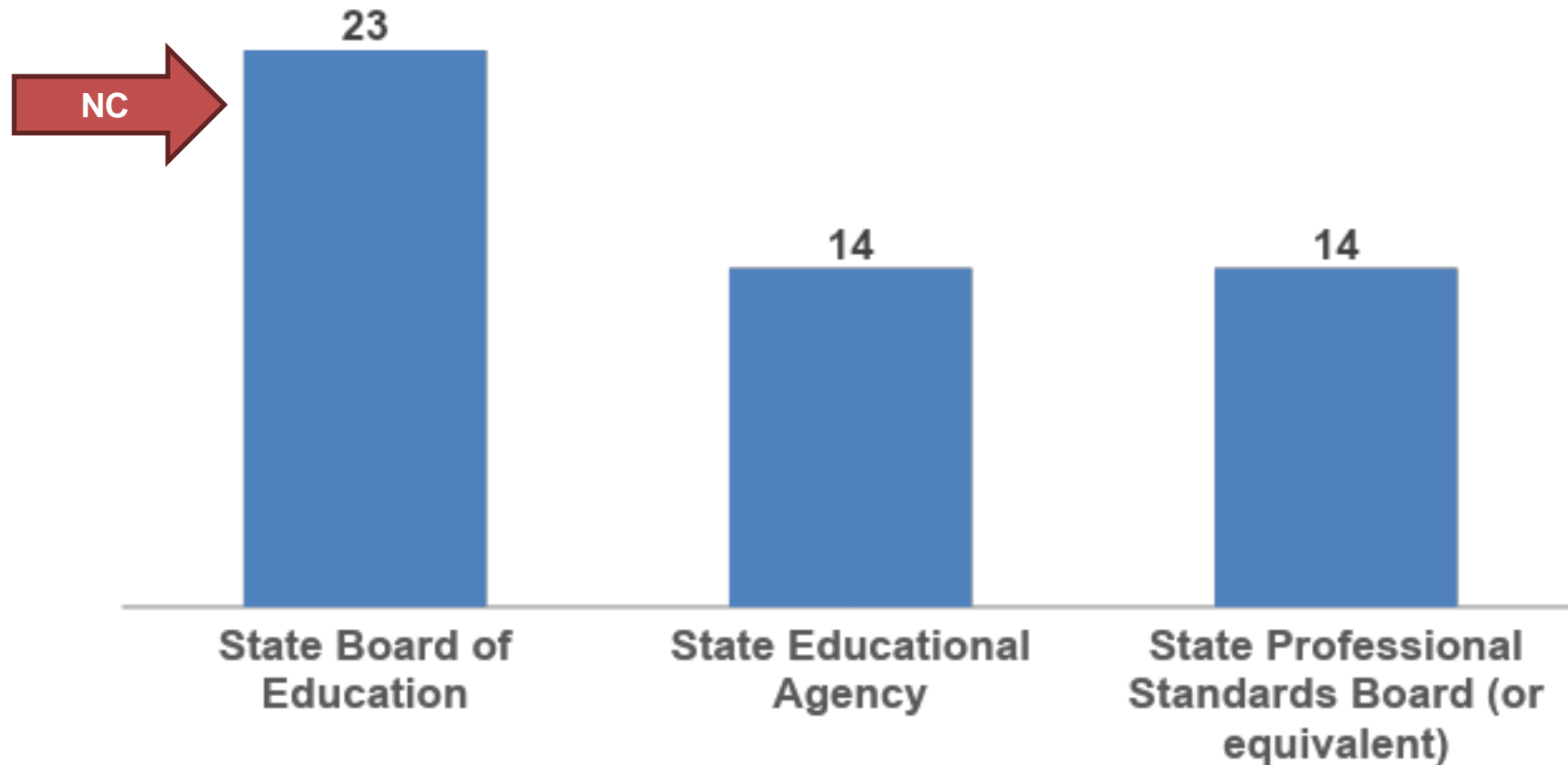


# Steps North Carolina's state board can to address the leaky teacher pipeline

*Kate*

# Teacher Prep Program Approval for 50 States & DC



# What's happening in teacher prep?

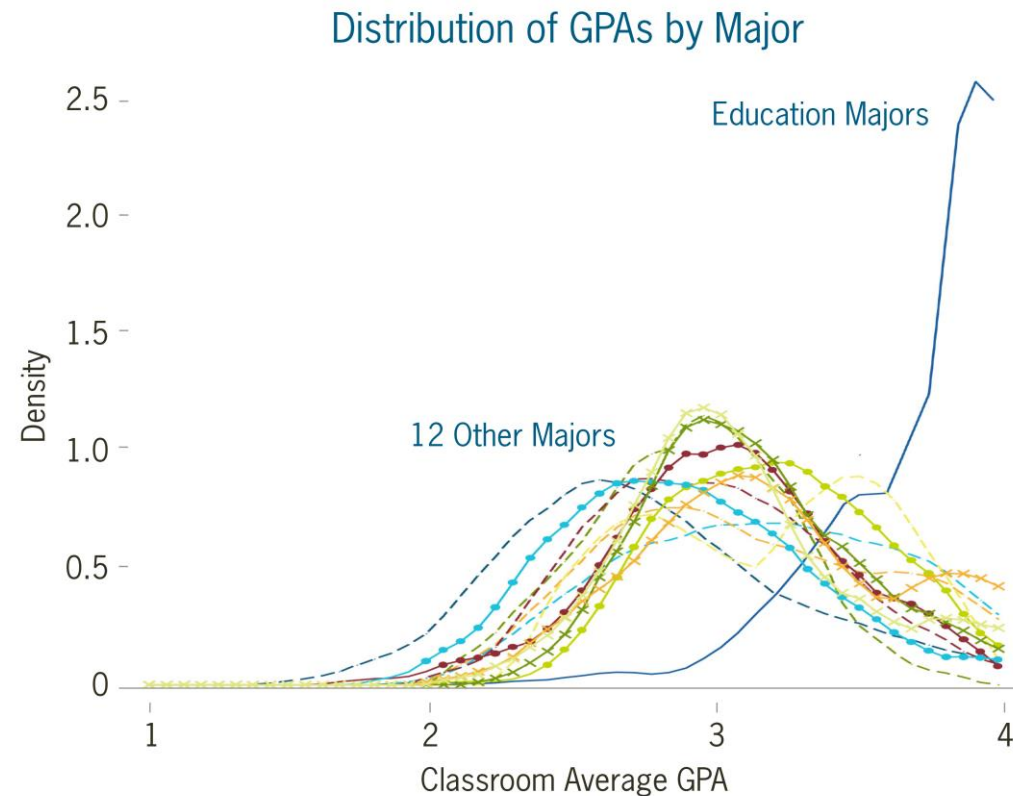
Based on NCTQ's review of over 1,000 elementary prep programs across the country:

- 35% teach the science of reading
- 13% provide sufficient coverage in elementary mathematics
- Less than 10% cover the core content found in the typical elementary school

