

*Vision 2015 and  
Delaware's Race to the Top  
Ensuring Highly Effective Teachers  
for All Delaware Students*



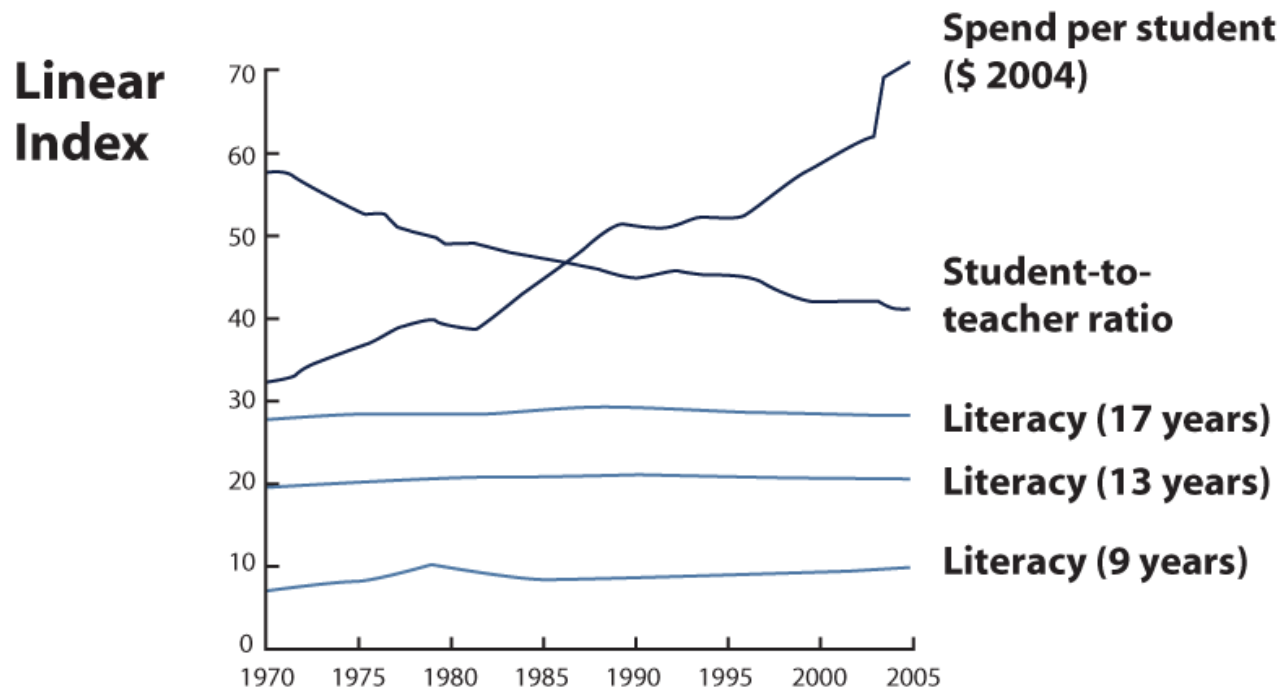
National Council on Teacher Quality

# 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



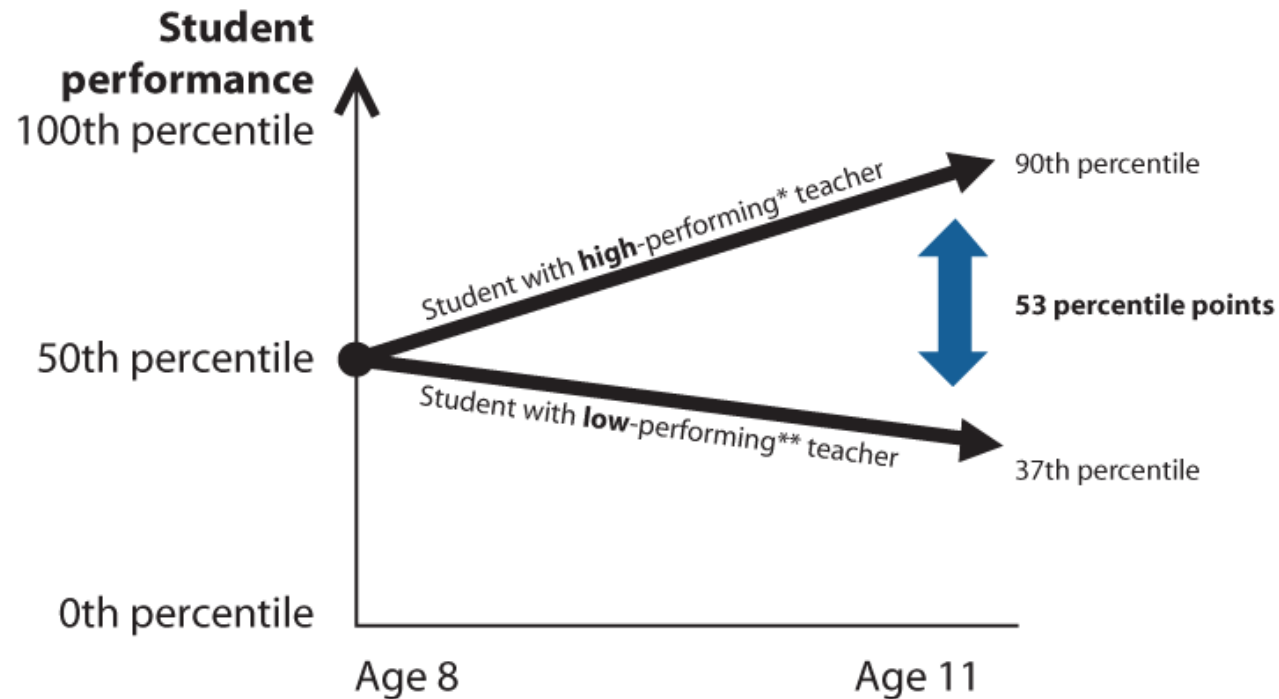
Source: National Centre for Education Statistics, NEAP, Hanushek (1998)

*(McKinsey & Company: How the World's Best Performing School Systems Come Out on Top)*

# 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

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

# State Teacher Policy Yearbook

- Annual review of each state's teacher policies
  - Overall grade for Delaware 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

- Ensure all teacher candidates pass basic skills test prior to entering preparation programs.
- Improve content requirements for elementary teacher candidates and require a passing score for each subject on licensure exam.
- 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.

National Council on Teacher Quality

1420 New York Avenue NW

Washington, DC 20005

[www.nctq.org](http://www.nctq.org)

202-393-0020

