

Archived Information

Objective 1.4: A talented and dedicated teacher is in every classroom in America.

Our Role. The Department of Education supports and encourages state and district efforts to improve teaching and learning in the United States through programs aimed at improving teacher quality. These programs include the Teacher Quality Enhancement Grants program (Title II HEA), the Eisenhower Professional Development program, and the Preparing Tomorrow's Teachers to Use Technology grants program. In addition, the Education Department supports teacher quality through the National Board for Professional Teaching Standards, as well as through its service program support for at-risk and special education students, and specific instructional areas such as reading and technology. Support is also provided for research on policies and practices that will improve teaching and data reporting on teacher preparation programs required under Title II HEA.

The Education Department's six core strategies in teacher quality include:

- Improving the recruitment, preparation, and retention of new teachers;
- Developing and supporting rigorous standards for teachers;
- Strengthening professional development;
- Strengthening school leadership;
- Supporting research, development and dissemination of information on teacher quality and accountability; and
- Measuring progress and increasing public awareness.

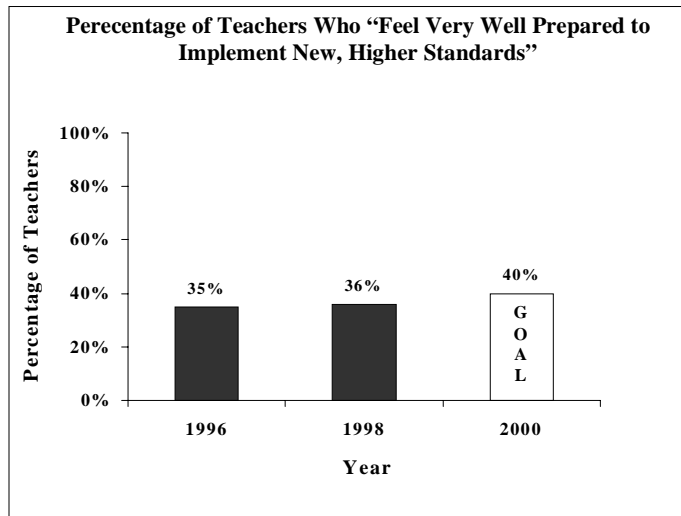
Our Performance

How We Measure. These nine performance indicators focus on key outcomes regarding the quality of the teaching force and the policies that affect the teaching force.

Indicator 1.4.a. The percentage of teachers who feel very well prepared to implement new, higher standards will increase annually.

Assessment of Progress. Achievement of the goal is likely. There was significant change between 1996 and 1998. Related data released from the Longitudinal Evaluation of School Change (LESCP) in Title I schools demonstrate that slightly increasing percentages of teachers are "very familiar" with the content and performance standards of their state or district in mathematics and reading. As noted in the 1998 LESCIP interim report, slightly less than half of teachers were very familiar with these standards. However, by the 2000 LESCIP final report, 52 percent of reading teachers and 54 percent of mathematics teachers were very familiar with content standards, and 50 percent of reading and mathematics teachers were very familiar with performance standards. The data for 2000, from the primary data source, are not available.

Figure 1.4.a.1



Source: Teacher Quality Fast Response Survey (FRS). **Frequency:** Every 2 years. **Next Update:** 2001. **Validation procedure:** Data validated by NCES's review procedures and *NCES Statistical Standards*. **Limitations of data and planned improvements:** Indicator is based on teacher self-reported data. In addition, the exact question differed across the two years of data collection: in 1996, teachers reported how well prepared they were to implement "new, higher standards"; in 1998, teachers reported how well prepared they were to implement "state/district standards." In 2000, teachers reported how well prepared they were to implement "state/district standards." This indicator is intended to be a measure of teachers' readiness to implement standards. However, in some cases, it may only measure whether a teacher is aware of the standards.

Indicator 1.4.b. By 2002, 75 percent of states will align initial teacher certification standards with high content and student performance standards.