In North Carolina, prep programs provide better prep in reading than the national average (42% vs 35%), but coverage of mathematics (3%) and core elementary content (0%) falls far below national average.



# Why is education such an easy major--when teaching is so hard?



*Koedel. (2011). Grading standards in education departments at universities*



# What can a state school board do?

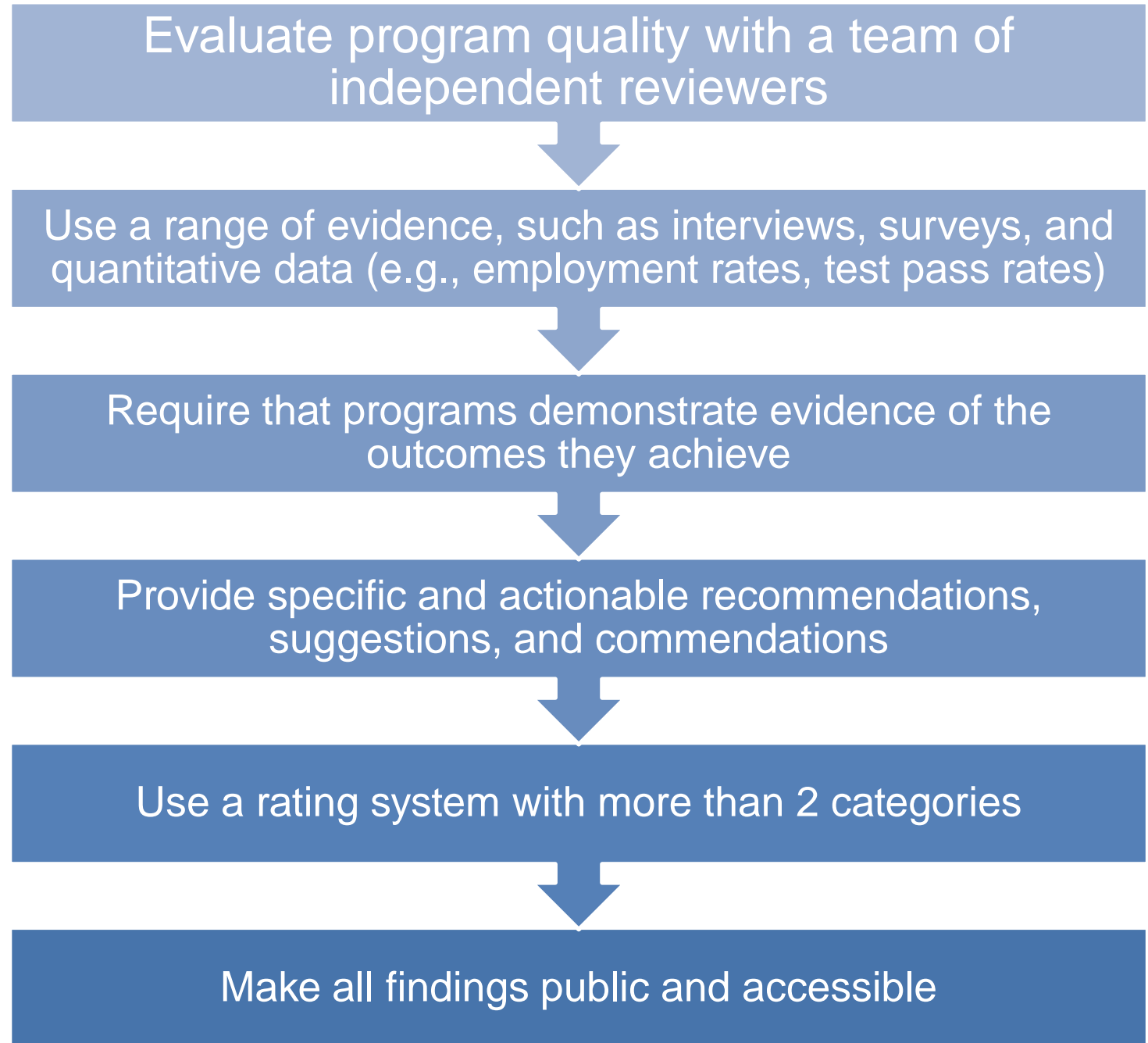
Make program approval process more meaningful—  
**USE OBJECTIVE DATA!**

