

National Council on Teacher Quality



Advancing Teacher Quality in Kansas

House Committee on Education

February 14, 2012

About NCTQ

- Non-partisan, non-profit research and advocacy group
- Committed to increasing the accountability and transparency of the institutions having the greatest impact on teacher quality:
 - States
 - Teacher preparation programs
 - Teacher unions
 - School districts

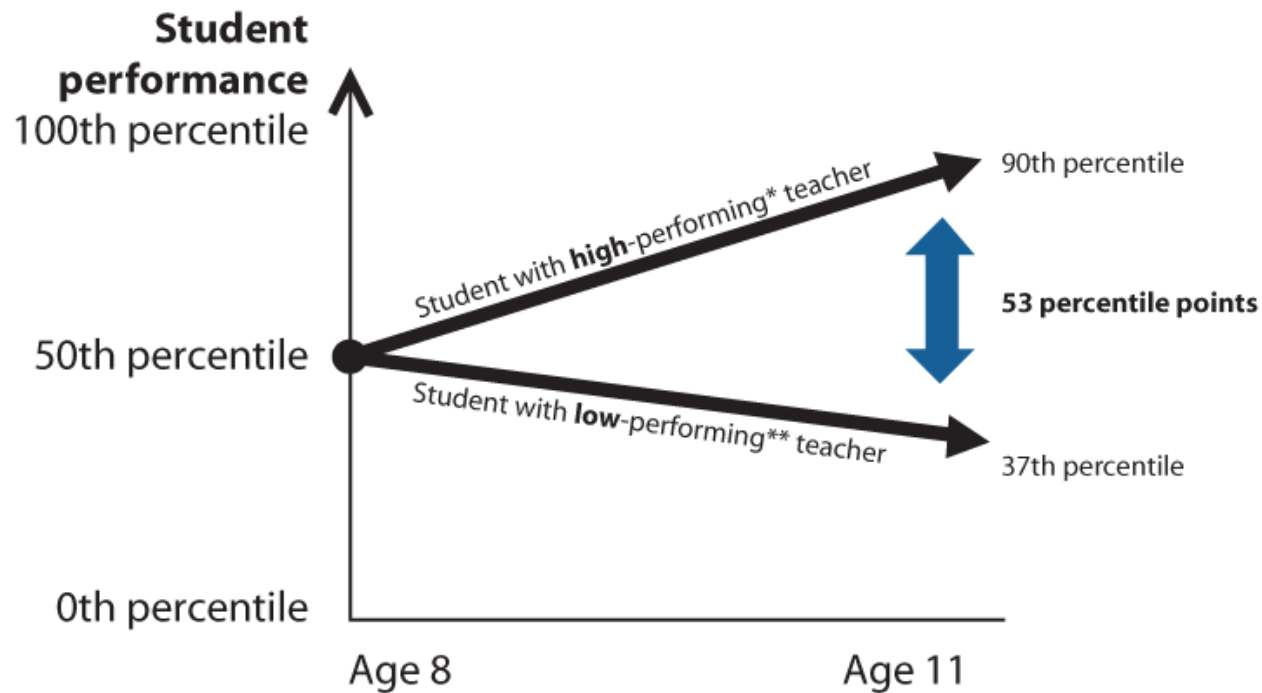


Why focus on teacher quality?

- Teacher quality is the most important school-level variable in student achievement.
- Recognition that increasing teacher quality is key to raising student achievement.
- Shift in emphasis from teacher qualifications to teacher effectiveness.



Effect of Teacher Quality on Student Achievement



*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

NCTQ's *State Teacher Policy Yearbook*

- 52 volume report (national, 50 states and D.C. tailored reports)
- Top-to-bottom reviews of the laws and regulations governing the teaching profession in the 50 states and the District of Columbia.
- State performance and progress against 36 research-based teacher policy goals.
- Policy, not promise (and not implementation)



About the *Yearbook*

States receive an overall grade for their teacher quality policies based on five “sub-grades”:

- Delivering well-prepared teachers
- Expanding the pool of teachers
- Identifying effective teachers
- Retaining effective teachers
- Exiting ineffective teachers



How did Kansas fare?

<i>Yearbook Goal Area</i>	Kansas Grade	Average State Grade
Delivering Well-Prepared Teachers	D+	D
Expanding the Teacher Pool	D	C-
Identifying Effective Teachers	D+	D+
Retaining Effective Teachers	D+	C-
Exiting Ineffective Teachers	F	D+
OVERALL AVERAGE	D	D+

Kansas Progress Rank	31st
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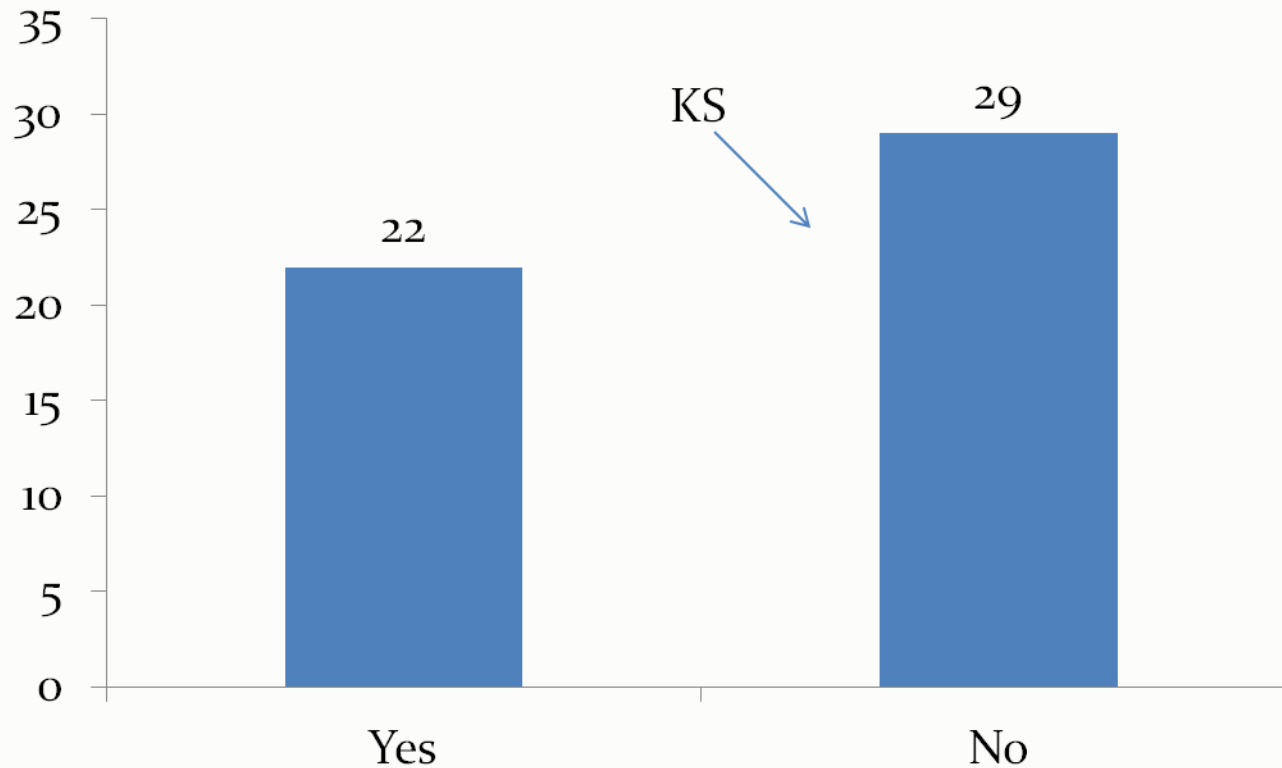


There has been an unprecedented effort related to teacher evaluation across states, including adoption of policies that use student achievement in measuring teacher effectiveness.

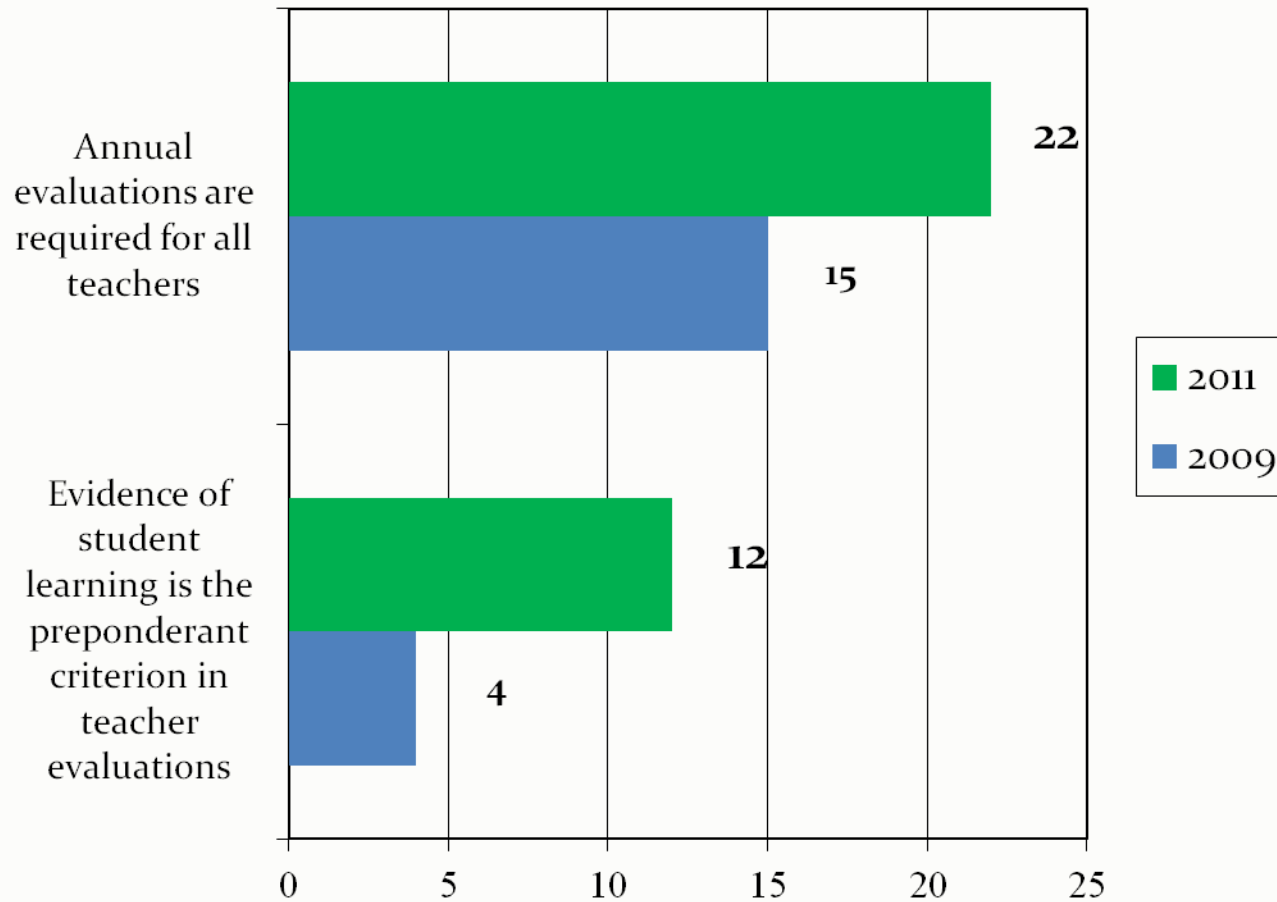
Kansas has data capacity; but evaluations are not informed by classroom effectiveness.



