

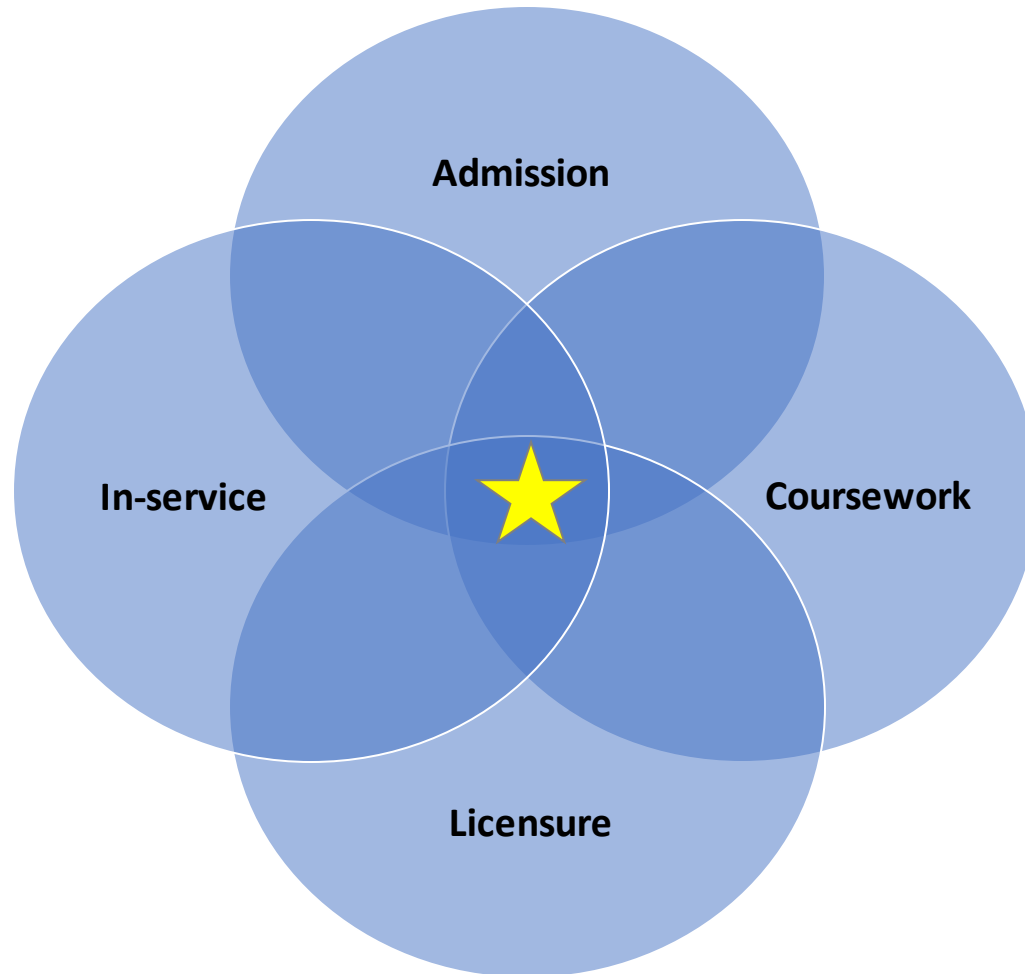
Qualifiers That Matter (And Those That Don't)

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Overview

- We need to diversify and improve teacher training
- But we don't actually know that much about how to train teachers well
- “Raising the bar” on the teaching profession can lead to false negatives... and false positives
- Even if we did know what “worked” in teacher training, we'd have an implementation challenge
- Schools know much more about teachers after they become teachers than beforehand

