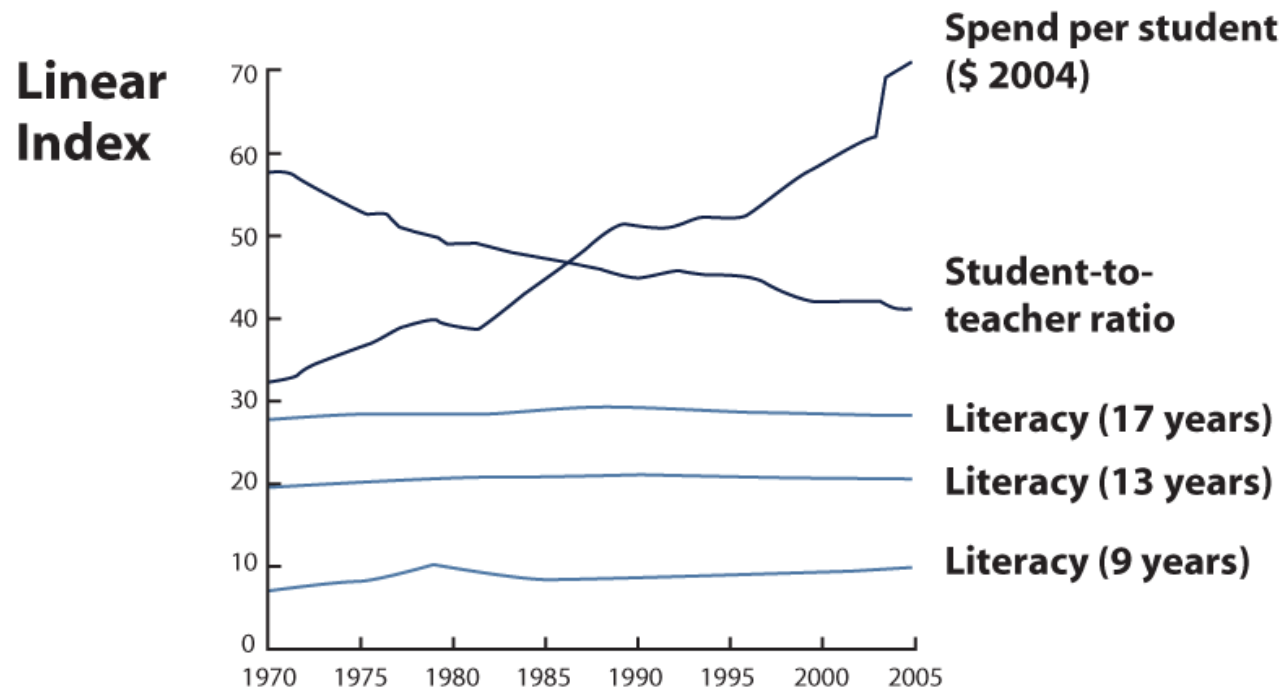


*Presentation to
Florida State Board of Education
March 16, 2009*

National Council on Teacher Quality

Student Achievement in the United States



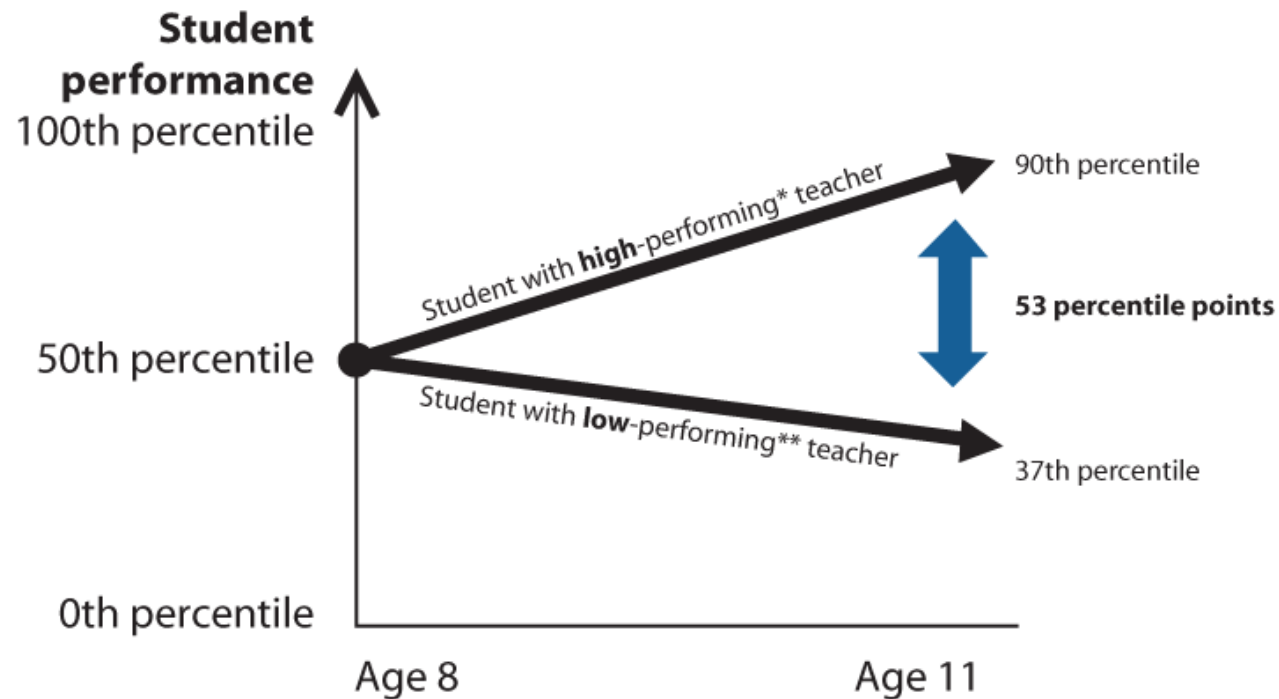
Source: National Centre for Education Statistics, NEAP, Hanushek (1998)