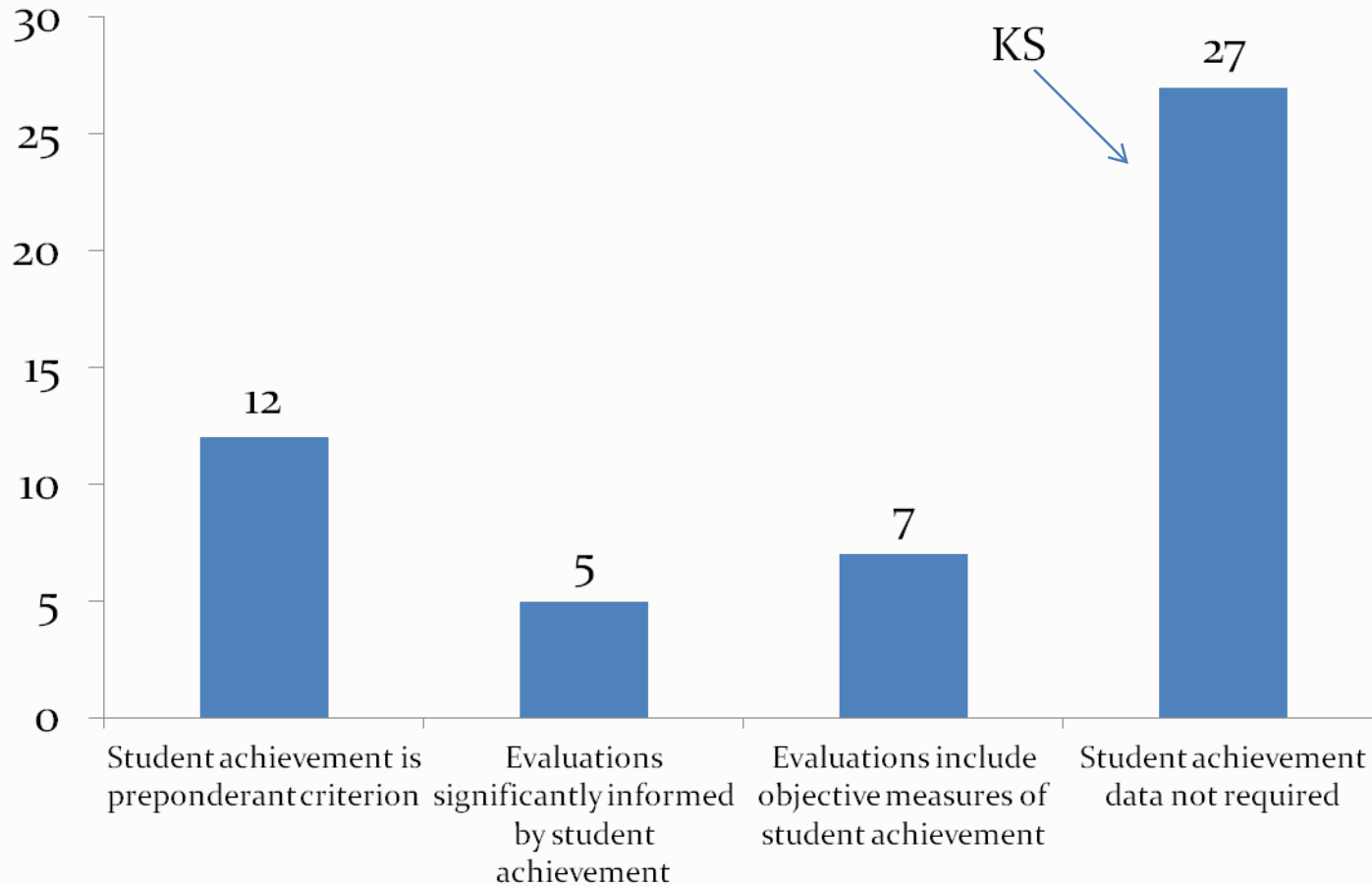
Do states require districts to evaluate all teachers annually?



Progress on Teacher Evaluations 2009-2011



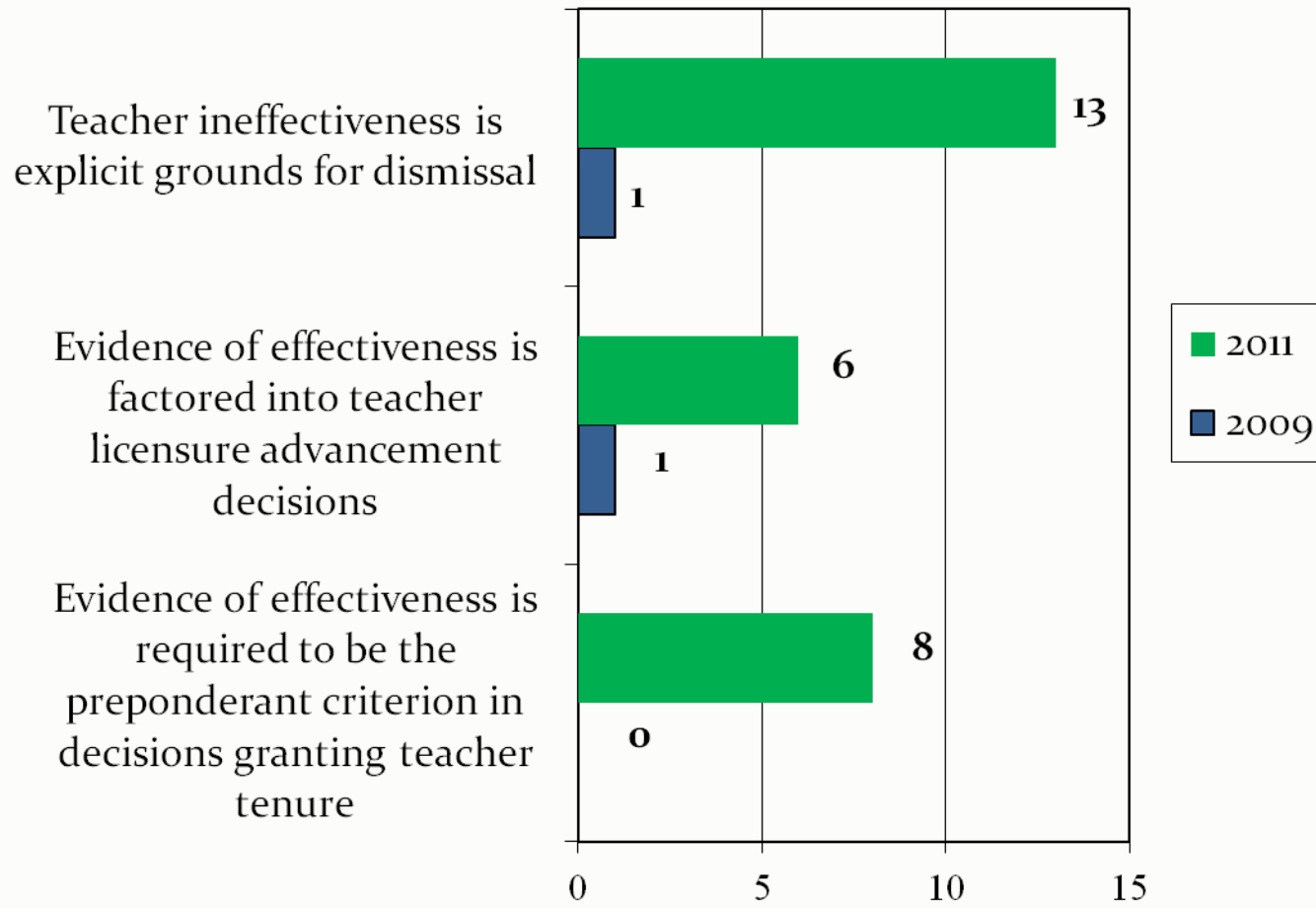
Do states consider classroom effectiveness as part of teacher evaluations?



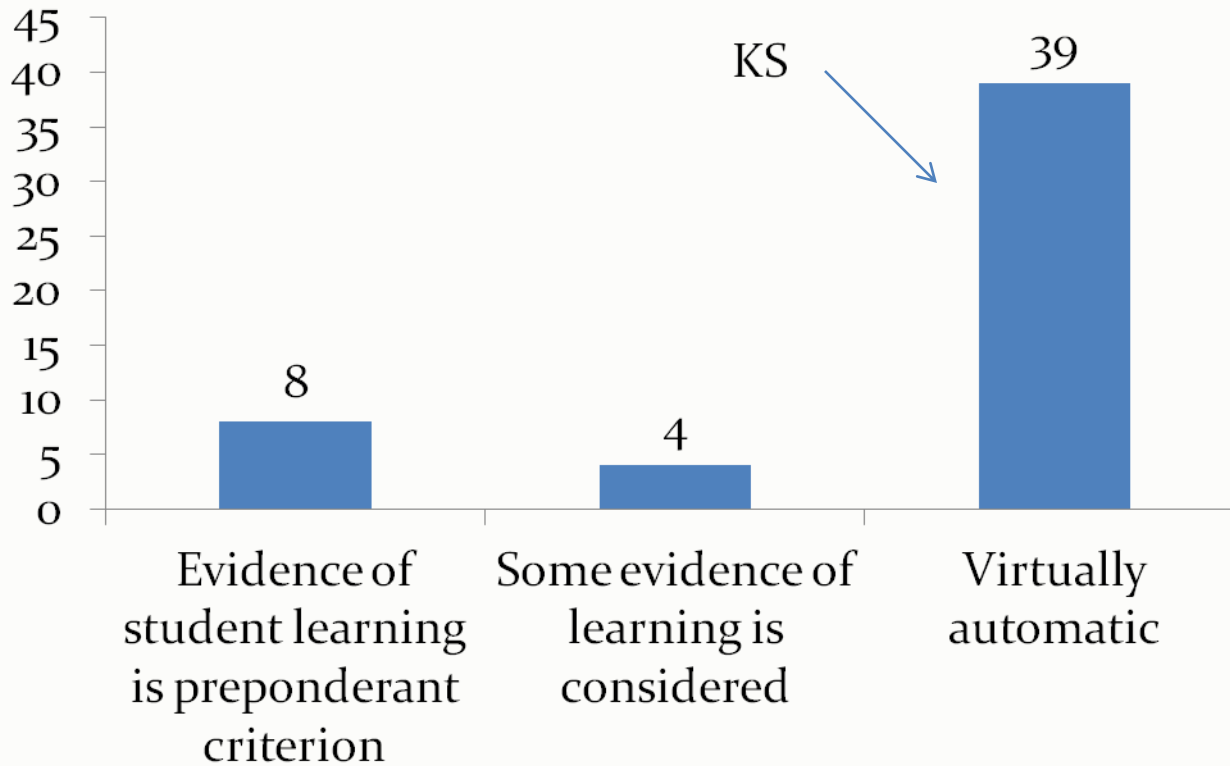
In some states, teacher evaluation is becoming more than simply a formality and teacher effectiveness is becoming a matter of consequence. Unfortunately, in Kansas, tenure is virtually automatic and dismissal for teacher effectiveness is not specified.



