



Teacher Quality Overview



Saran Guckenburg



What is the legal definition of a HQT in New York?

- Must have a bachelors degree or higher,
- Must meet state certification standards for their teaching assignment,
- Must demonstrate subject knowledge and teaching skills (e.g., through academic coursework, prior experience, or a passing score on content knowledge assessments).



Why do we care about high quality teachers?

- Students in high-need schools more likely to be taught by inexperienced teachers.
- A positive relationship between teacher qualifications (coursework in subject matter, performance on tests, masters degrees) and student achievement.
- Most teachers have been able to meet the qualifications of NCLB. However, state policies, such as the passing scores to demonstrate content knowledge on assessments and HOUSSE policies, vary greatly.



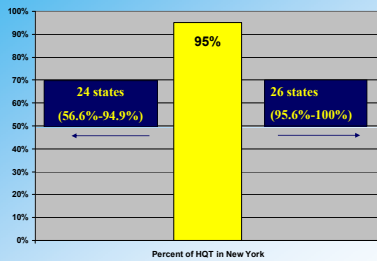


What are other indicators of teacher quality?

- Years of teaching experience
- Advanced degrees
- Content knowledge
- Involvement in professional development
- Others?



How does NY compare to the nation on HQT?



Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2007). *State and local implementation of the No Child Left Behind Act - Volume II teacher quality under NCLB: Interim Report*. Washington, DC: Author.



New York REL-NEI Project



NCLB requires that all students have equitable access to highly qualified teachers.

Policy makers in New York were curious if some of the national trends in teacher staffing were true in NY.

The project looked specifically at patterns in rural school districts.





Research Questions

What are the patterns in teaching assignments filled by highly qualified teachers across urban, suburban and rural districts in New York?

In rural districts in New York how does the percentage of teaching assignments filled by highly qualified teachers vary by school poverty, school level, school need for improvement, and subject matter?



Methods

2005-2006 state teacher data

from NY Basic Education Data Systems (BEDS)
 Includes Self-Report HQT Data

Unit of analysis: Teaching Assignment

Reported on

Teachers' characteristics	Subject Matter	Poverty
HQT status, Certification, Years of experience		
Locale	School Level	School Need
Rural, Urban, Suburban, New York City		



Highly Qualified Teaching Assignments by Locale

	Highly Qualified	
	Teaching Assignments	Percent
Rural	46,439	97.1
New York City	126,336	83.5
Other Urban	70,873	95.8
Suburban	263,734	98.1





Years of Experience and HQT Status

School location	% of HQT assignments filled by teachers with five+ years of experience
Rural	84.7
New York City	70.1
Other Urban	85.2
Suburban	82.7
Total	80.1



Board of Cooperative Educational Services (BOCES)

	Total teaching assignments	HQT assignments	% of HQT assignments
Rural	1,317	1,181	89.7
Suburban	5,334	5,086	95.4
Total	6,651	6,267	94.2



Highly Qualified Teaching Assignments by Subject

Subject	Middle Schools	High Schools
	% of HQT assignments	% of HQT assignments
Science	98.8	98.5
Social Studies	98.4	98.4
English	97.7	98.2
Other	97.7	97.6
Art	97.4	97.6
Mathematics	97.3	96.2
Special Education	96.9	96.2
Reading	95.5	95.7
French	94.8	95.0
Spanish	94.9	94.7
Other Foreign Languages	64.5	67.1

Above 95%

Below 95%





Summary of Findings

Most rural core teaching assignments have HQTs (97.1%).

Many rural core teaching assignments are filled by experienced teachers (84.7%).

There is little variation across schools by poverty level, school need, and school level.

Lower percentages of HQTs in foreign language classes.



Compendium of Teacher Retention Strategies



Project Goals

Create a collection of concise, accurate, and thorough descriptions of *retention* policies and programs implemented in the region

Searchable database format

Policy and program experts' contact

Provide a technical report to support Compendium users





Study Methods

Typology of retention strategies

Systematic state- and district-level searches

Selection criteria

Profile templates

Variety of data sources for profiles

Public documents

Internet materials

Interviews with key program staff



Study methods

Reasons for Exclusion

Selection Criteria Not Met	Programs
Not explicitly about retention	20
About retention, but not retention within district, region, or state	9
Was not in place within 5 years	1
Other Reasons	
No response from program contacts/not enough information	18
Other	1
Total	49



Limitations

Not an inventory but a sample

No independent estimate of program implementation, quality, or impact

No statement of endorsement

No school-level retention programs, an important locus of influence on turnover





Compendium Typology. Policy Families

- Financial Incentives
- Pre-Service Programs
- In-Service Programs
- Central Systems and Supports



Distribution of Primes by State and Policy Family

State	Financial Incentives	Pre-Service Programs	In-Service Programs	Central Systems & Supports	Total
Massachusetts	2	2	7	1	12
Maine	3	0	6	1	10
Vermont	1	1	2	0	4
Connecticut	2	1	4	0	7
Total	8	4	19	2	33



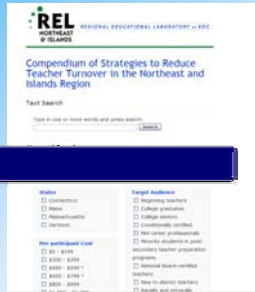
Compendium Findings and Highlights

- Urban/rural Funding
- Grade level Impact
- Content area Partners





Link to the Compendium



The School Board's Role in Supporting Teachers: Discussion Questions

What should school boards consider, beyond the basic credentials, when they are hiring new teachers? How do we define HQ for our district and schools?

Given NY's success in rural districts, what district policies and practices do we attribute to that outcome? Are there other policies or practice to consider?

The School Board's Role in Supporting Teachers: Discussion Questions

How can school boards make sure effective professional development is offered to teachers? What professional development policies might encourage HQ teachers to remain in the district?

How can school boards communicate the challenges or successes which relate to HQ teachers with the district/community?



New York State School Boards Association
2009 Annual Convention, NYC
October 15-18, 2009

Useful References

- Carlson, W. S., & Monk, D. H. (1992). Differences between rural and non-rural secondary science teachers: Evidence from the longitudinal study of American youth. *Journal of Research in Rural Education*, 8(2), 1–10.
- Cochran, K. F., DeRuiter, J. A., & King, R. A. (1993). Pedagogical content knowing: an integrative model for teacher preparation. *Journal of Teacher Education*, 44, 263–272.
- Goldhaber, D. D., & Brewer, D. J. (2000). Does teacher certification matter? High school teacher certification status and student achievement. *Educational Evaluation and Policy Analysis*, 22(2), 129–146.
- Monk, D. H. (1994). Subject area preparation of secondary mathematics and science teachers and student achievement. *Economics of Education Review*, 13, 125–145.
- Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2007). *State and local implementation of the No Child Left Behind Act-Volume II teacher quality under NCLB: Interim report*. Washington, DC: Author.