(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

Florida's Teacher Policies

- State policy and regulations
- Local policy and collective bargaining agreements

State Teacher Policy Yearbook

- Recent review of what states are doing to identify and retain effective teachers
- Florida – overall grade: C-

2008 Yearbook Grades

- Identifying effective teachers: C
- Retaining effective teachers: C-
- Exiting Ineffective Teachers: C-

Noteworthy Policies

- Evaluation
 - Florida directs districts to use objective measures of student performance in their teacher evaluations, and requires that student performance is the preponderant criterion.

Noteworthy Policies

- Evaluation Consequences
 - Florida requires that teachers with an unsatisfactory evaluation are placed on an improvement plan.
 - Florida specifies that teachers with multiple unsatisfactory evaluations are eligible for dismissal.

Areas for Improvement

- Tenure
 - Probationary period too short to make meaningful decisions about teacher effectiveness
 - No clear requirement for tenure process
 - State data system not used to provide evidence in teacher evaluations

Areas for Improvement

- Evaluation of new teachers
 - No requirement for multiple evaluations of new teachers
 - No requirement for new teacher evaluation to occur early in the school year

Areas for Improvement

- Licensure Loopholes
 - Teachers can teach for up to three years without passing subject-matter licensure tests.

A Note About Performance Pay

- National focus on rewarding consistently effective teachers
- Not easy to do fairly and appropriately
- Issues
 - Evidence of student achievement must be preponderant criterion, not soft measures
 - Should allow for the participation – but not necessarily the reward – of all teachers

Local Policy

- NCTQ's TR3 database provides a searchable interface for comparing provisions of collective bargaining agreements and other local governance policies
- Includes the nation's largest districts, including 13 in Florida

Some Teacher Policies May Be Counterproductive to Goals

- Pay for advanced degrees
- Transfers
- Excessing
- Performance pay

Advanced Degrees

- Average salary differential for teachers with a master's degree in 13 districts: \$3,016
- Estimate of what districts statewide spend on master's degrees: **\$154 million**

Achievement Incentive Pay

- Some districts require coursework as a criteria for performance bonuses; others make coursework one of multiple criteria to earn award

Seniority in Transfers

- In some districts, teacher with seniority guaranteed an interview
- One district guarantees teachers with 15 years of experience seniority preference
- Some districts require principals to interview at least five applicants (or 10 percent of applicants)

Seniority in Excessing

- Seniority is often the sole criterion in deciding which teachers to excess
 - A few districts factor in performance
 - Others allow principals one exception to seniority rule

Summary of Recommendations

1. Make tenure meaningful
 - Lengthen probationary period
 - Require districts to have a formal process where evidence of teacher effectiveness is considered
2. Strengthen evaluation requirements for new teachers
 - Require at least two evaluations per year for new teachers
 - Ensure the first of these occurs early in the school year.
3. Close licensure loopholes that allow teachers to teach without demonstrating subject matter knowledge.
4. Discourage districts from basing salary schedules on advanced degrees.
5. Ensure collective bargaining agreements do not undermine state policies and goals.

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