Progress on Teacher Effectiveness Policies 2009-2011



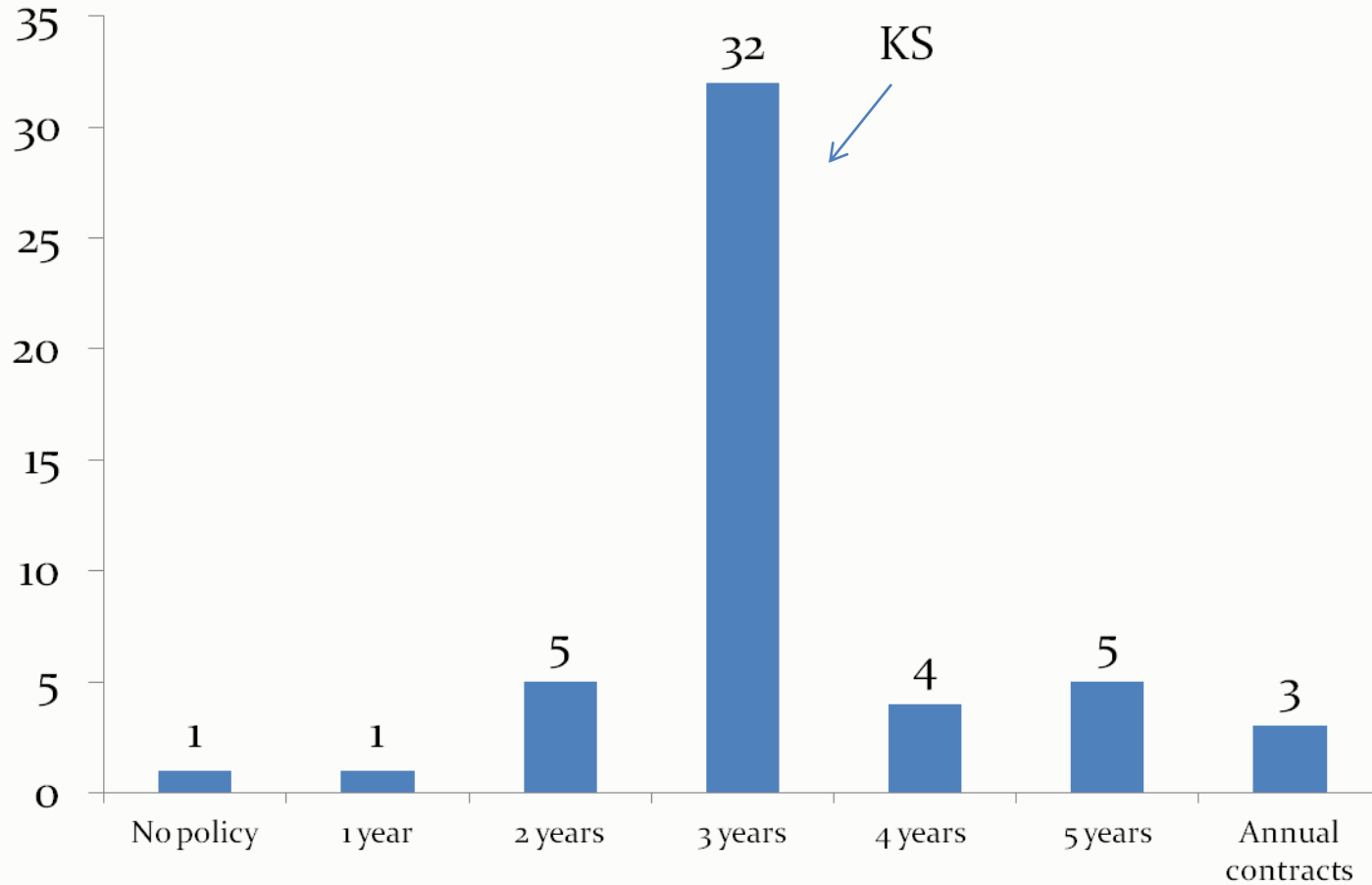
How are tenure decisions made?



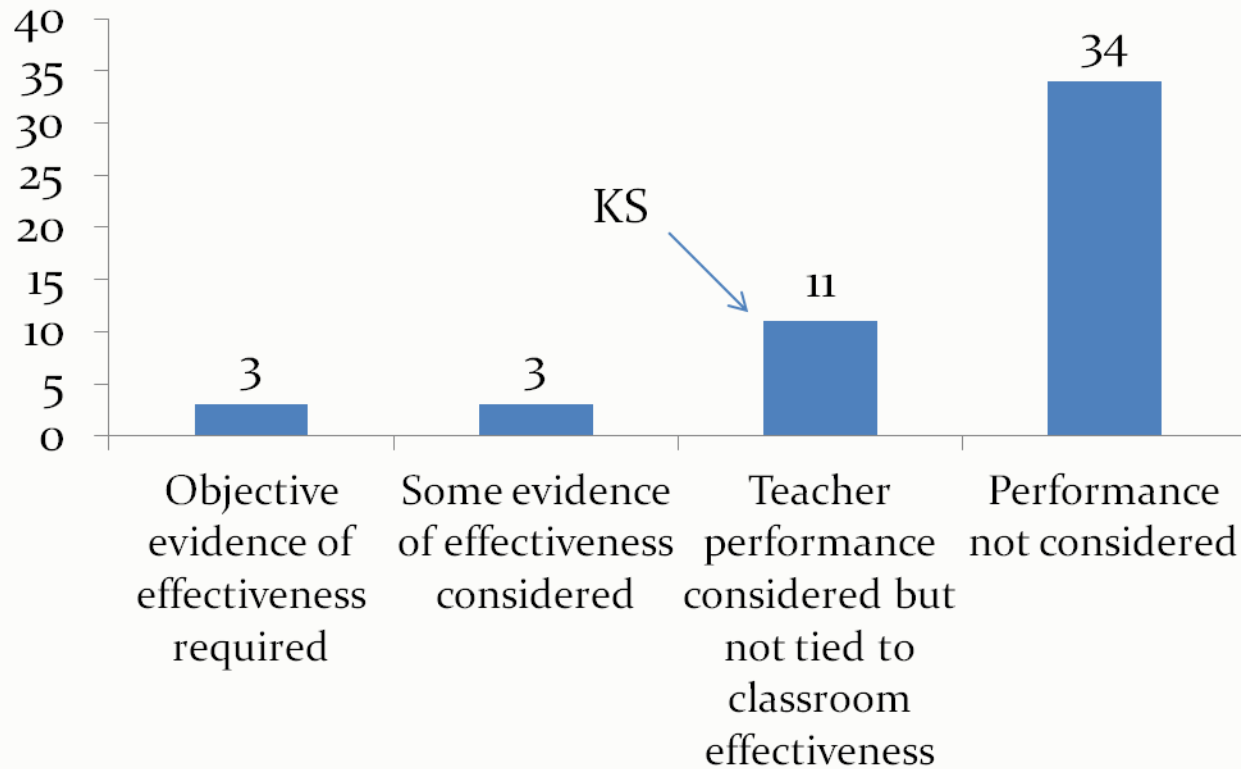
Evidence of effectiveness is most significant criterion in:
Colorado, Delaware, Florida, Michigan, Nevada, Oklahoma,
Rhode Island and Tennessee.



How long before a teacher earns tenure?



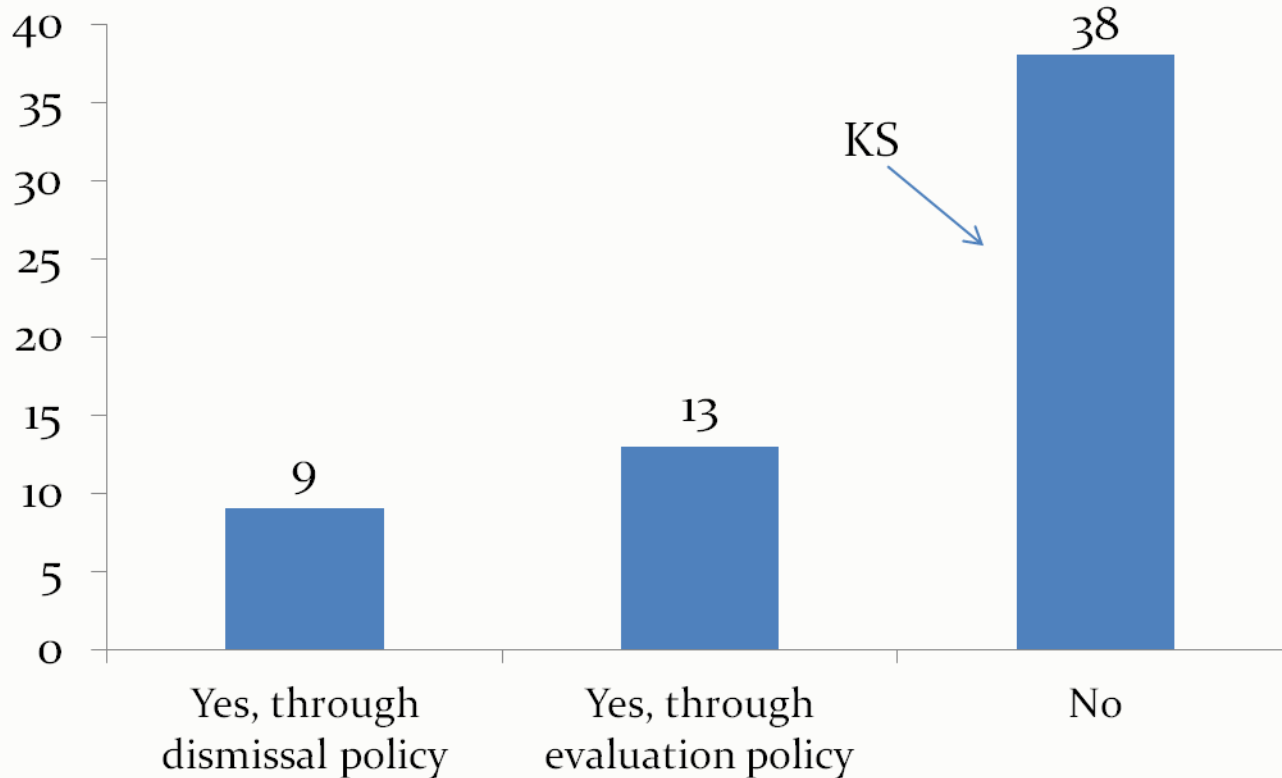
Do states require evidence of effectiveness before conferring professional licensure?



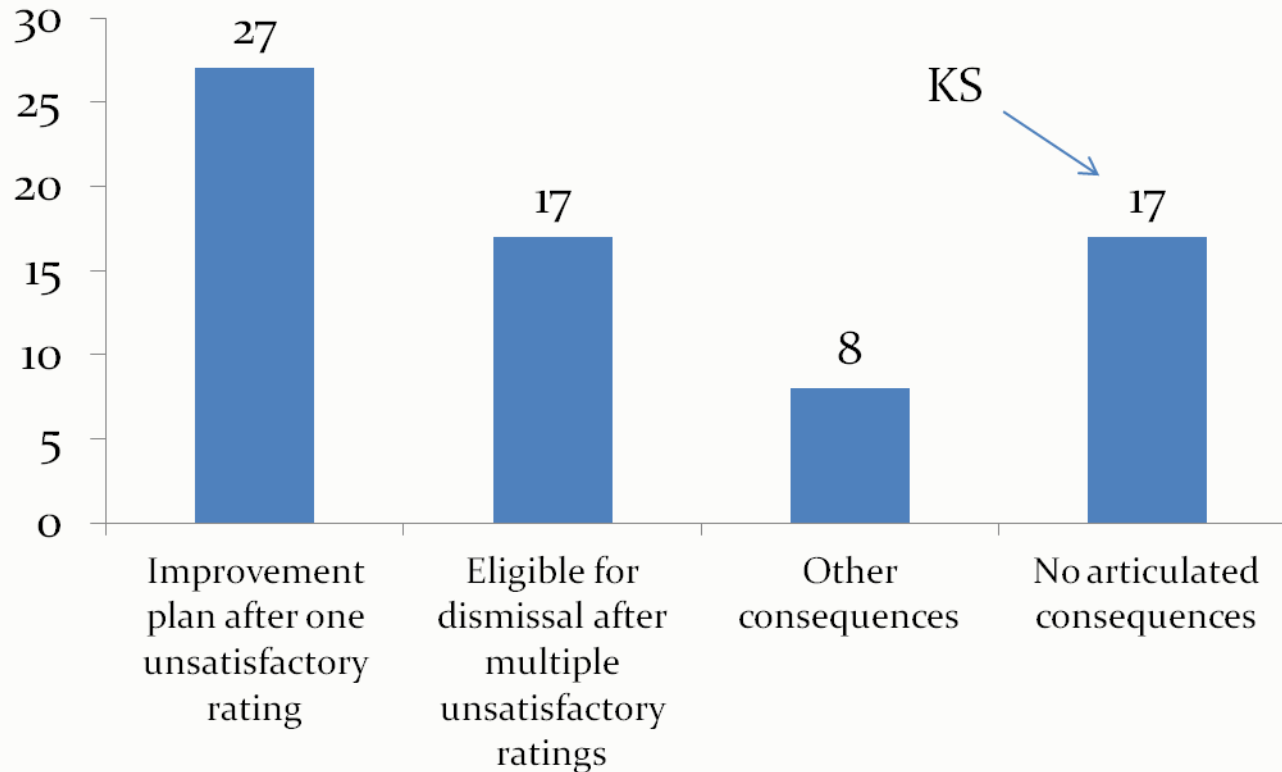
Objective evidence of effectiveness is required in: Delaware, Louisiana and Rhode Island.