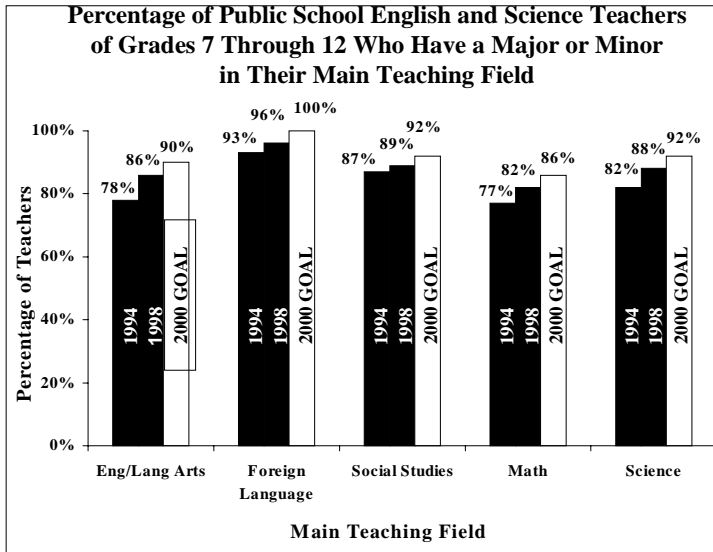
Assessment of Progress. According to data from the Interstate New Teacher Assessment and Support Consortium (INTASC), in 1999, 19 states were in the process of aligning their initial teacher certification standards with their content standards and performance standards for students. However, the Education Department will not know fully if it is on track to achieve this goal until states' self-reported baseline data are submitted in October 2001 through the *State Report Card on the Quality of Teacher Preparation*; thus, the data for 2000 are not available.

Source: *State Report Card on the Quality of Teacher Preparation*, as mandated in Sec. 207 of Title II. **Frequency:** Annual. **Next Update:** October 2001. **Validation procedure:** State Report Card: Data validated by NCES and *NCES Statistical Procedures*; Independent review: Data supplied by review panel; Data are corroborated by the Education Department's evaluation of state grantees' activities and progress. **Limitations of data and planned improvements:** There are several data limitations. First, currently there are no data sources that directly report whether states are aligning initial teacher certification with student content and performance standards. A proxy data source is whether states have adopted the standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC includes the alignment of teacher certification with student performance and content standards as one of its core standards. In October 2001, complete data on this indicator will be available from the State Report Card.

Indicator 1.4.c. Throughout the Nation, the percentage of secondary school teachers who have at least a minor in the subject they teach will increase annually.

Assessment of Progress. Achievement of the goal is likely. The target was met for 1998. Between 1993-4 and 1998, increasing percentages of teachers in English, foreign language, math, and science have a major or minor in their main teaching field. The percentage of English teachers with a major or minor in English increased the most, by eight percentage points. The data for 2000 will not be available until summer 2001.

Figure 1.4.c.1



Source: Schools and Staffing Survey (SASS); and Teacher Quality Fast Response Survey (FRS).

Frequency: SASS: Every six years; FRS: Every two years. **Next Update:** SASS: 2001; FRS: 2001.

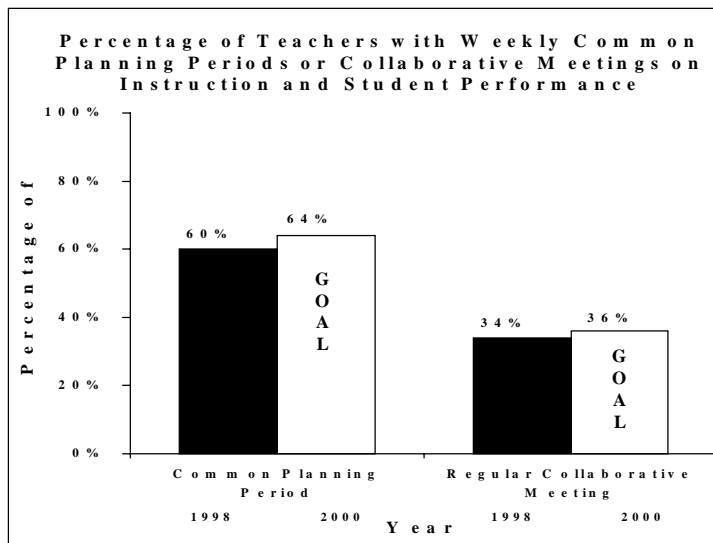
Validation procedure: Data validated by NCES's review procedures and *NCES Statistical Standards*.