In theory, effective preparation is a function of four inputs



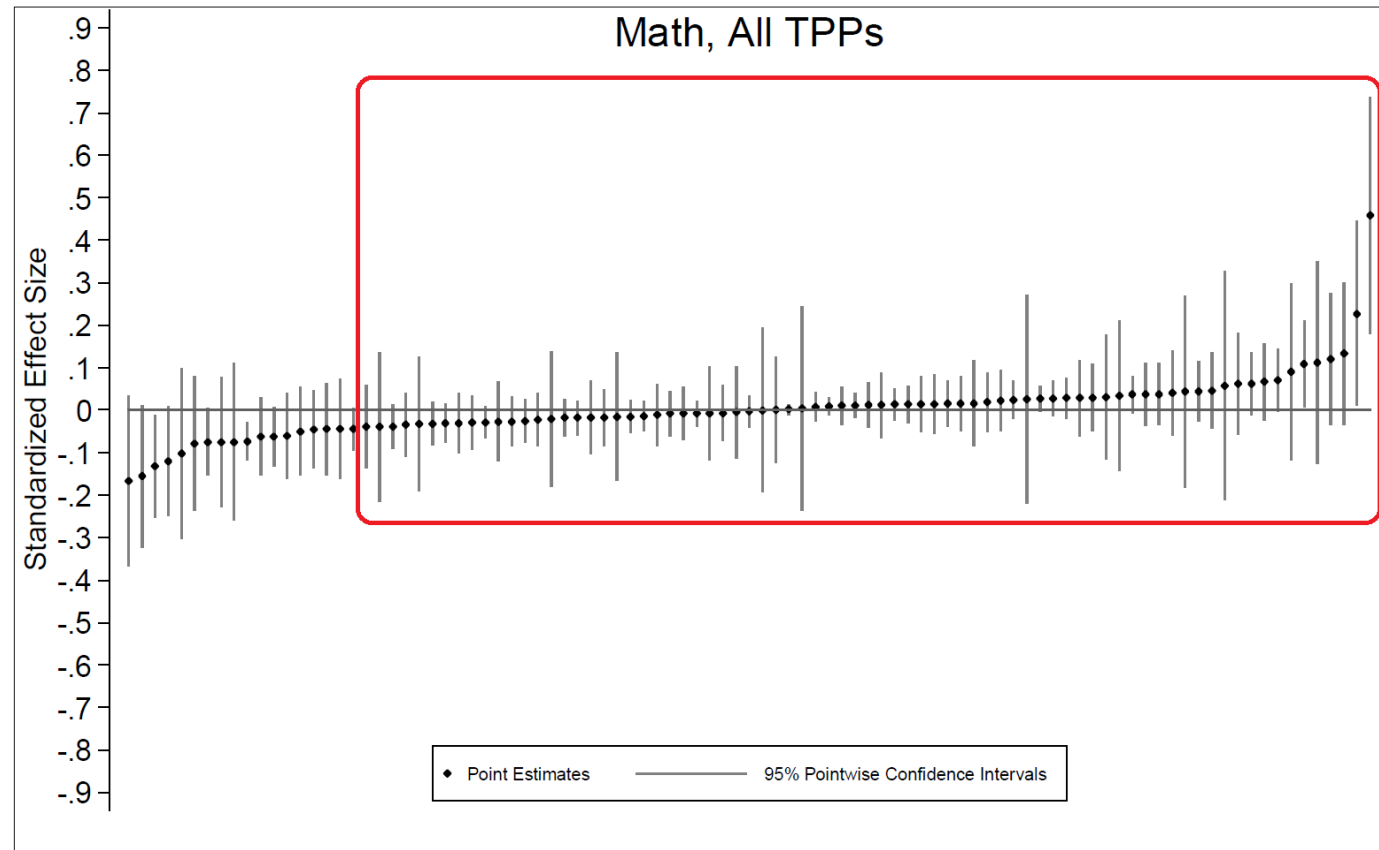
Taken together, these **barriers** to entry should ensure that the **best candidates** – and **only the best candidates** - end up in front of students

Unfortunately, program-level inputs have little to no bearing on teacher effectiveness



Coursework	Length of coursework	<ul style="list-style-type: none">• No evidence that length of preparation program leads to better student outcomes (IES)
	Type of coursework	<ul style="list-style-type: none">• Additional content courses, such as math or English, nor education courses, such as classroom management or child development improved student outcomes• Studies from NYC and Florida show that some student teaching coursework is better than none, but more is not necessarily better
Licensure	Licensure status	<ul style="list-style-type: none">• Study of Los Angeles teachers found no difference in student outcomes among teachers who were traditionally certified, alternatively certified, or uncertified
	Alt vs. traditional prep	<ul style="list-style-type: none">• Multiple studies show no difference in student outcomes by preparation route• According to IES, it is “very difficult to predict, based solely on route of certification, the outcome of students placed with a particular teacher”
In-Service	Different formats of professional development	<ul style="list-style-type: none">• TNTP reviewed district PD activities and found that only 30% of teachers showed noticeable improvement• “No type, amount or combination of development activities appears to be more likely than any other to help teachers improve substantially”
	Content-specific PD	<ul style="list-style-type: none">• Randomized controlled studies conducted by IES found PD in reading, math, and science did not improve teacher effectiveness in those subject areas