Do states articulate that ineffectiveness is grounds for teacher dismissal?



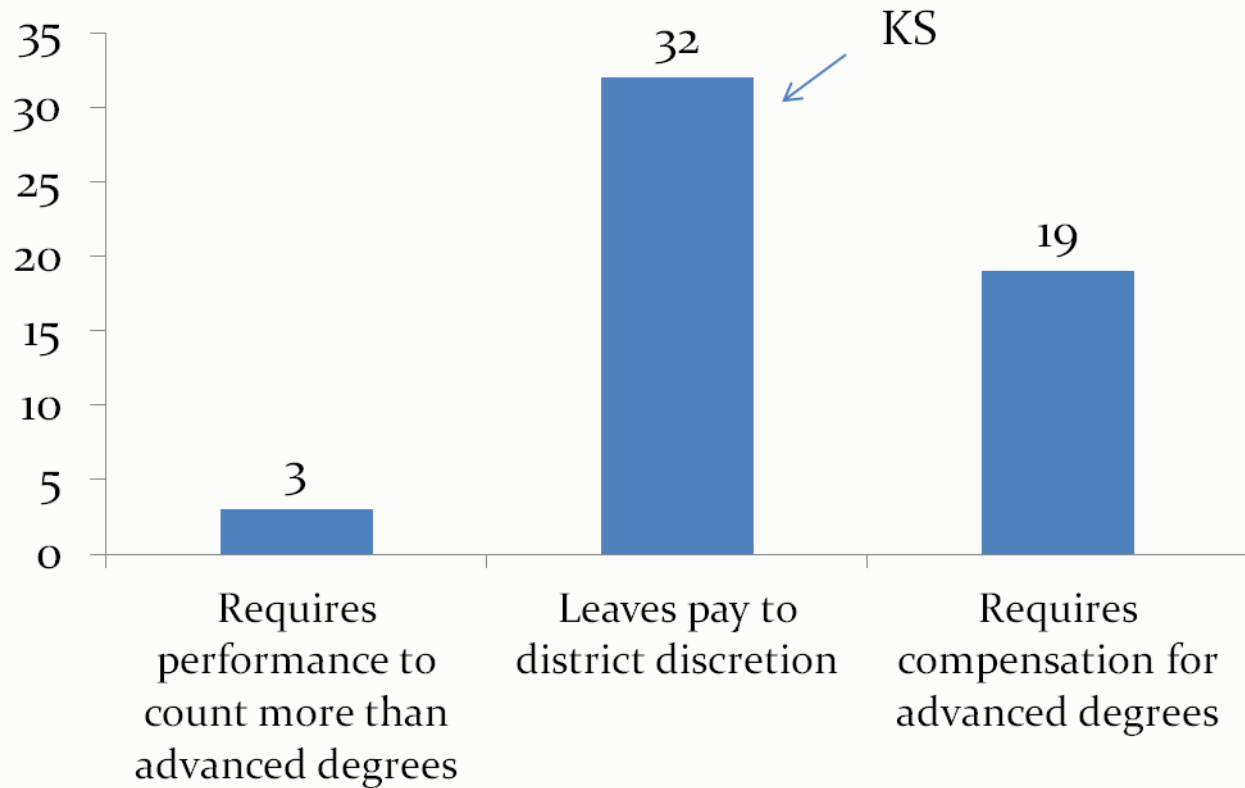
What are the consequences for teachers who receive unsatisfactory evaluations?



Most states, including Kansas, have a long way to go to couple new efforts to measure teacher effectiveness with a host of policies that could improve the teaching profession.



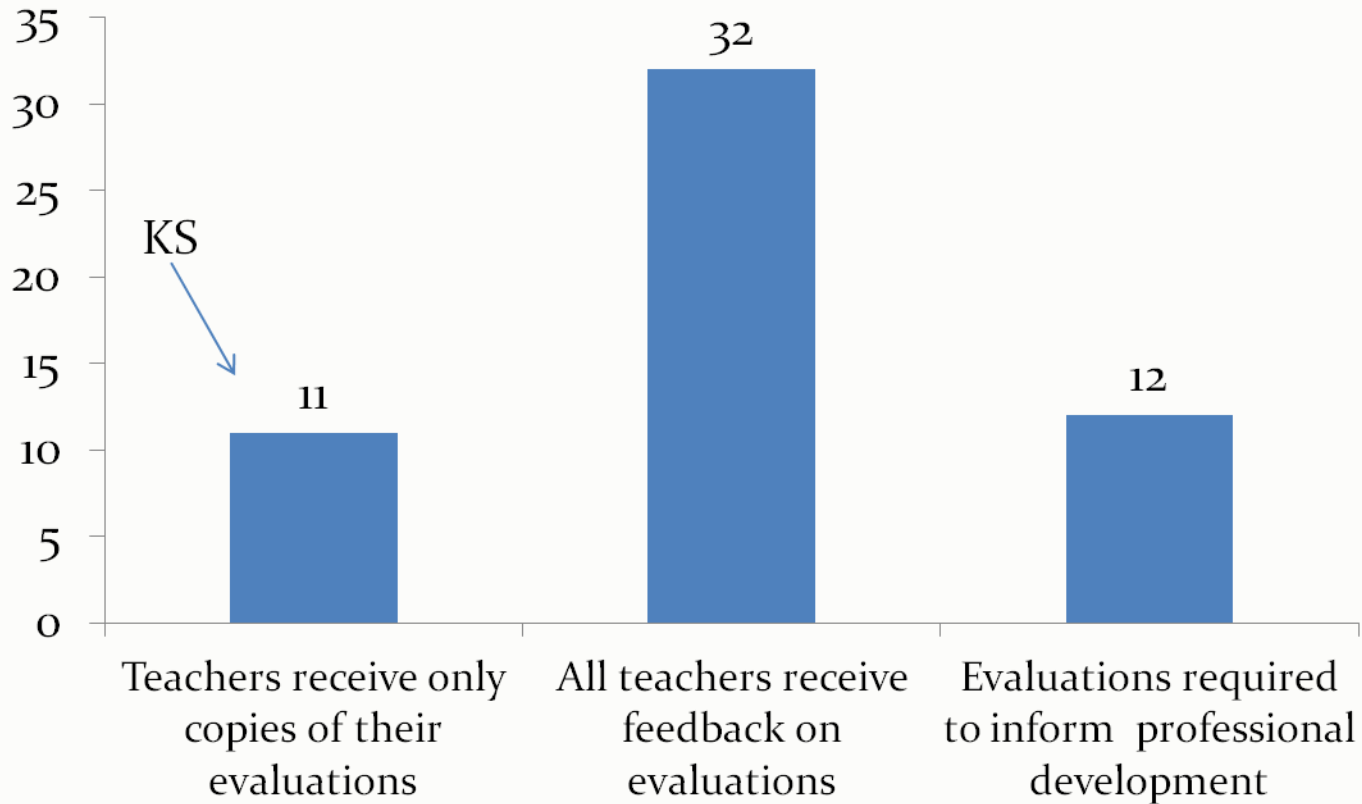
Do states require pay to be tied to performance?



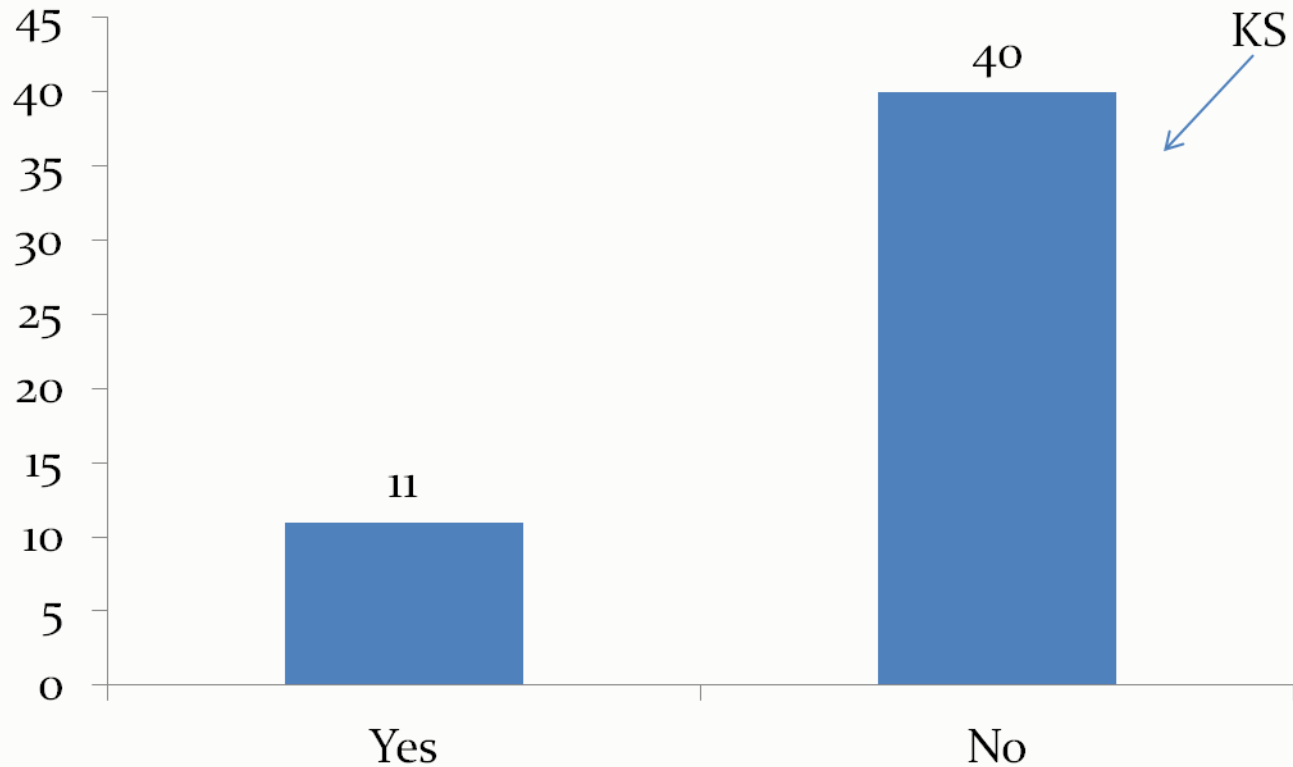
Only Florida, Idaho and Indiana require teacher pay to be based on teacher effectiveness.