Verify that your licensing tests are measuring the knowledge and skills that experts judge to be essential.

Publish programs' first-time and highest-score pass rates.



# What does meaningful program approval process look like?



# The most underutilized lever to improve teacher prep: Pass Rate Data

- Every state should publish the first time pass rates and the final pass rates for each institution's teacher candidates, broken down by program and teacher demographics.
- Not a single state does this comprehensively for all test-takers on all tests.
- North Carolina publishes Title II data, but these data don't tell the real story.



So why aren't states using this lever?

**Political pressure** from IHEs – “we don't prep for standardized tests”

**Capacity** – it takes time to dig through ETS or Pearson databases to get the info you need

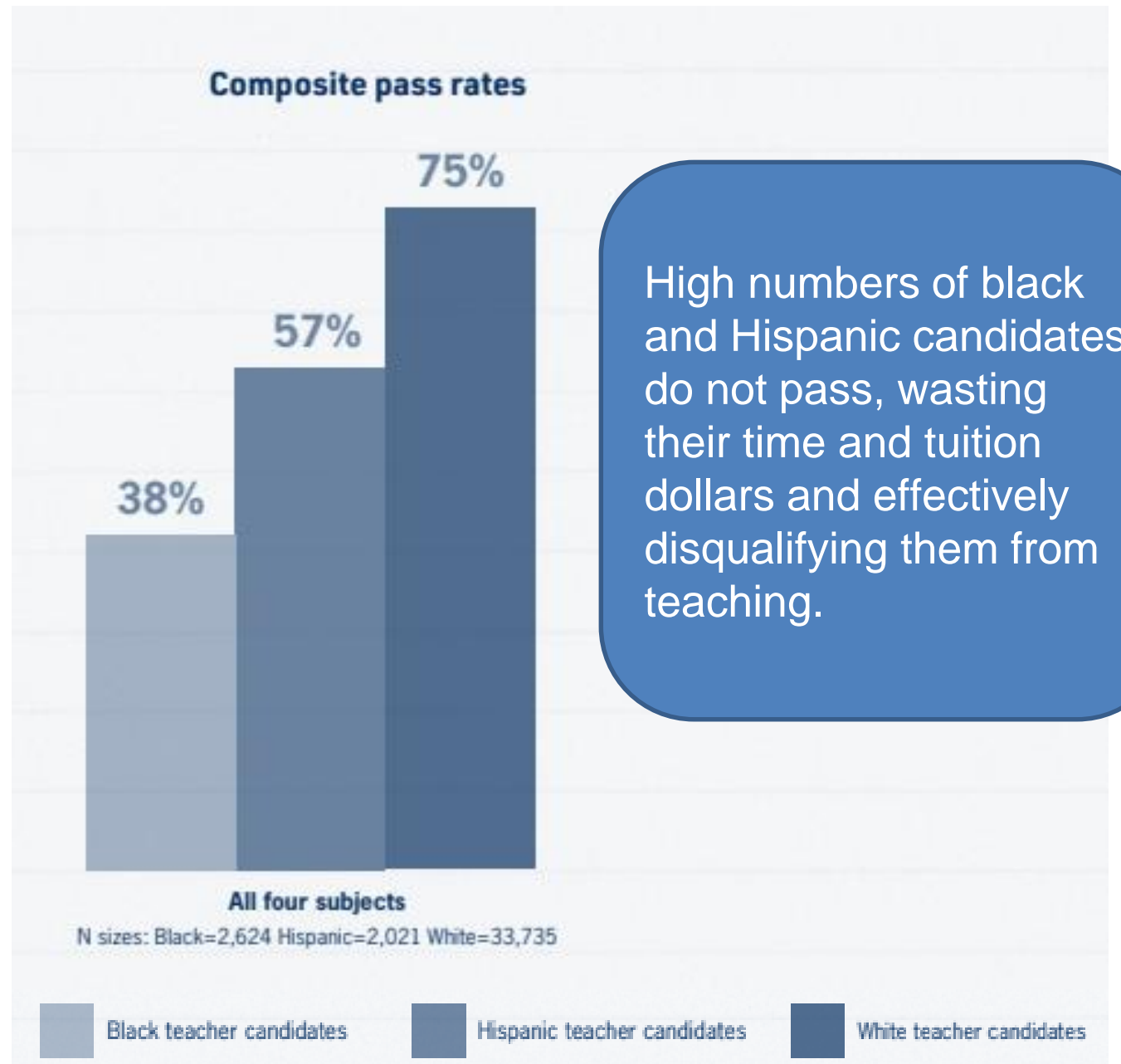
**Confusion** – testing companies' score reports can be misleading