Even at the provider level, it's nearly impossible to differentiate between institutions



Researchers tried to find differences between preparation programs in 6 states, but could find **no meaningful differences** in the quality of teachers produced

There are far larger differences *within* programs than between them

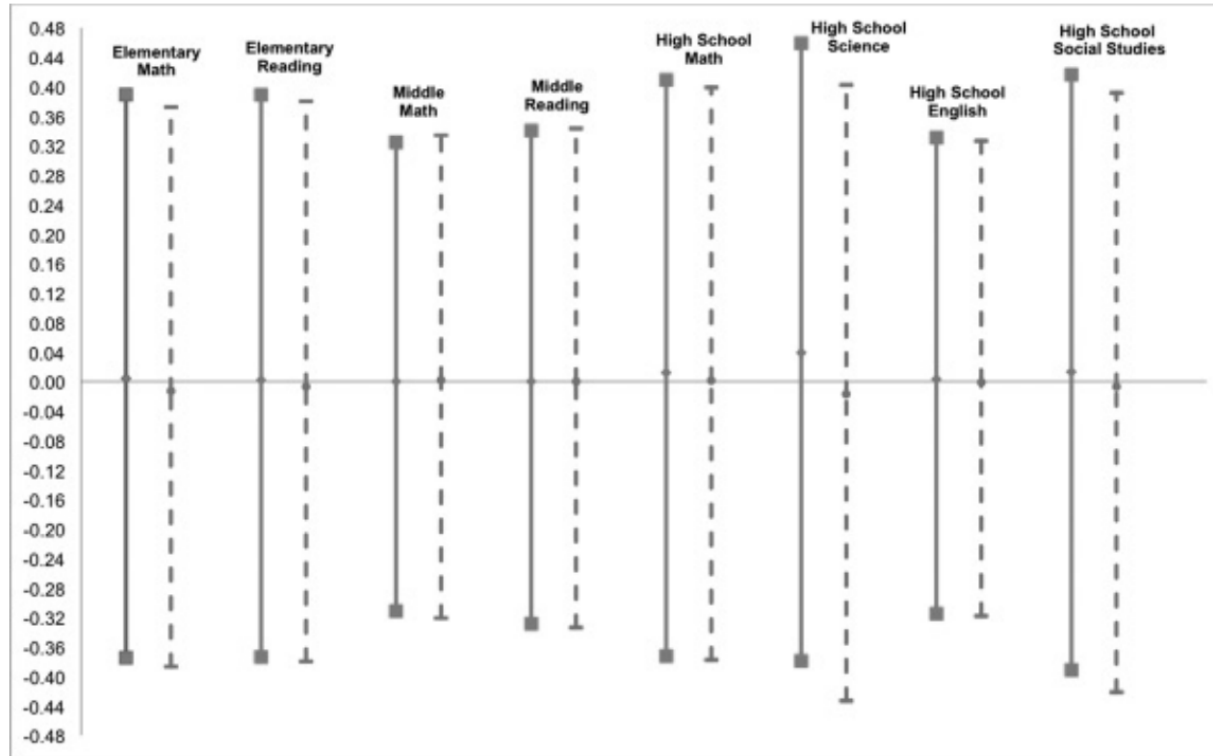


Figure B.3. The Distribution of Teacher Effectiveness for In-State Prepared vs. Out-of-State Teachers.
Note: Lines for in-state prepared teachers are continuous and on the left. Lines for out-of-state prepared teachers are dashed and on the right.

Candidate-level requirements are slightly better predictors of effectiveness...