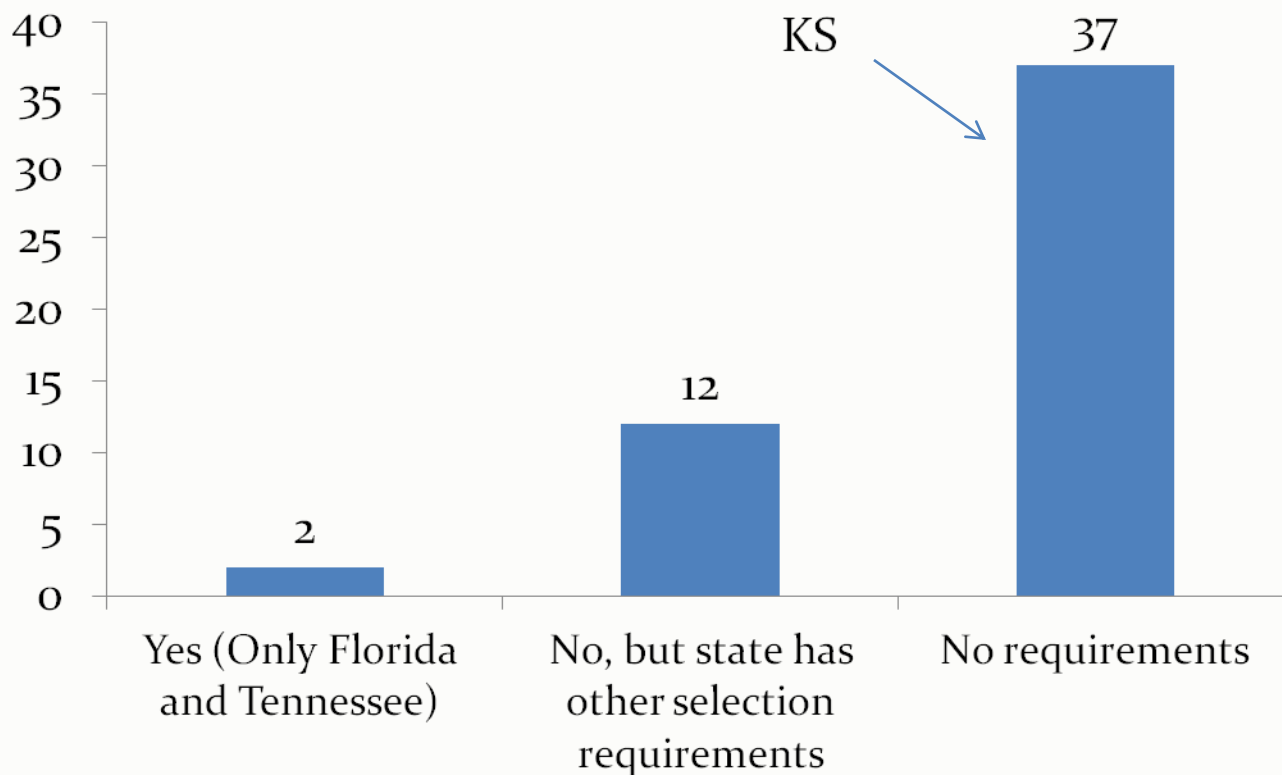
Do states ensure that evaluations are used to help teachers improve performance?



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



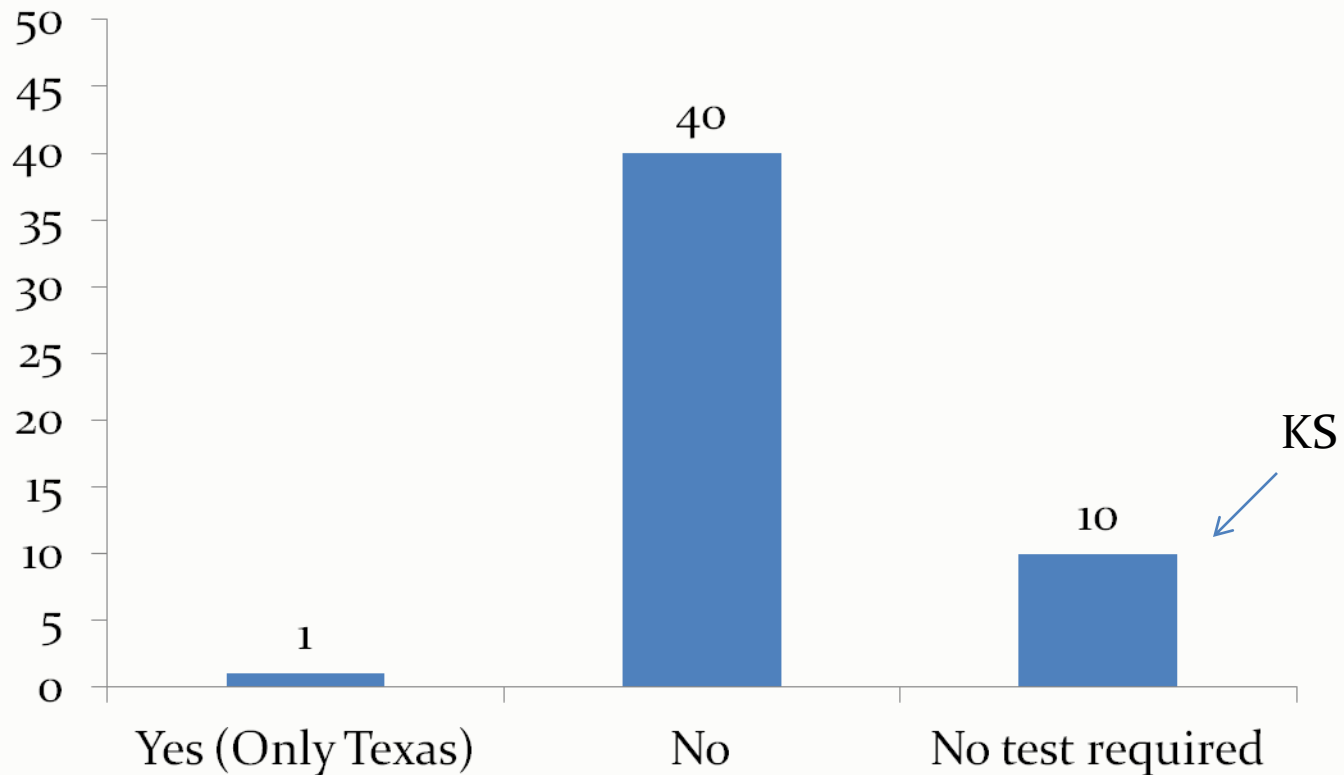
Do states require that selection of cooperating teacher for student teaching be based on some measure of cooperating teacher effectiveness?



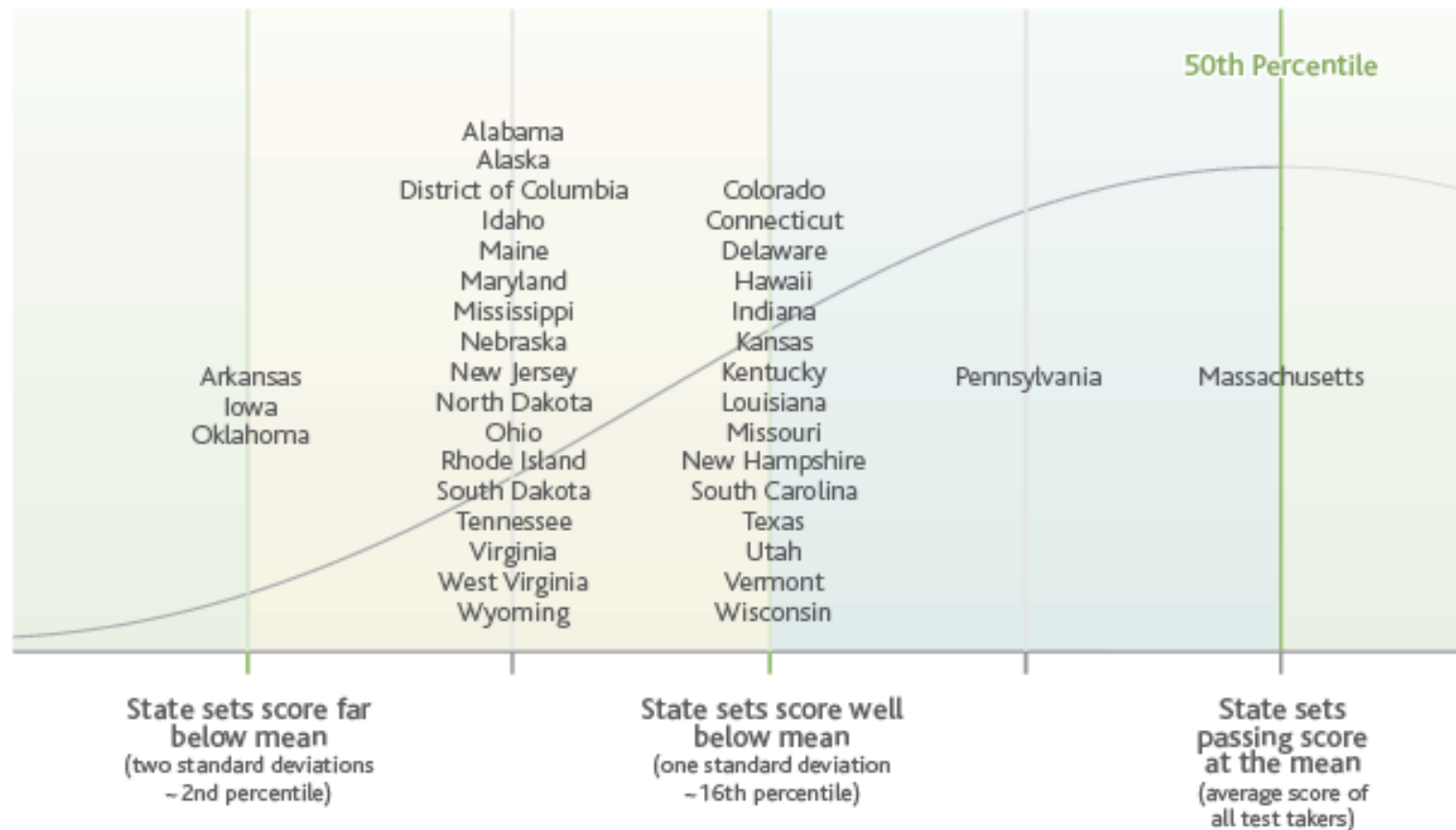
**Like most states, Kansas is not doing
enough to ensure the quality of
teachers entering the profession.**



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



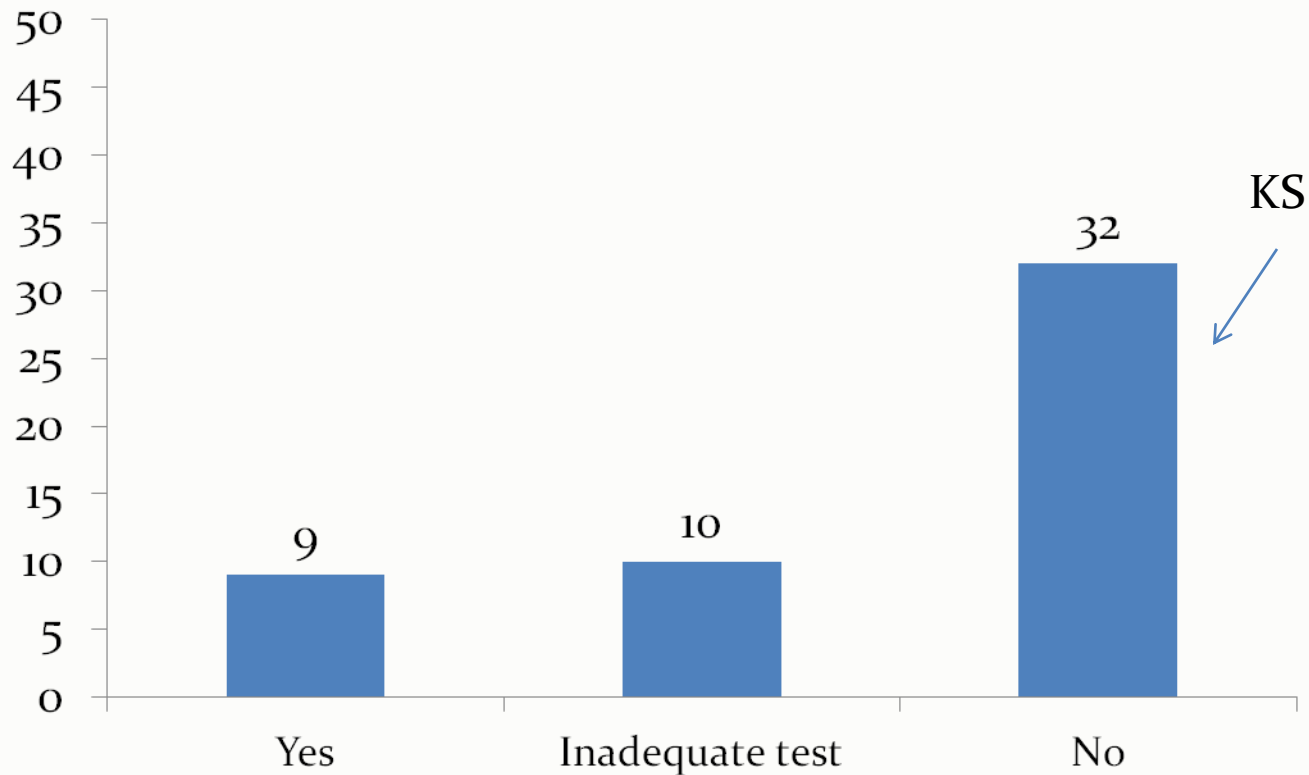
Where do states set the passing score on elementary content licensure tests¹?