**Concerns** about highlighting disproportionately poor performance by black and Hispanic candidates

Anything else?



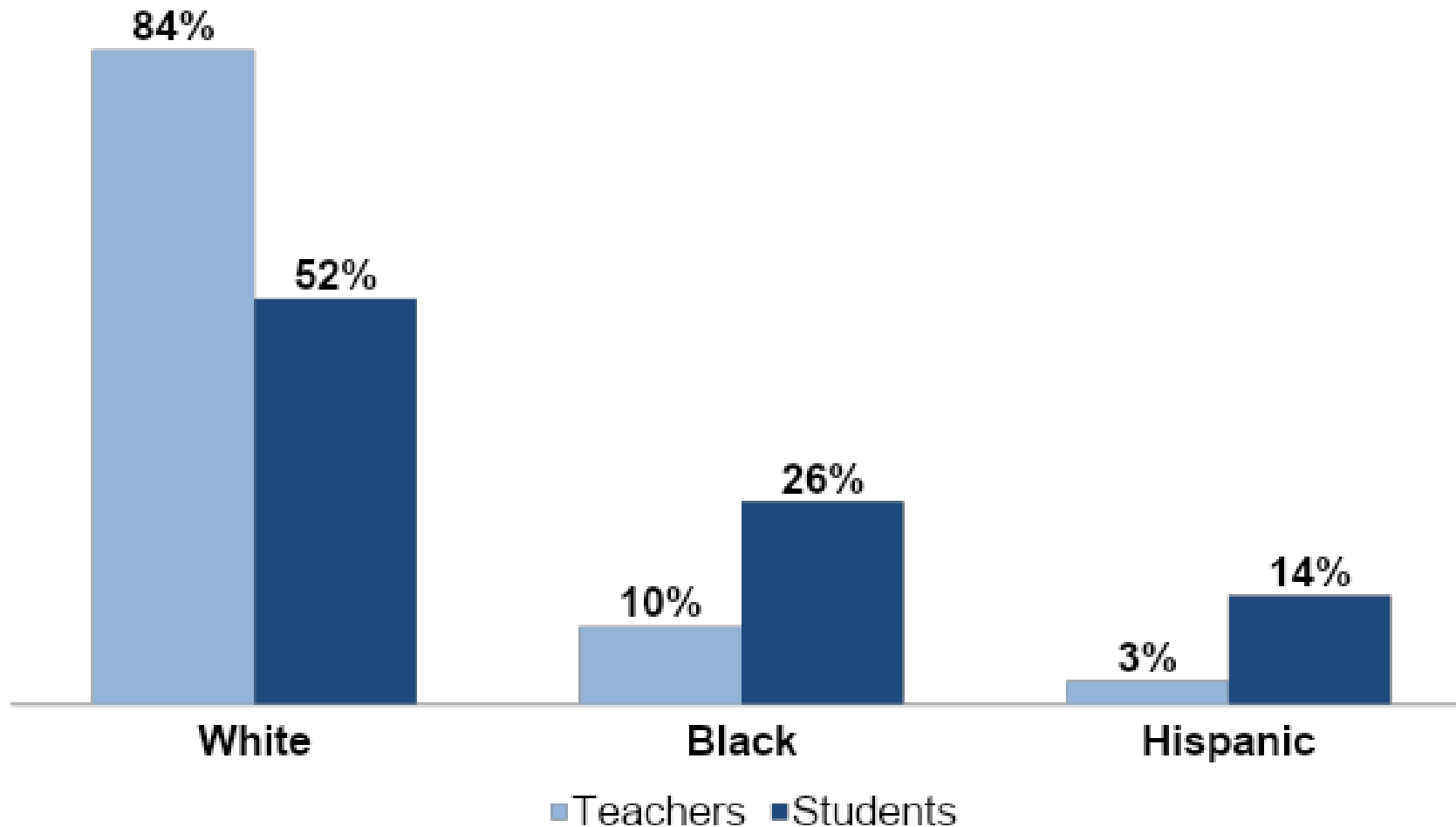
# The Reality



Data from the most commonly required elementary content test

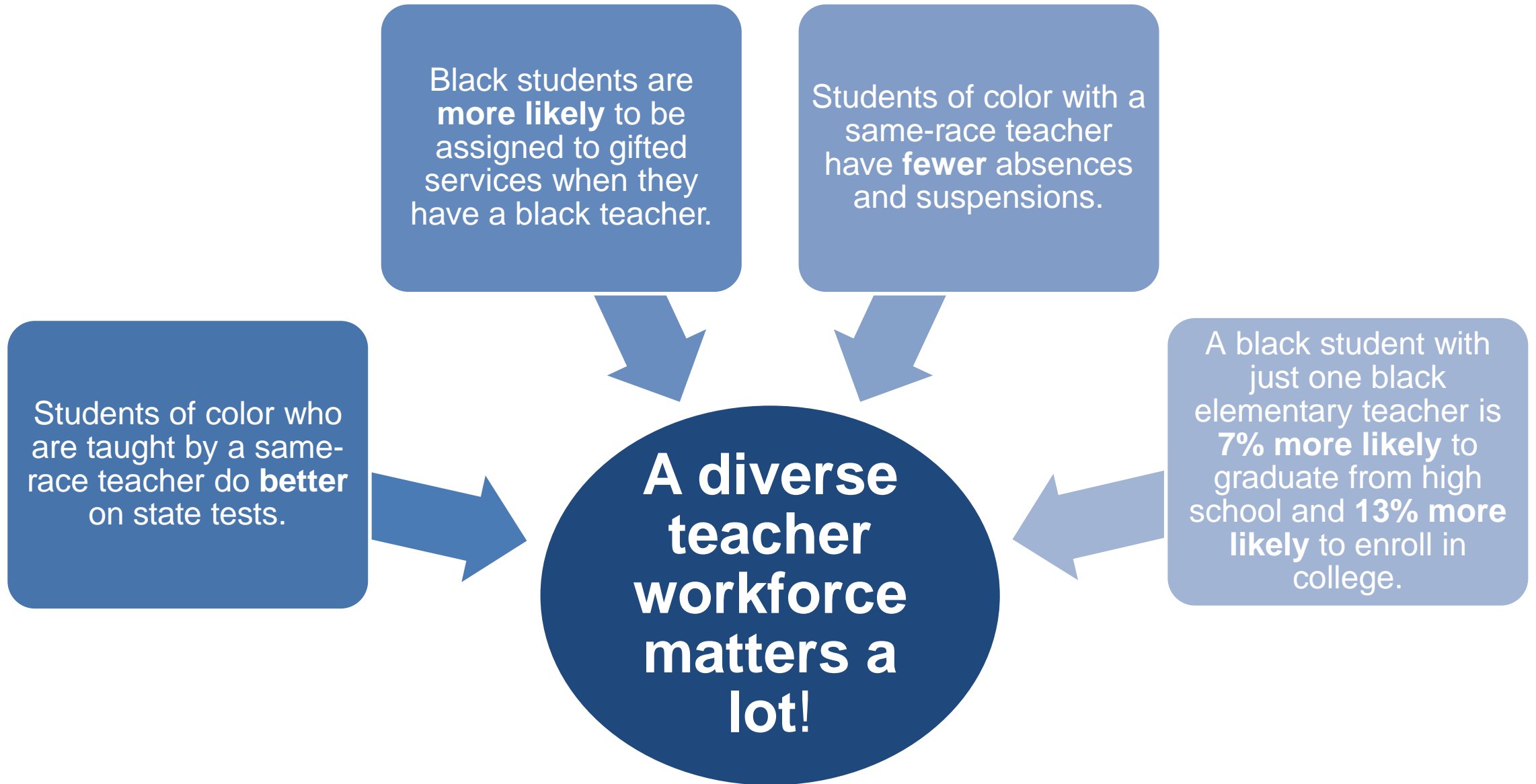
# North Carolina racial disparities between K-12 public school students & teachers

(2011-12)



Data from NCES 2011





Black students are **more likely** to be assigned to gifted services when they have a black teacher.

Students of color with a same-race teacher have **fewer** absences and suspensions.

Students of color who are taught by a same-race teacher do **better** on state tests.

**A diverse teacher workforce matters a lot!**

A black student with just one black elementary teacher is **7% more likely** to graduate from high school and **13% more likely** to enroll in college.

# What can a state school board do to improve teacher diversity?

## DIAGNOSE

Require programs to administer tests much earlier to identify knowledge gaps.

## PRESCRIBE

Insist IHEs align coursework to essential knowledge teachers need.

## SUPPORT

Pay fees for low income candidates to take the test.

## CELEBRATE

Honor programs which do a great job so that aspiring teachers choose these programs.