Limitations of data and planned improvements: Some teachers report that, although they may not have a major or minor in their main teaching field, their schools or districts require them to take additional courses in their main teaching fields. Thus, in some cases, teachers who do not have a major or minor in their subjects may be adequately prepared to teach in those subject fields. In addition, these data do not account for teachers who teach without a major or minor in a field that is not their main teaching assignment.

Indicator 1.4.d. Increasing percentages of teachers will have weekly, common planning periods or weekly collaborative meetings with other teachers to improve curriculum, teacher knowledge, teaching skills, and student performance.

Assessment of Progress. The Education Department is unable to judge progress for this indicator because only 1998 baseline data are currently available. In 1998, 60 percent of teachers reported having weekly common planning periods and 34 percent reported having regular collaborative meetings. Data for 2000 will be reported in summer 2001.

Figure 1.4.d.1



Sources: The Teacher Quality Fast Response Survey (FRS) and the Schools and Staffing Survey (SASS).

Frequency: FRS: Every two years; SASS: Every six years. **Next Update:** FRS: 2001; SASS: 2001.

Validation procedure: Data validated by NCES's review procedures and *NCES Statistical Standards*.

Limitations of data and planned improvements: The main source of data for this indicator is large-scale surveys of teachers; this kind of survey will not provide in-depth data on the quality, content, and productivity of this collaborative time. For example, in 1998, although 60 percent of teachers indicated they had a common planning period, it is possible that some of these planning periods are short in duration and occur infrequently.

Indicator 1.4.e. Increasing percentages of teachers will participate in a formal, high-quality induction program during their first year of teaching.

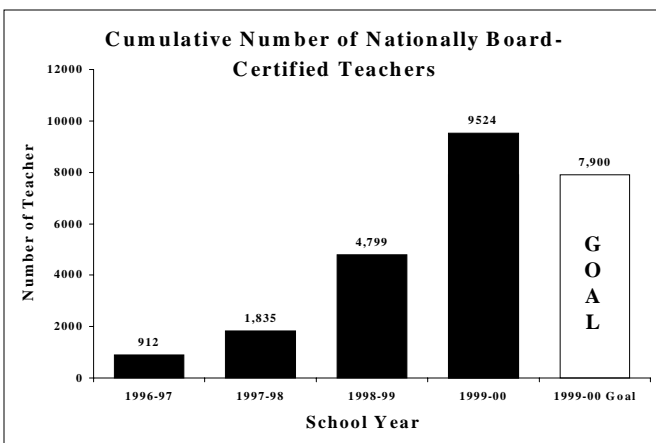
Assessment of Progress. No baseline data are available. The first data report will be in summer 2001. The future sources are listed below.

Source: Teacher Quality Fast Response Survey (FRS); Schools and Staffing Survey (SASS). *Frequency:* FRS: Every two years; SASS: Every six years. *Next Update:* FRS 2001; SASS: 2001.

Indicator 1.4.f. The number of nationally board-certified teachers will increase annually.

Assessment of Progress. The goal for 1999-2000 was exceeded. The National Board for Professional Teaching Standards (NBPTS) establishes rigorous standards and assessments for certifying accomplished teaching. The number of nationally board-certified teachers increased more than five-fold between 1996-97 and 1998-99, from 912 to 4,799 teachers, and doubled again to 9,524 teachers in 1999-2000. Forty states and 215 school districts now offer at least one incentive to candidates for National Board certification, including fee support for candidates and salary increases for teachers who achieve National Board certification. The data for 2000-2001 will not be available until fall 2001.