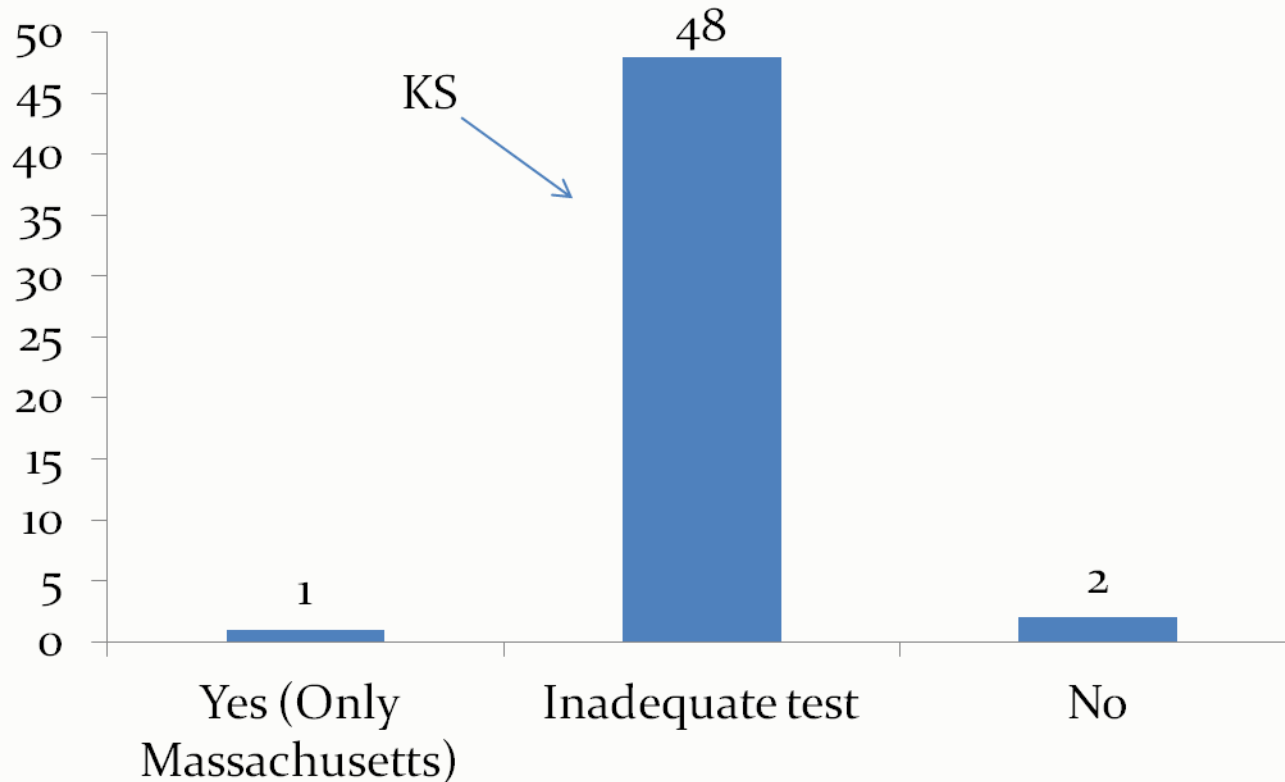
¹ Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.



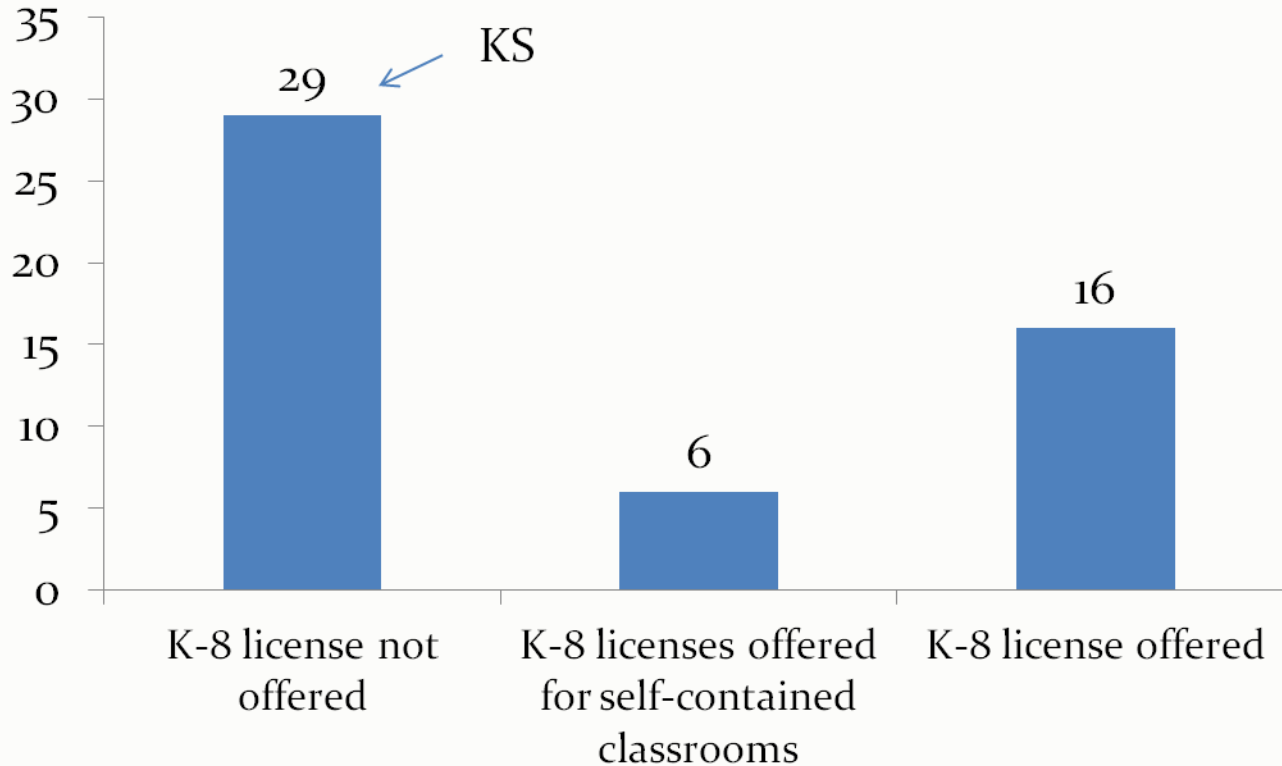
Do states measure new teachers' knowledge of the science of reading?



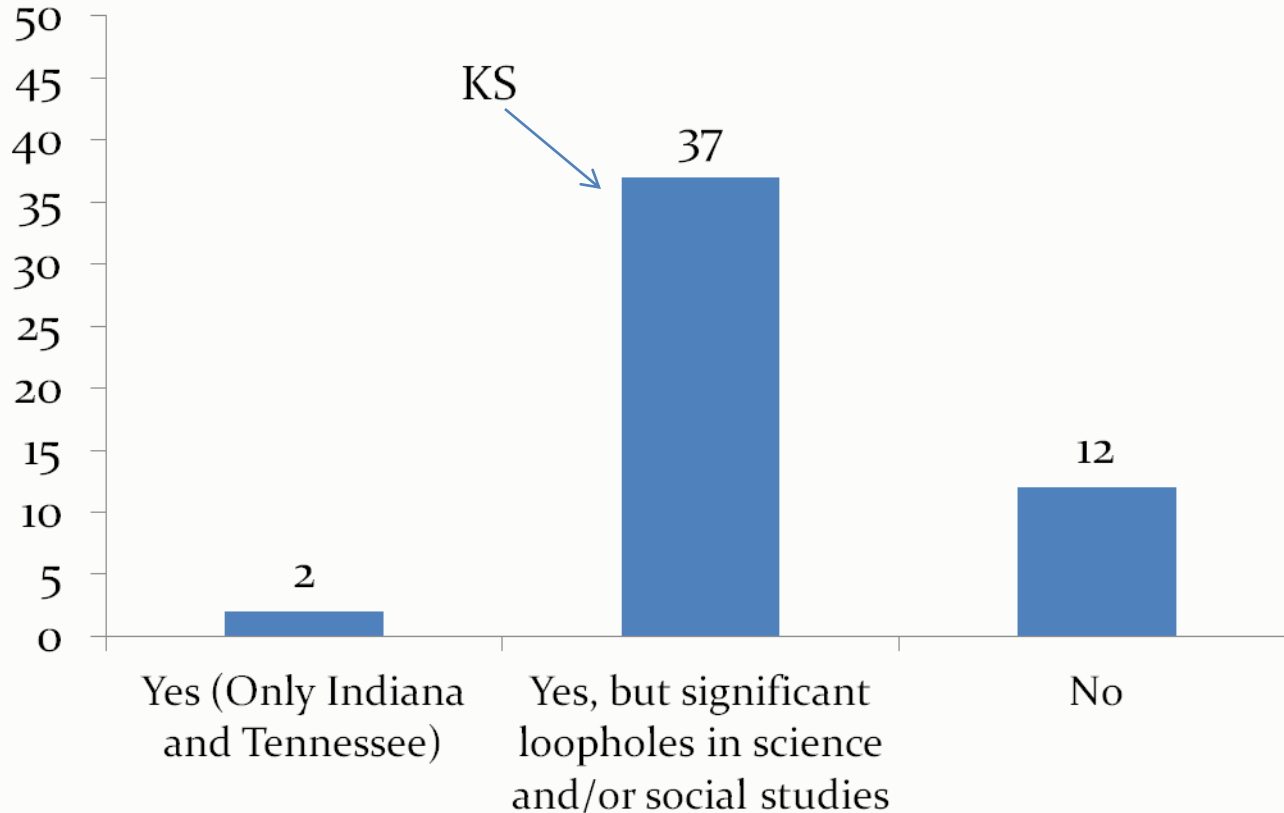
Do states measure new elementary teachers' knowledge of math?



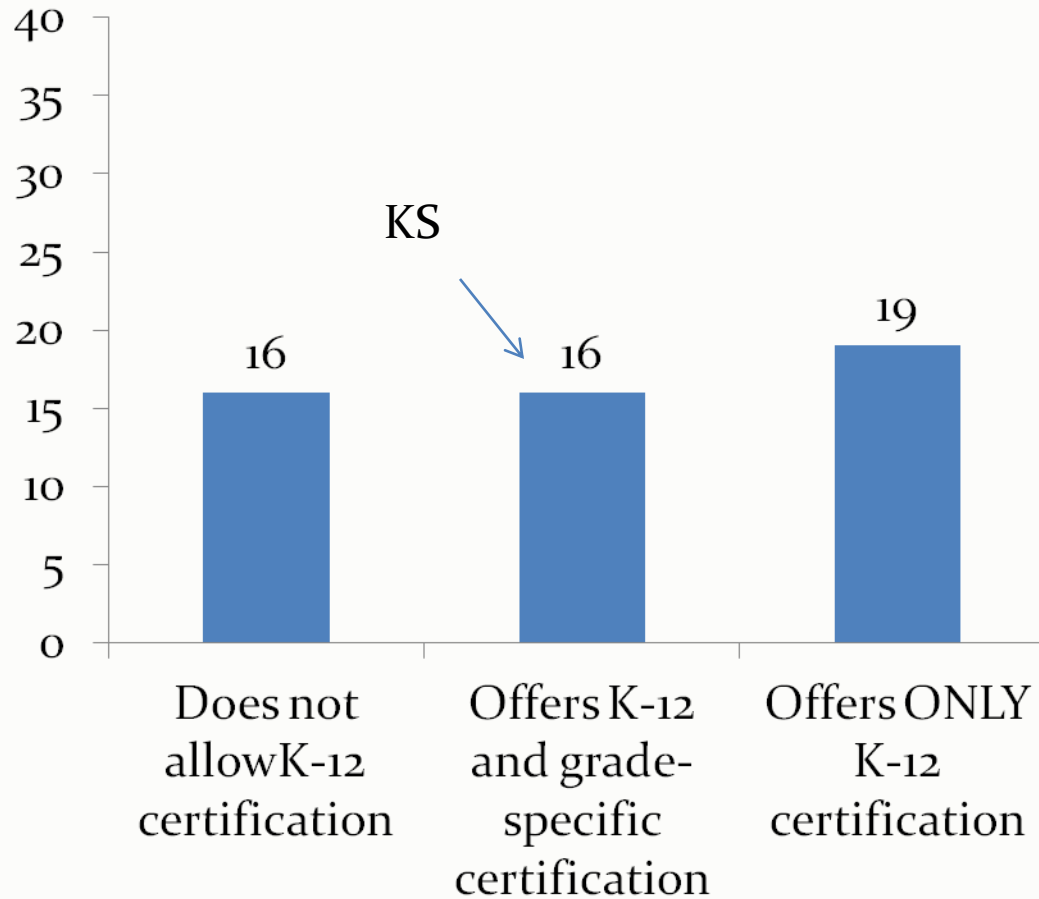
Do states distinguish middle grade preparation from elementary preparation?



