

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

Teacher Quality Research

How the World's Best Performing School Systems Come Out on Top

http://www.nctq.org/p/publications/docs/mckinsey_education_report_20071202070650.pdf

National Council on Teacher Quality (September 2007)

Summary: A new report from McKinsey & Company examines the common characteristics of school systems producing students who perform well on international tests.

The Progress of Education Reform: Evaluating Teacher Effectiveness

<http://www.ecs.org/clearinghouse/76/13/7613.pdf>

Education Commission of the States (October 2007)

Summary: This issue highlights recent research that attempts to explore the relationship between traditionally accepted measures of teacher quality – teacher certification and in-class performance – and teacher effectiveness as assessed through student academic performance. It also includes links to additional resources on teacher quality and teacher evaluation methods.

America's Challenge: Effective Teachers for At-Risk Schools and Students

<http://www.ncctq.org/publications/NCCTQBiennialReport.pdf>

National Comprehensive Center for Teacher Quality (October 2007)

Summary: This document summarizes a tremendous amount of information about the availability, recruitment, and retention of teachers for at-risk schools and students.

The Link Between Teacher Quality and Student Outcomes: A Research Synthesis

<http://www.ncctq.org/publications/LinkBetweenTQandStudentOutcomes.pdf>

National Comprehensive Center for Teacher Quality (October 2007)

Summary: Many reports, studies, and research articles published in recent years suggest that teacher quality matters a great deal in terms of student learning. This research synthesis explores the evidence for this relationship in an effort to help identify which teacher qualifications and characteristics should be prioritized in educating and hiring those teachers who are most likely to have a positive impact on student learning. In addition, the framework developed for this research synthesis, when applied, will help put into perspective the many different aspects of teacher quality and how they have been measured.

The key questions covered in this research synthesis are as follows: What is teacher quality? How can it be measured? How important is it to student learning? Do certain aspects of teacher quality have a stronger impact on student achievement for specific students, subjects, or grade levels? How important is teacher experience? How can teacher quality be better understood?

Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation

<http://www.ncctq.org/publications/NCCTQCommFramework.pdf>

National Comprehensive Center for Teacher Quality (2007)

Summary: This communication framework was developed to promote effective dialogue about the measurement of teacher quality and effectiveness. It facilitates communication about policies regarding teacher effectiveness by helping to build a shared understanding of the terminology used in the discussion. Through a brief overview of teacher quality and the various instruments that can be used to collect evidence of its many facets, the framework illuminates both the possibilities and the limitations of focusing on teacher effectiveness (as opposed to other dimensions of teacher quality) in education policy and practice.

The framework consists of the following four components: communication planning, goals clarification, teacher quality terms, and measurement tools and resources. Also included are definitions of key measurement terms, three communication tools, resources that provide information on standards for teaching quality, and additional resources.

Teacher Quality in At-Risk Schools

<http://www.ncctq.org/publications/TQAtRisk.pdf>

National Comprehensive Center for Teacher Quality (2007)

Summary: Nothing will go as far toward improving the educational attainment of all children—and especially those in the most troubled schools—as ensuring that there is a qualified teacher in every classroom. To help remedy the widespread problem of inexperienced and poorly qualified teachers in at-risk schools, the National Comprehensive Center for Teacher Quality (NCCTQ) examined 10 key issues often associated with getting and keeping quality teachers in the schools that most need them.

This publication focuses on four of those issues: performance-based pay; building the capacity of school leaders to support teachers; induction, mentoring, and support of new teachers; and teacher preparation to teach in at-risk schools. It also provides several strategies that—when implemented effectively—can have a positive and lasting impact toward ensuring highly qualified teachers in at-risk schools.

Teaching at Risk: Progress and Potholes

http://www.nctq.org/p/publications/docs/ttc_teachingatrisk_20071202070755.pdf

National Council on Teacher Quality (Spring 2006)

Summary: Established and chaired by Louis V. Gerstner, Jr., the Teaching Commission sought to transform the way in which America's public school teachers are prepared, recruited, retained and awarded. The Commission, now dissolved, was a diverse group of 18 leaders in government, business, and education.

Qualifications, Instructional Practices, and Reading and Mathematics Gains of Kindergartners

<http://nces.ed.gov/pubs2006/2006031.pdf>

National Center for Education Statistics (March 2006)

Summary: This study fills a gap in the current research base on the relationship among teacher characteristics, instructional practices, and the achievement of young children through an analysis of data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. The study addresses the following: (1) the extent that kindergarten teachers' qualifications and instructional practices are associated with gains in reading and mathematics of their students over the course of the kindergarten, and (2) how the instructional practices of kindergarten teachers are related to their qualifications.