# Want to learn more?

**Resources found at [www.nctq.org](http://www.nctq.org):**

State Teacher Policy Database:

<https://www.nctq.org/yearbook/home>

Teacher Contract Database:

<https://www.nctq.org/contract-database/home>

Teacher Prep Review:

<https://www.nctq.org/review/home>

**Kate Walsh**

President

National Council on Teacher Quality

[kwalsh@nctq.org](mailto:kwalsh@nctq.org)

202-393-0020

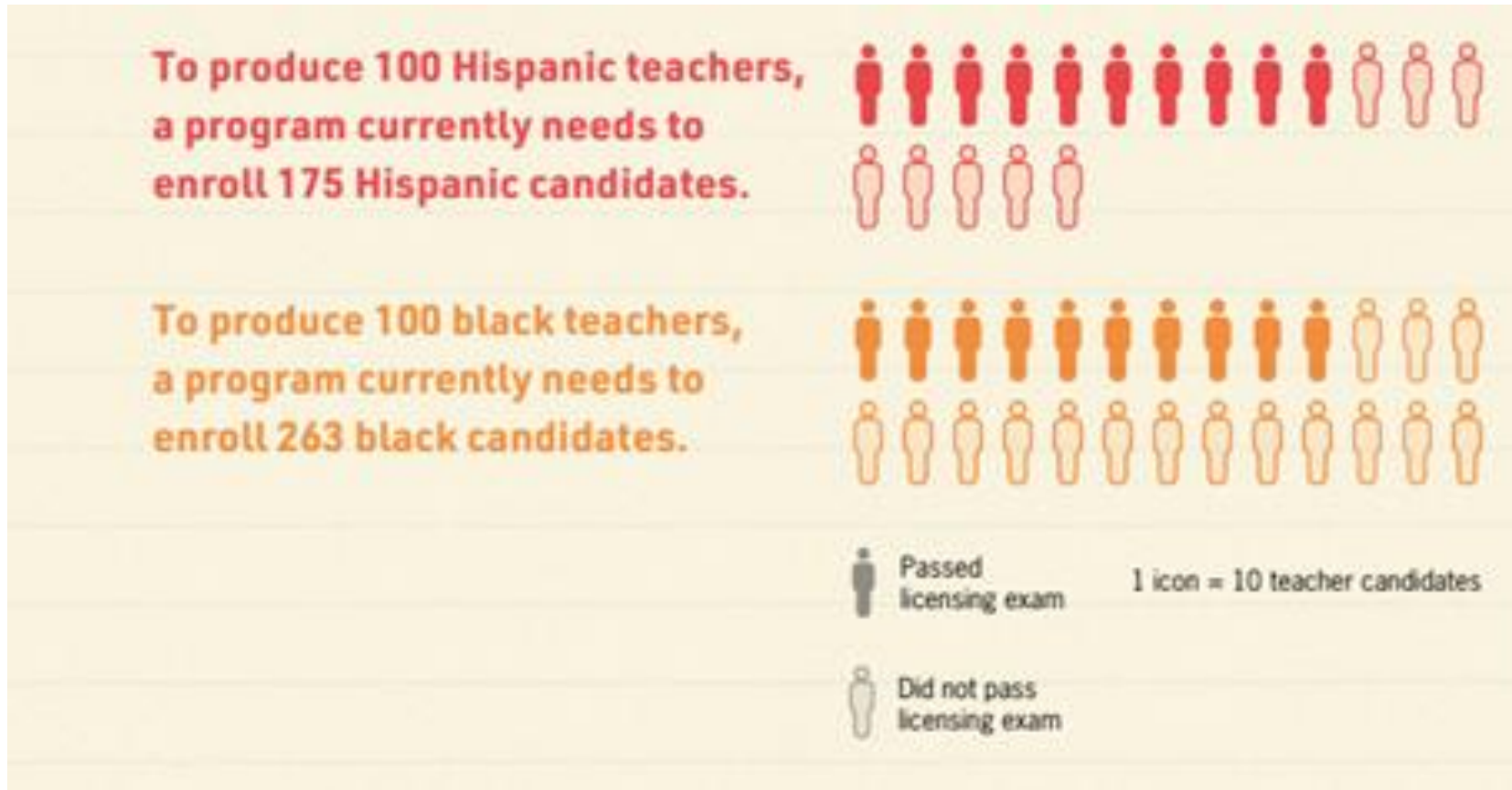


# Appendix

- Low pass rates on licensing exams hit candidates of color hardest
- Projected race-ethnicity of teachers and students
- What college students think
- New education degrees compared to hires
- Retention statistics
- Trajectory of teachers' earnings relative to other professions
- Teacher compensation – NC compared with other states