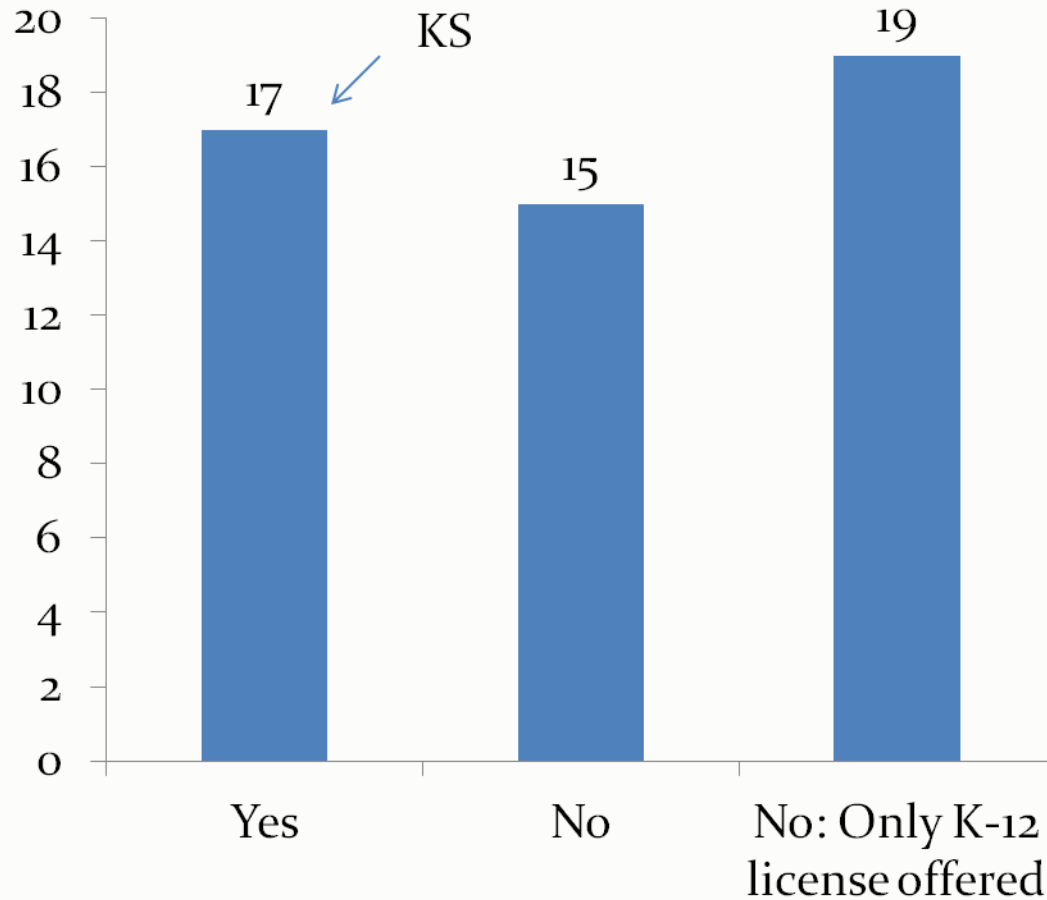
Do all secondary teachers have to pass a content test in every subject they teach for licensure?



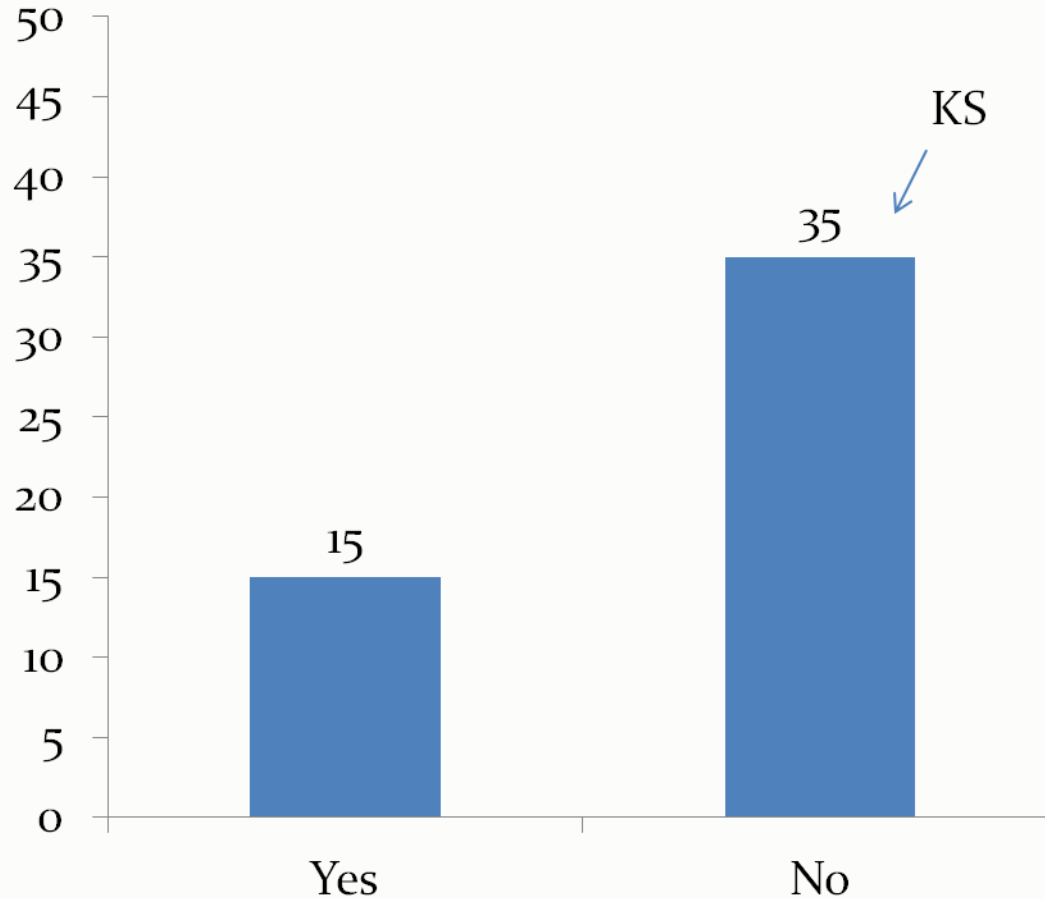
Do states distinguish between elementary and secondary special education teachers?



Do states require subject-matter testing for elementary special education licenses?



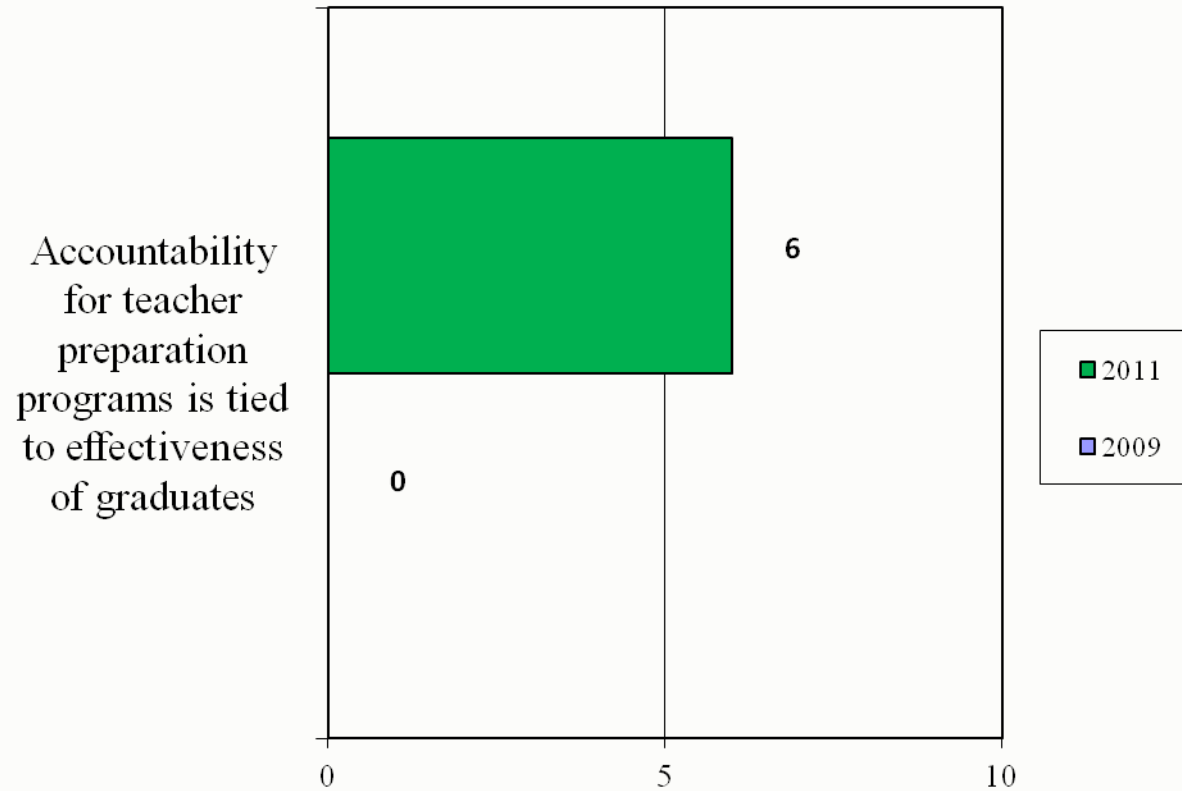
Do states require all out of state teachers to pass their licensure tests?



