



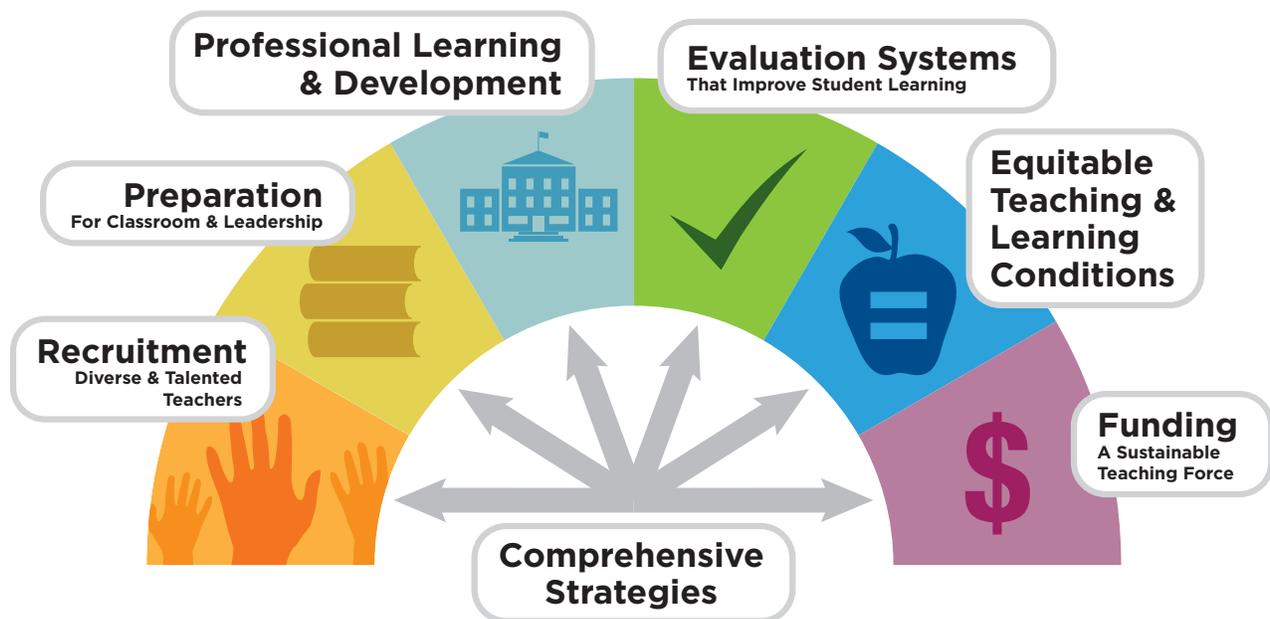
EXCELLENT TEACHERS FOR EACH AND EVERY CHILD

A Guide for State Policy

Over the past decade, U.S. policymakers have increasingly focused their efforts on teachers who, along with principals, are the most important school-based influence to raise achievement. Despite consensus that high-quality teaching is critical to the success of America's students, in many places we have yet to see the coherent, systemic, research-based policies necessary to realize our goal of success for each and every child.

This state policy guide, developed by seven organizations representing millions of students, parents, educators, and thought leaders nationwide, provides lawmakers, state leaders, and advocates with a blueprint for implementing effective policy changes. It does so by pulling from research, state, and global models for ensuring a talented, diverse, and sustainable teaching force that prepares all students for college, career and life.

Download the policy guide here:
www.otlcampaign.org/policy-guides/teaching-quality



Teaching quality offers a systems perspective on teaching, taking into account not just the teacher but the factors that affect the quality of teaching such as the expertise of teachers and their professional peers, learning conditions, school environment, instructional resources and supports (academic, social, emotional and health).

Policies to Promote a Diverse, Talented and Sustainable Teaching Force

Each section of the guide offers action steps, models, examples, sample legislation, and more.

Below are the key sections and some sample excerpts.



Recruiting diverse and talented individuals into the teaching profession

State Example: Illinois

Grow Your Own Teacher Act: The focus of this act is to prepare highly skilled teachers who will teach in high-need, hard-to-staff schools and remain in those schools for a substantial period of time. The initiative aims to recruit and prepare parent and community leaders and para-educators to become effective teachers and to increase the overall racial and ethnic diversity of teachers in shortage fields.



Preparing teachers for the classroom and for leadership

State Example: Oregon

Comprehensive Strategies for Supporting New Teachers, HB 3233: This state strategy created the Network of Quality Teaching & Learning, a comprehensive strategy for supporting new teachers. It provides funds for strategic investments intended to rapidly improve student performance, close achievement gaps and raise levels of educational attainment and employability.



Supporting ongoing professional learning and development

State Example: Arkansas

State Rules Governing Professional Development: Rules developed by the Arkansas Department of Education on license renewal require all teachers and administrators to document that they have completed 60 hours of professional development annually. Job-embedded professional learning is considered part of instructional time, and is not a supplement to the school day.



Developing evaluation systems that improve student learning

State Example: Iowa

Connecting Evaluation Systems to Teacher Leadership, Career Ladders and Professional Learning: This state model links professional learning, evaluation and career growth in a comprehensive fashion. It does so by establishing a process to engage educators in discussion about evaluation systems through a statewide Council on Educator Development and a system of Teacher Leadership. Goals of each component of the bill are to drive student learning and promote teacher leadership in professional development and professional learning networks.



Addressing teaching and learning conditions

State Example: Kentucky

Teaching Conditions Standards: Kentucky is the second state to formally adopt teaching conditions standards, adopted through a Memorandum of Understanding between the Governor and key state partners. The research-based standards include Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Learning and Instructional Practices and Support.



Funding a sustainable teaching force

State example: Minnesota

Changing tax structures to provide targeted resources for students, schools and communities, H.F. No. 630: Increasing income taxes on the upper two percent of Minnesotans allows the state to generate more than \$1.1 billion for early education through high school funding. This includes dollars to support free all-day kindergarten, money for early childhood education scholarships, and other benefits.



Promoting comprehensive teaching quality strategies

State Example: Connecticut

Educational Enhancement Act PA 86-1: This law establishes a starting salary for new teachers, makes it possible for low-wealth districts to compete in the market for qualified teachers, raises licensing standards, and institutes performance-based examinations in subject matter and knowledge of teaching. It also creates a state-funded mentoring program to support teachers in their first year on the job.

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