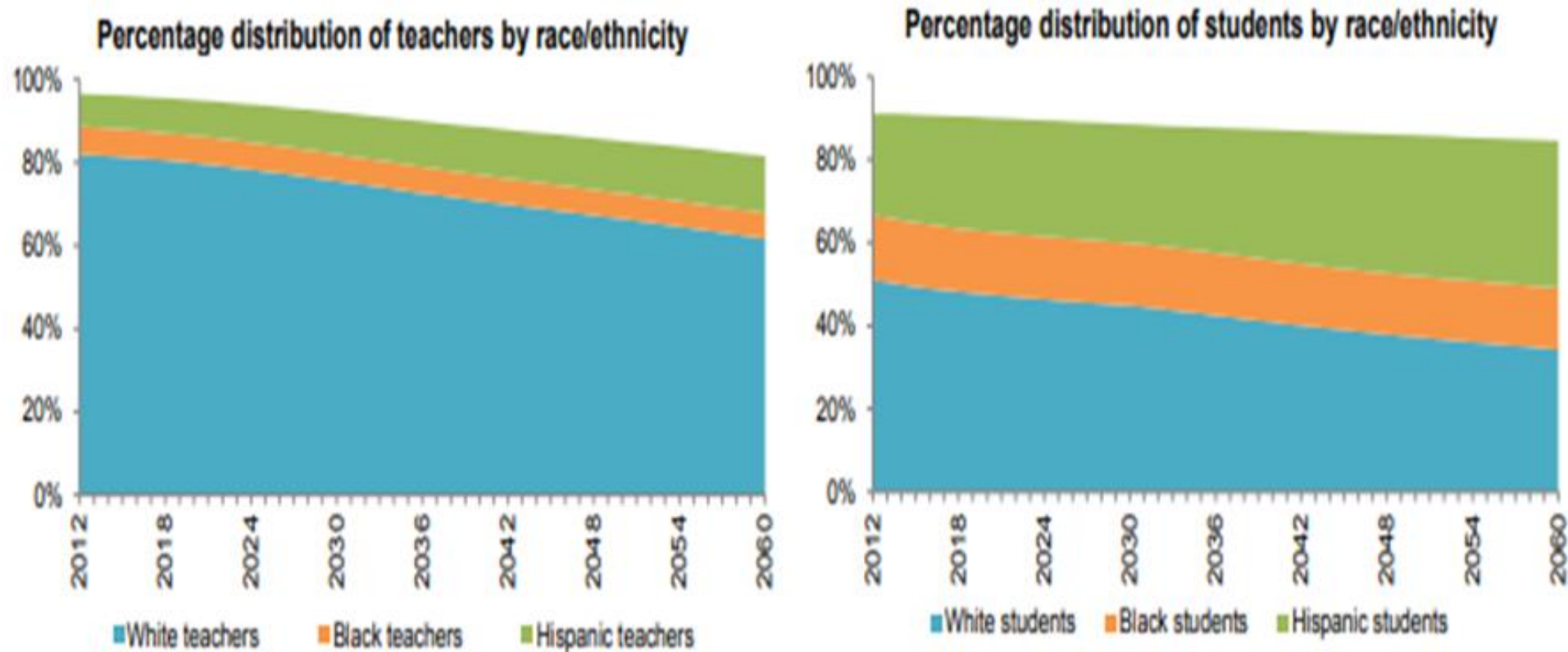
# Low pass rates on licensing exams hit candidates of color hardest



*Putman & Walsh. (2019). A Fair Chance: Simple steps to strengthen and diversify the teacher workforce.*



# Projected Race-Ethnicity of Teachers and Students Nationally 2012-2060



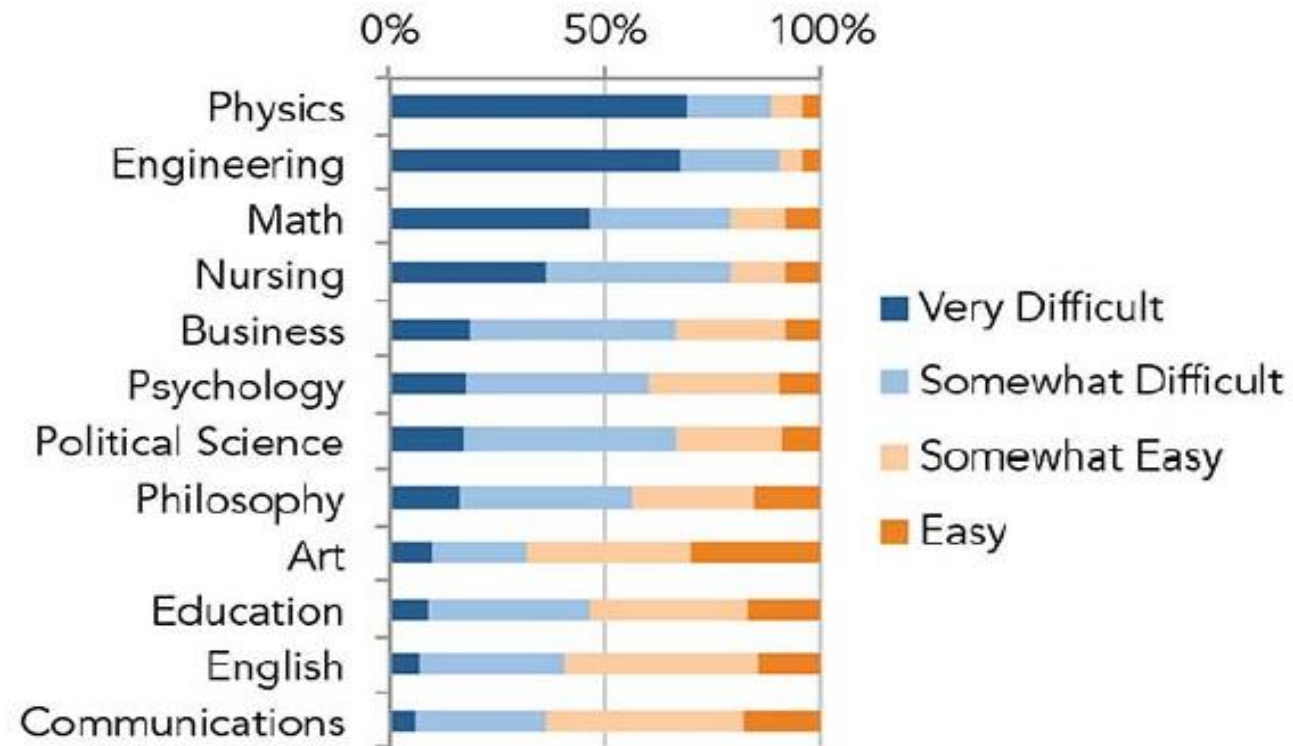
*Putman, Hansen, Walsh, & Quintero. (2016). High hopes & harsh realities.*