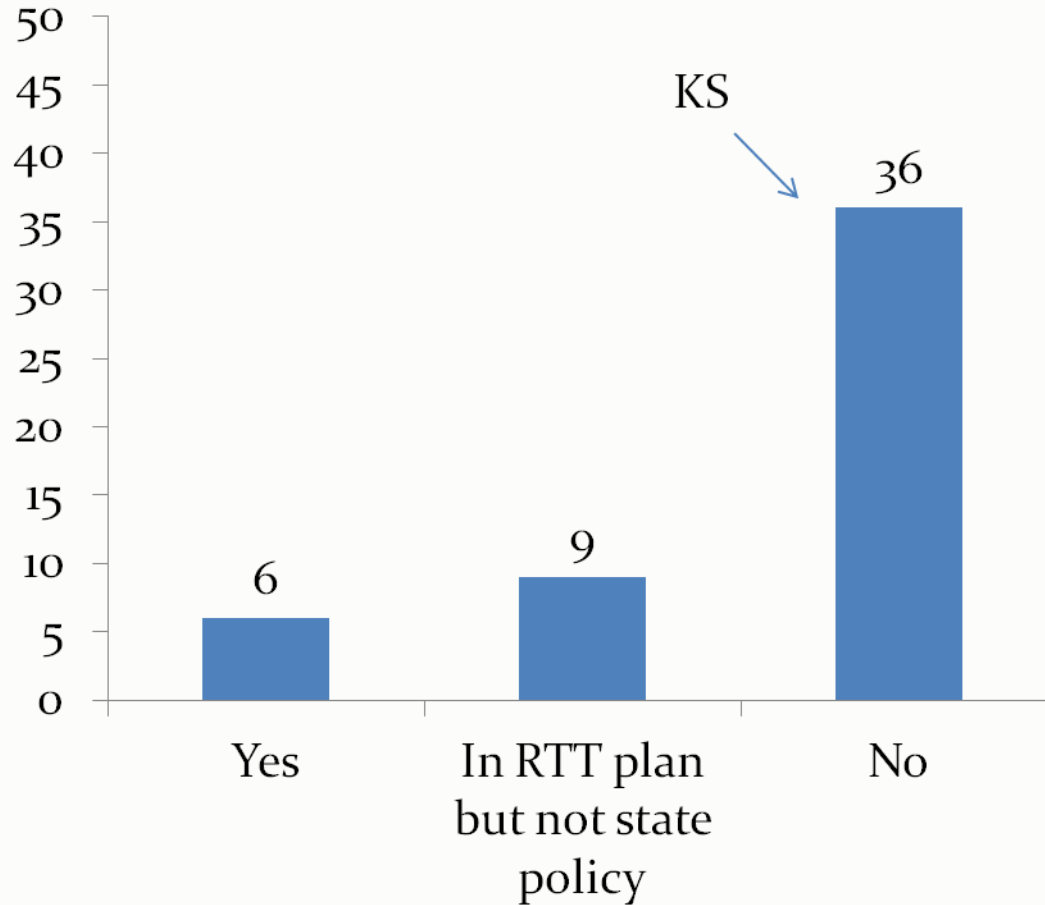
While some states are doing more to hold teacher preparation institutions accountable for effectiveness of the teachers they produce, most states, including Kansas, are doing very little.



Progress on Teacher Preparation Accountability 2009-2011



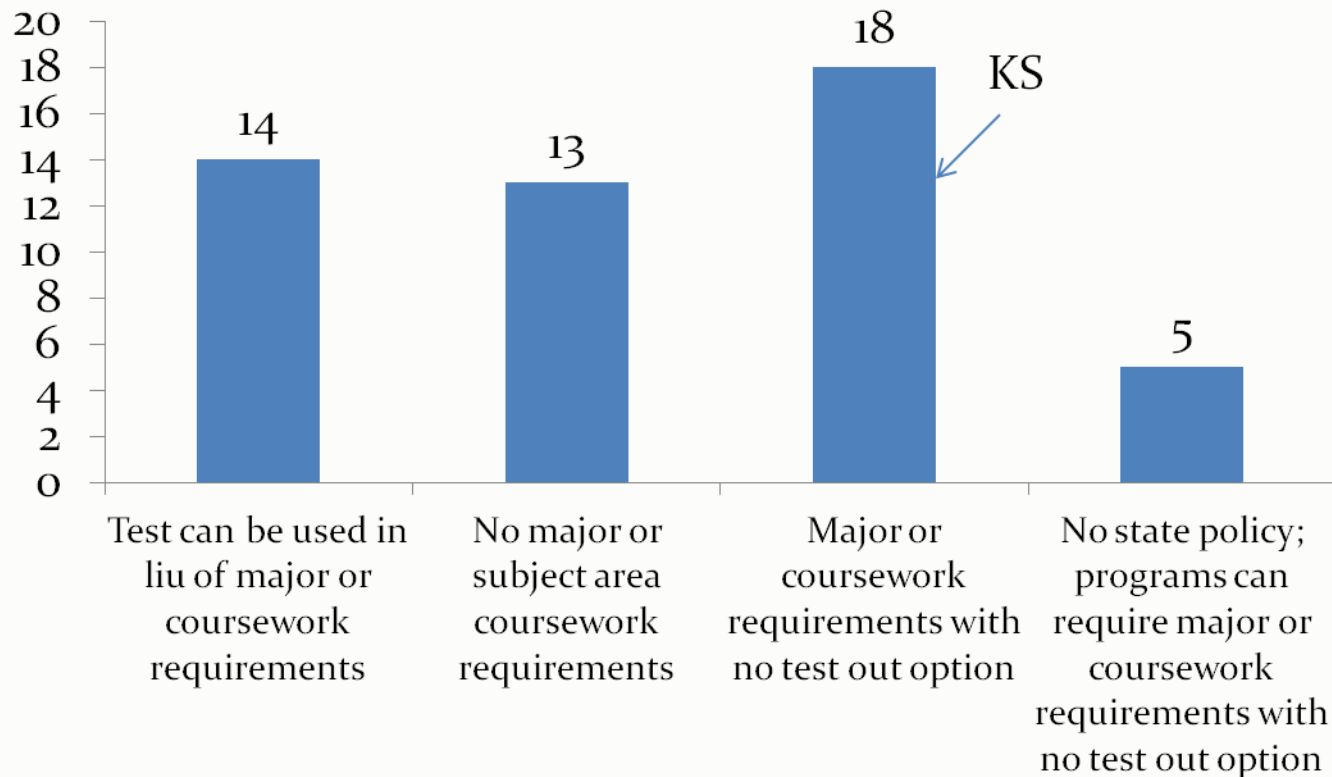
Do states use student achievement data to hold teacher preparation programs accountable?



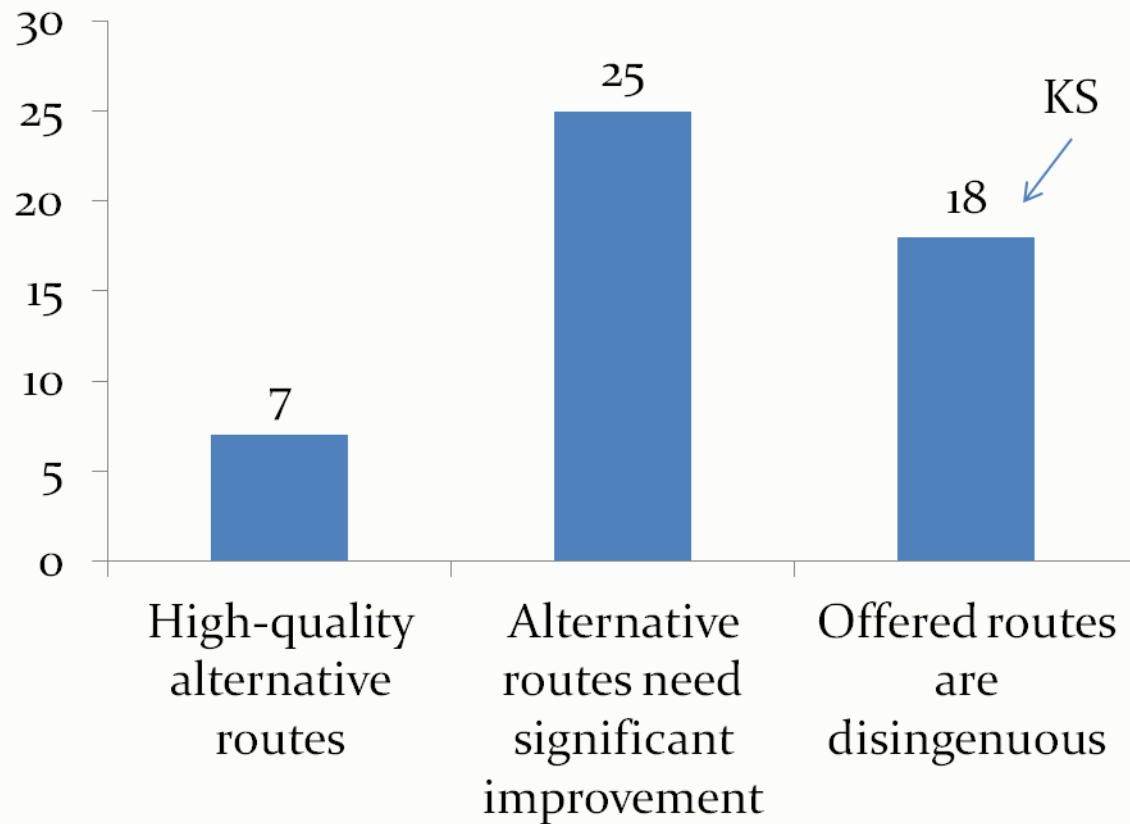
**Kansas has made little progress on
alternate routes.**



Do states accommodate the non-traditional backgrounds of alternate route candidates?



Do states provide real alternative pathways to certification?



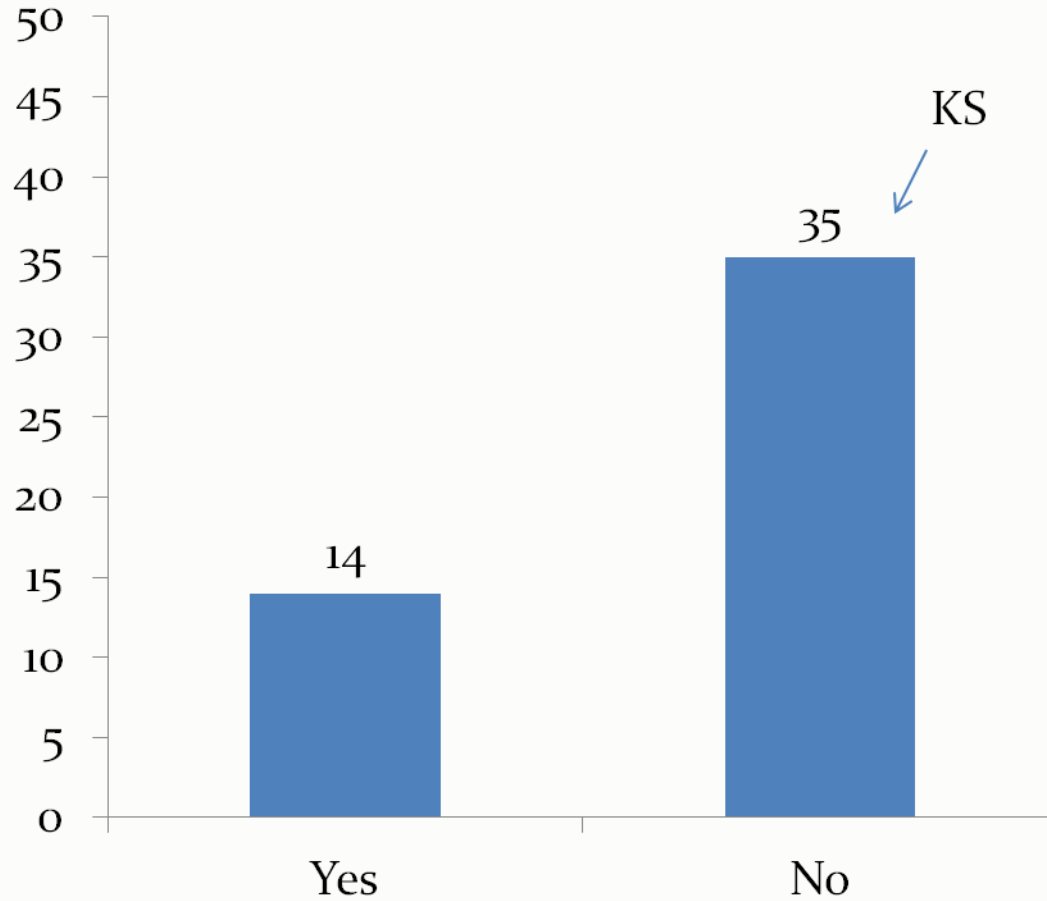
Arkansas, Connecticut, Florida, Maryland, New Jersey, Rhode Island, and Virginia have alternate routes of note.



The financial health of state teacher pension systems is a growing crisis. Kansas' teacher pension system is financially unsustainable.



Are state pension systems financially sustainable?





State Teacher Policy Yearbook

www.nctq.org/stpy

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