

*Presentation to Joint Meeting of
Washington State Board of Education and
Professional Educator Standards Board
November 11, 2009*



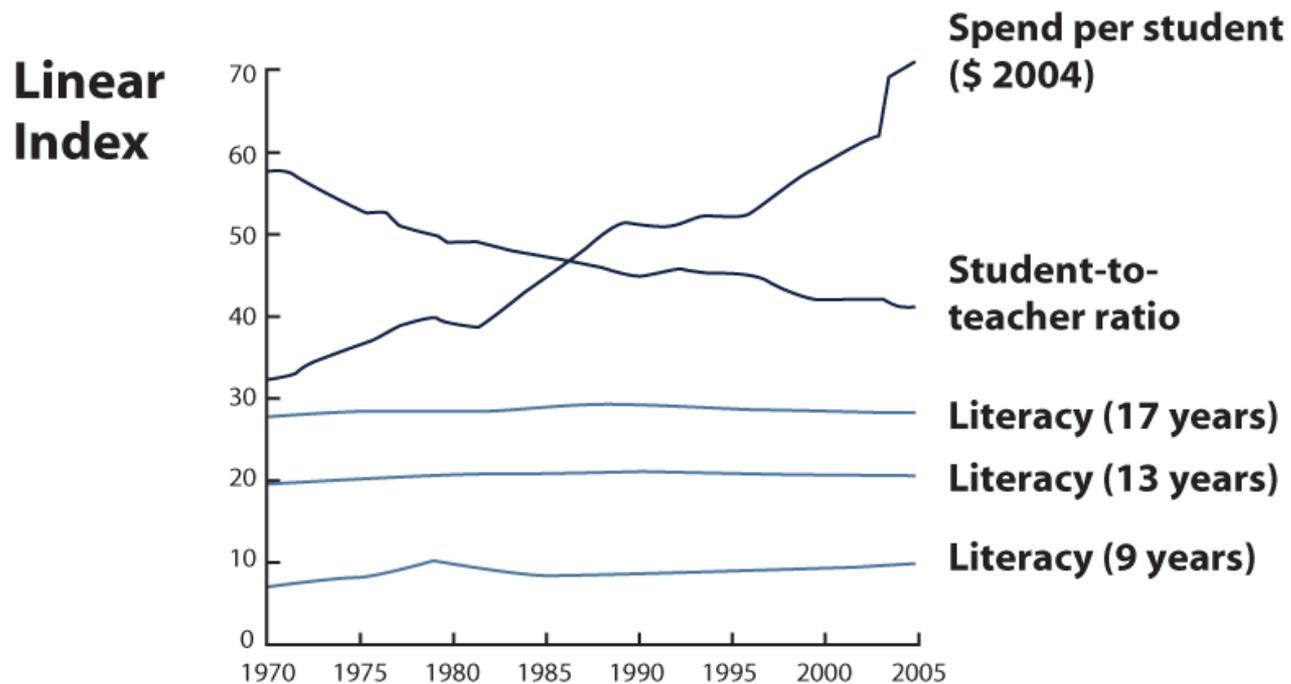
National Council on Teacher Quality

National Council on Teacher Quality

- 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



Student Achievement in the United States

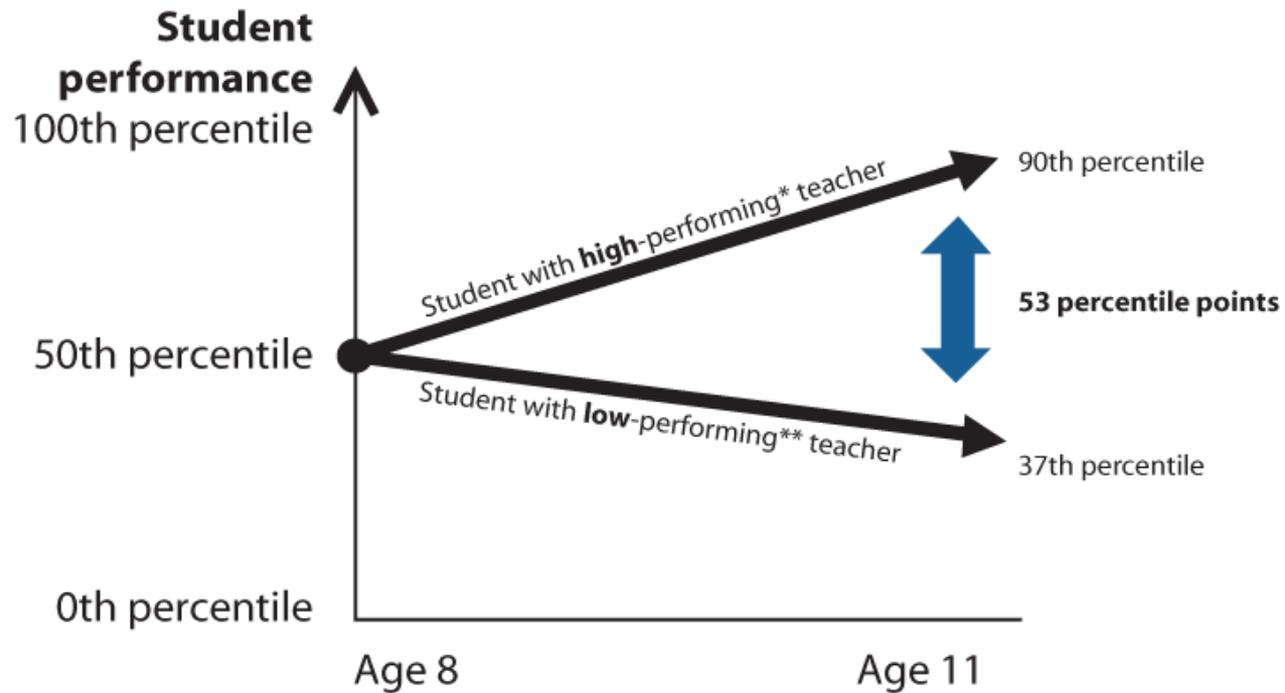


Source: National Centre for Education Statistics, NEAP, Hanushek (1998)

New 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.

The Effect of Teacher Quality



*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

State Teacher Policy Yearbook

- Annual review of each state's teacher policies
 - Overall grade for Washington for 2008: C-
- 2009 comprehensive report to look at five areas:
 - Delivering well prepared teachers
 - Expanding the pool of teachers
 - Identifying effective teachers
 - Retaining effective teachers
 - Exiting ineffective teachers
- Recommendations can support Race to the Top proposals.

Recommendations: Delivering Well Prepared Teachers

- Require a passing score for each subject on WEST-E.
- Test elementary teacher knowledge of science of reading for licensure.
- Clarify requirements to ensure middle school teachers have adequate subject-matter preparation.
- Require content preparation for special education teachers.
- Strengthen teacher preparation program accountability.

Recommendations: Expanding the Pool of Teachers

- Ensure alternate route selectivity and flexibility.
- Report performance data on individual alternate route program providers.

Recommendations: Identifying Effective Teachers

- Enhance teacher evaluation system
 - Structure evaluation framework so that objective evidence of student learning is the preponderant criterion.
 - Require an annual rating for all teachers
- Make tenure decisions meaningful.
 - Probationary period is too short to make meaningful decision about teacher effectiveness.
 - No clear requirement for tenure process
- Use state data system to provide evidence in teacher evaluations and tenure decisions.

Recommendations: Retaining Effective Teachers

- Discourage districts from basing compensation solely on years of experience and advanced degrees.
- Award a significant increase in salary tied to a meaningful tenure decision.
- Encourage districts to compensate teachers for relevant prior work experience beyond technical/trade
- Support differential pay and performance pay.
- Explore pension reform.

Recommendations: Exiting Ineffective Teachers

- Exiting ineffective teachers
 - Close licensure loopholes that allow teachers to teach for up to three years without passing all licensure tests.
 - Specify that classroom ineffectiveness is cause for dismissal.

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