What Education Schools Aren't Teaching About Reading--and What Elementary Teachers Aren't Learning

National Council on Teacher Quality (May 2006)

http://www.nctq.org/p/publications/docs/nctq_reading_study_app_20071202065019.pdf

Summary: In this groundbreaking report, NCTQ studied a large representative sampling of ed schools to find out what future elementary teachers are--and are not--learning about reading instruction. The report, the most comprehensive of its kind, determined that education schools are ignoring the principles of good reading instruction that would prepare prospective teachers how to better teach reading.

Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality

<http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf>

The Education Trust (June 2006)

Summary: This report details the impact of teacher quality on student achievement and offers specific steps states should take to remedy the persistent practice of denying the best teachers to the children who need them the most. The report also offers some key findings of soon-to-be released research in three states – Ohio, Illinois and Wisconsin – and major school systems within them. The research project reveals that schools in these states and districts with high percentages of low-income and minority students are more likely to have teachers who are inexperienced, have lower basic academic skills or are not highly qualified, reflecting troublesome national teacher distribution patterns.

Teacher Pay Reforms – The Political Implications of Recent Research

http://www.americanprogress.org/issues/2006/12/pdf/teacher_pay_report.pdf

Center for American Progress (December 2006)

Summary: This report discusses the importance of teacher compensation reform as a building block for improving teaching quality. It elaborates on the difficulties of creating reform that will be accepted by unions and teachers, and questions the ability to gauge teaching quality by achievement testing. The report's conclusions include recommendations like pay reform should start at the state level, and states should begin with "pay experiments" that should be individually evaluated.

Academy Identifies Key Ingredients of Teacher Quality

<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787974668.html>

National Academy of Education (July 2005)

Summary: This book identifies a number of the key ingredients to improving teacher quality and raising student achievement. The book offers solid recommendations and, according to *NEA President Reg Weaver*, "should put to rest the debate about what makes a good teacher." Weaver said, "To ensure all students have good teachers, teachers need to know both their subject matter as well as how to effectively convey that subject matter to a diverse group of students." However, there are some critical areas involving teacher recruitment and retention that remain unaddressed in this publication: the need to recruit more minority teachers; the need to increase teacher salaries; the need for financial incentives to attract and keep teachers in hard-to-staff schools; and the need to provide ongoing, high-quality professional development to all teachers.

Progress of Education Reform: Teacher Supply and Demand

<http://www.ecs.org/clearinghouse/63/51/6351.pdf>

Education Commission of the States *The Progress of Education Reform* (August 2005)

Summary: This issue of *The Progress of Education Reform* focuses on the imbalances between teacher supply and demand – in certain subjects and certain school districts – attributable largely to significant numbers of teachers leaving their jobs for reasons other than retirement. It summarizes recent research including an analysis of urban district hiring practices, and their effect on applicant attrition and teacher quality, and an examination of the role of teacher turnover in school staffing problems, and the extent to which school characteristics and organizational conditions contribute to teacher turnover.

Finding the Teachers We Need

http://www.wested.org/online_pubs/pp-05-01.pdf

West Ed (2005)

Summary: Even those who approach the teacher quality challenge from very different directions agree that there is a need to do something radically different to attract and retain quality teachers, particularly in high-poverty schools and key academic areas. This paper summarizes the contents of the authors' recent book, *A Qualified Teacher in Every Classroom? Appraising Old Answers and New Ideas*, which offers a comprehensive look at the teacher quality debate. The paper includes sections on: (1) an overview of the teacher quality debate; (2) alternative certification; (3) the ambiguous nature of current evidence; (4) samples of relevant research; (5) next steps for informing policy; and (6) new directions for policy.

Increasing the Odds

http://www.nctq.org/nctq/images/nctq_io.pdf

National Council on Teacher Quality (October 2004)

Summary: This is a highly readable, visually dynamic 12-page booklet designed to give policymakers a great synthesis of the most recent, responsible research on the attributes of effective teachers. We give you the straight story on what qualities of a prospective teacher matter a lot ... and what doesn't matter as much as you might think. It's an excellent tool for state and local school boards, department of education staff members, superintendents and legislators -- anyone who wants to do a better job of designing policies that will increase the odds of putting more effective teachers in classrooms across the country.

NCLB and Highly Qualified Teachers: Where We Have Been and Need To Be

<http://www.ecs.org/clearinghouse/56/24/5624.doc>

Education Commission of the States *ECS Issue Brief* (2004)

Summary: This *ECS Issue Brief* links ECS research in the two critical areas of No Child Left Behind (NCLB) – teaching quality and teacher working conditions in hard-to-staff schools. The paper offers recommendations on how to more effectively administer and implement NCLB, and proposes that targeted efforts be made to assist teachers in hard-to-staff schools reach the requirements of the law.