Figure 1.4.f.1

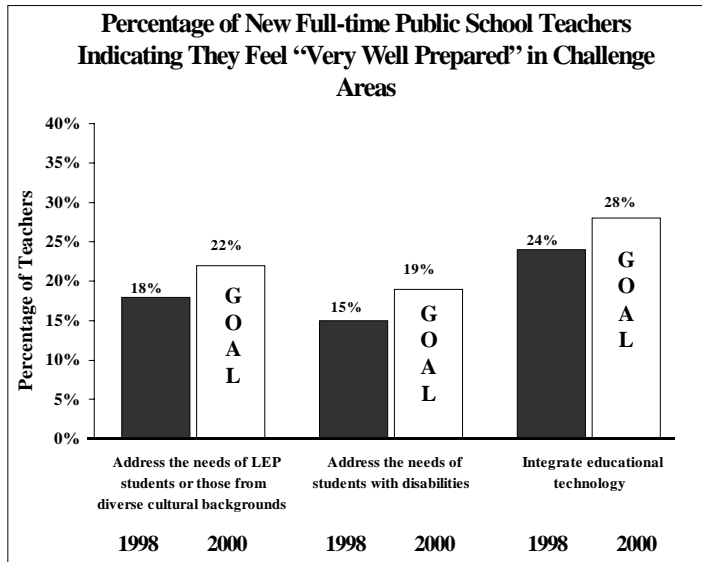


Source: National Board for Professional Teaching Standards (NBPTS). *Frequency:* Annual. *Next Update:* fall 2001. **Validation procedure:** Data supplied by NBPTS. No formal verification or attestation procedure applied. **Limitations of data and planned improvements:** This indicator does not fully capture the impact of the NBPTS. For example, the work of the Board has influenced the development of teacher standards in states and districts and is currently bringing about changes in curriculum or program structure at teacher-training programs across many states.

Indicator 1.4.g. There will be an increase in the percentage of new teachers who feel very well prepared to (1) address the needs of students with limited English proficiency; (2) address the needs of students with disabilities; and (3) integrate educational technology into the grade or subject they teach.

Assessment of Progress. Unable to judge. The Education Department currently only has baseline data from 1998, so it is not yet possible to measure whether or not there has been an increase. Data will be available in summer 2001.

Figure 1.4.g.1



Source: Teacher Quality Fast Response Survey (FRS). *Frequency:* Every two years. *Next Update:* 2001. **Validation procedure:** Data validated by NCES review procedures and *NCES Statistical Standards*. **Limitations of data and planned improvements:** The 1998 Fast Response Survey asks teachers whether they are prepared to address the needs of students with limited English proficiency or those from diverse cultural backgrounds. Therefore, it did not obtain separate measures for these two different populations. The 2000 FRS will limit this question by asking how well prepared teachers are to address the needs of students with limited English proficiency only.

Indicator 1.4.h. Increasing numbers of states will require as part of the process of certification and licensure of new teachers a performance-based assessment of subject matter expertise and teaching skills.

Assessment of Progress. The Education Department is unable to judge progress. According to limited 1998 self-reported data submitted by states, two states—Connecticut and Ohio—require a performance assessment of new teachers for initial certification and licensure. These performance assessments include classroom observation, portfolio evaluation, or both. New more rigorous data will be available in 2001.

Source: State Report Card on the Quality of Teacher Preparation. *Frequency:* Annual. *Next Update:* October 2001. **Validation procedure:** Data supplied by states using definitions and uniform reporting methods developed by NCES. **Limitations of data and planned improvements:** Baseline data from the Initial Report are limited in three ways. First, the data provided are only those that states had readily available. Second, there are no uniform definitions used by states in reporting information. Third, not all states submitted responses. These limitations will be corrected in future reports, as states will be required to provide information in a timely and uniform manner.

Indicator 1.4.i. Increasing percentages of teachers will report that their principal (a) has structured teachers’ workload so teachers have regularly scheduled time to work together and (b) routinely engages the faculty in conversations about how to improve instruction.

Assessment of Progress. The Education Department is unable to judge progress. Baseline data will be available in 2001.

Source: Teacher Quality Fast Response Survey (FRS). *Frequency:* Every two years. *Next Update:* 2001. **Validation procedure:** Data validated by NCES’s review and *NCES Statistical Standards*. **Limitations of data and planned improvements:** These data will be collected for the first time in 2000.