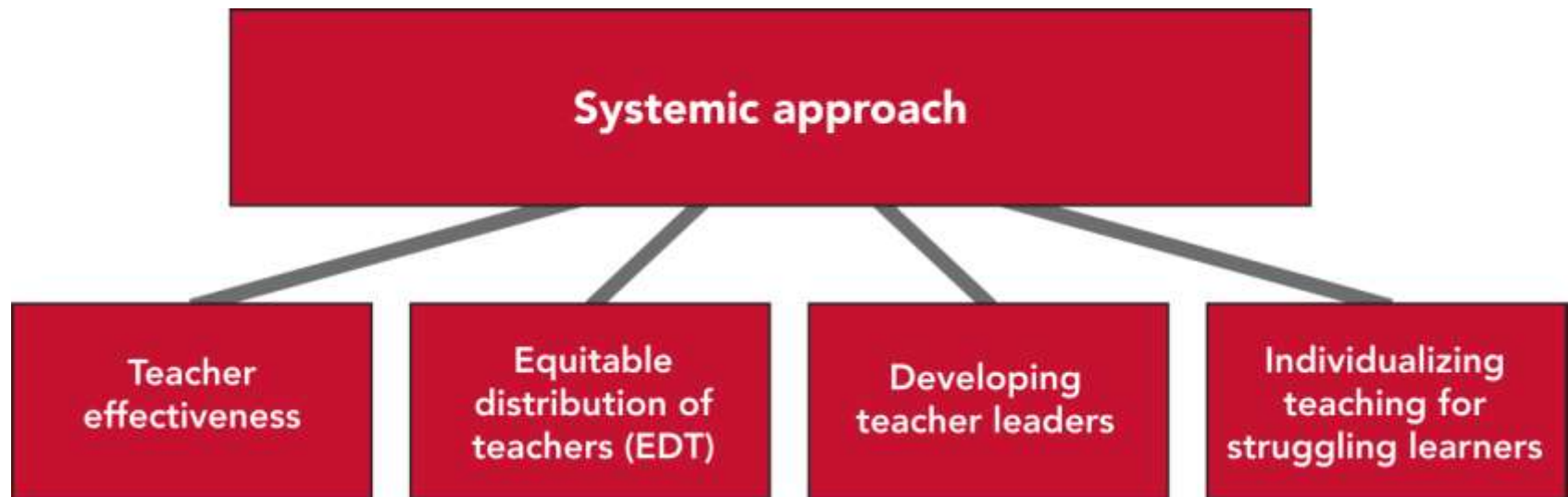


Dual education focus codified in the American Recovery and Reinvestment Act (ARRA):

- Teacher effectiveness
- Equitable distribution of teachers

What Works Conference 2009

Foci: Developing and Distributing Highly Effective Teachers



Conference Agenda



Keynote Presentations

Workshops

Regional Team Working Sessions

Special Topic “Early Bird” Sessions

ENGAGE, ENVISION, ENJOY!

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