GPA

SAT

Undergrad
selectivity

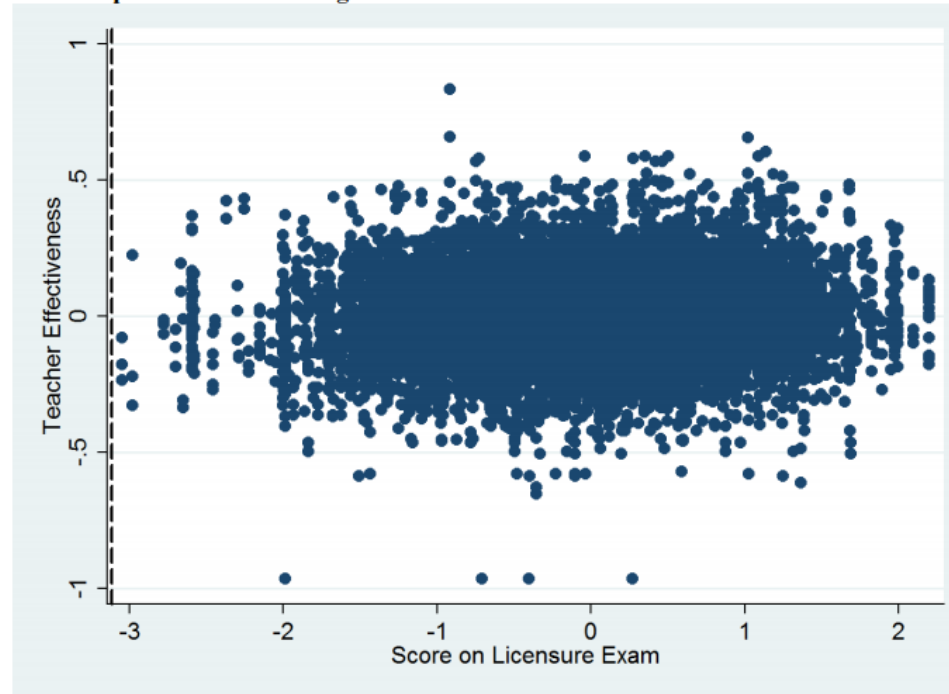


These **individual characteristics** have **some predictive power**, but:

- All of these characteristics combined explain only a tiny portion of teacher variation
- Individuals with strong test scores may not be the best teachers, and vice versa

...But candidate-level measures can lead to false negatives or false positives

Figure 2. Scatterplot of teacher effectiveness in mathematics and performance on the Praxis II professional knowledge exam



“Raising the bar” via tests like Praxis II also has diversity implications. Nationally, Black candidates have Praxis II passing rates 30-40 percent lower than white candidates.

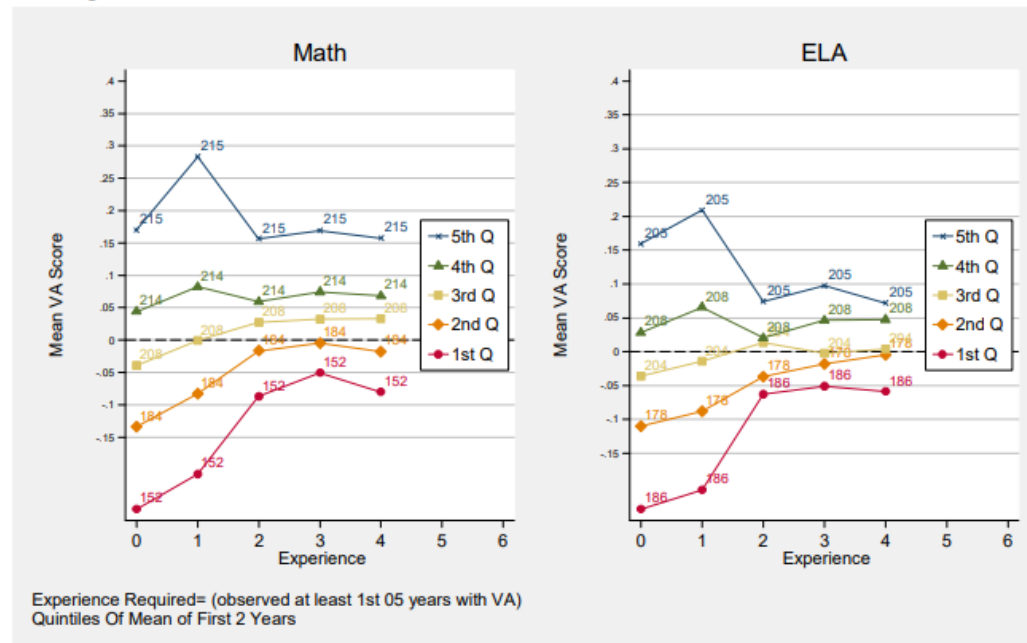
Even if we knew *how* to improve teacher training, we may not be able to implement it

- As of 2019, North Carolina had...
 - 73 preparation program providers with...
 - 765 programs, which recommended...
 - 4,611 licenses, for an average of...
 - 4.8 licenses per program
- The vast majority of the programs are very small
 - Only 5 programs had more than 50 completers
 - 354 programs had more than 1 but less than 20 completers

Early-career results are far more predictive than all pre-service indicators combined

- On average, teachers tend to improve rapidly in their early years, but early performance results offer insights into future gains

Mean VA Scores, by Subject (Math or ELA), Quintile of Initial Performance, and Years of Experience for Elementary School Teachers with VA Scores in at Least First Five Years of Teaching.



The same growth pattern shows up in principal observations

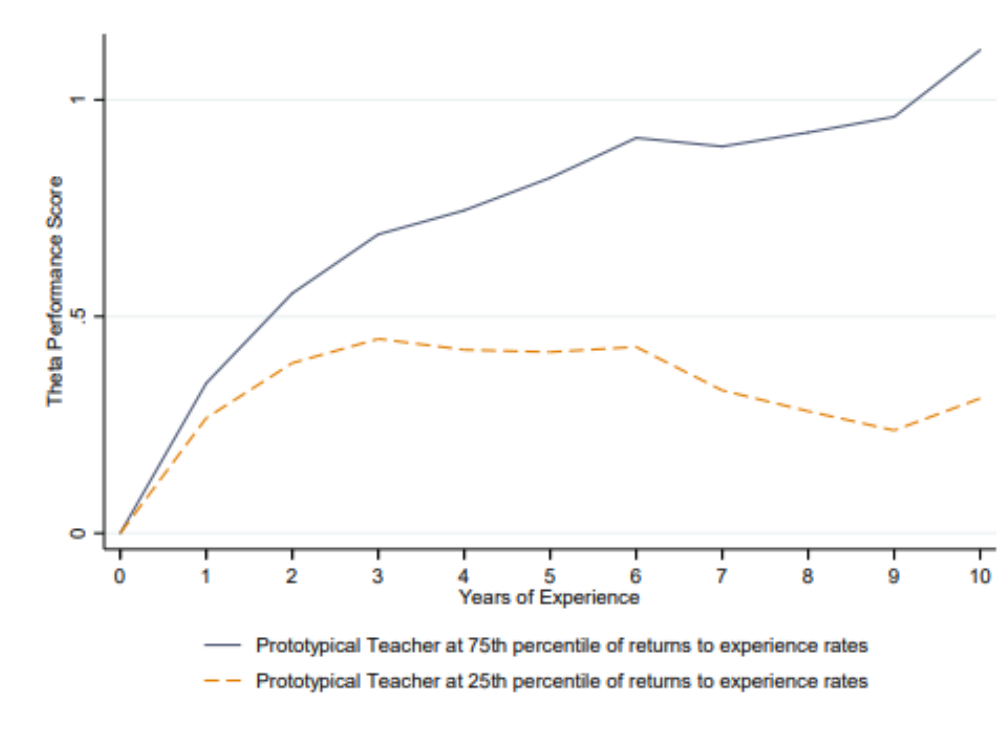


Figure 6. Within-teacher returns to experience for prototypical teachers at the 75th and 25th percentile of returns to experience rates.

Lesson: Past teaching performance is the best predictor for future teaching performance

- Eliminate barriers that don't have a strong link to actual teaching performance
- Make it less risky to try teaching, perhaps through the apprenticeship model
- Allow schools and districts, especially high-performing ones, to select, train, and license their teachers
- Encourage great teachers and leaders to mentor new candidates

References

- Slide 4: See endnotes via [No Guarantees: Is it Possible to Ensure Teachers Are Ready on Day One?](#)
- Slide 5: [Rating Teacher-Preparation Programs](#)
- Slide 6: [Teacher Preparation Policies and Their Effect on Student Achievement](#)
- Slide 8: [Can We Simply Raise the Bar on Teacher Quality?](#) and [Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA](#)
- Slide 9: Data on North Carolina teacher preparation programs via [Title2.ed.gov](#)
- Slide 10: [Do First Impressions Matter? Predicting Early Career Teacher Effectiveness](#)
- Slide 11: [Teacher Skill Development: Evidence from Performance Ratings by Principals](#)
- Slide 12: [Leveraging the student-teaching experience to train tomorrow's great teachers](#) and [Ready to Lead on Day One: Predicting Novice Principal Effectiveness with Information Available at Time of Hire](#)