# What College Students Think

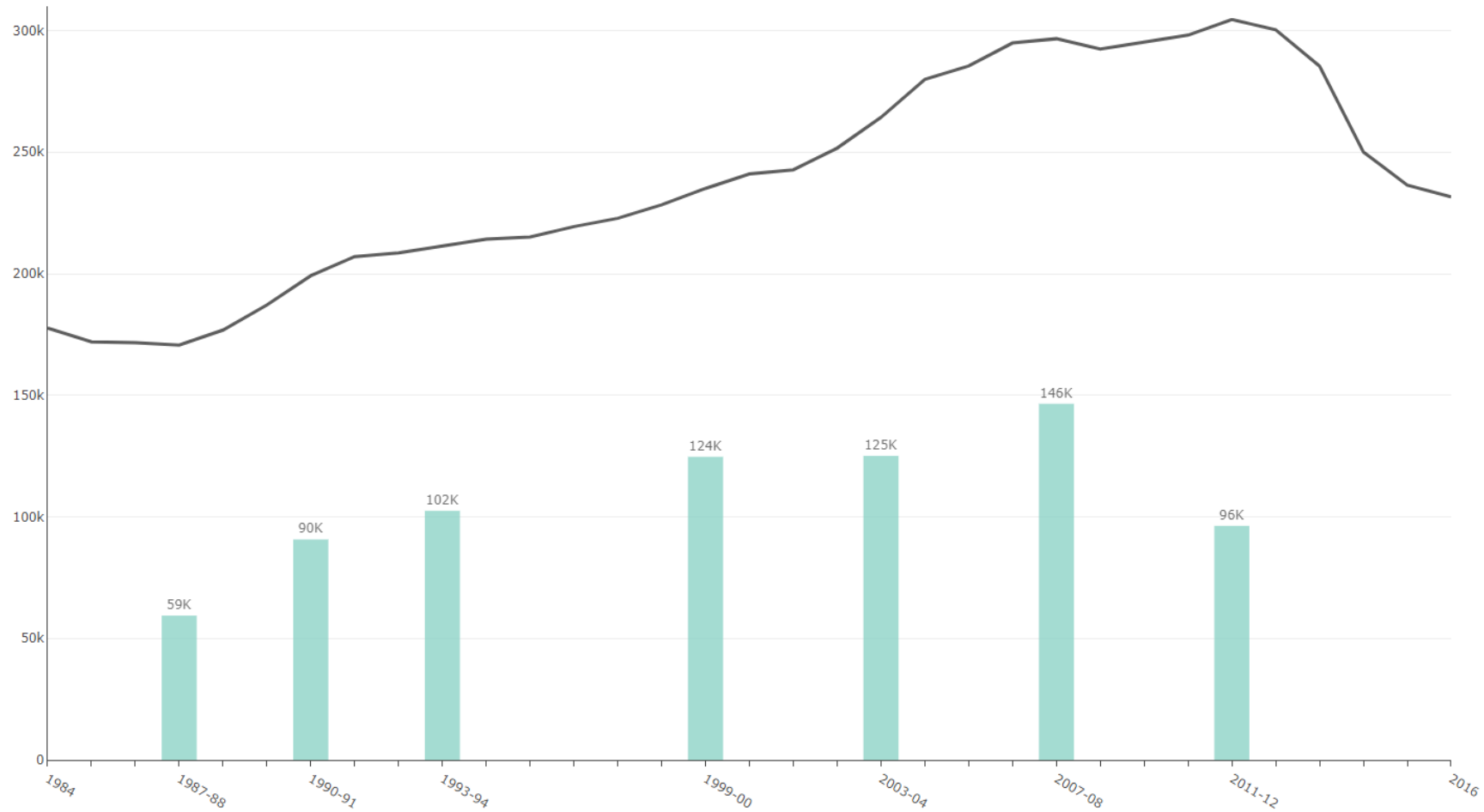
## Education Perceived as an Easy Major



Source: *Education Attitudes, Poll*, Third Way and the Benenson Strategy Group, 2014.



# New education degrees compared to hires



*Goldhaber. (2017). The teacher shortage: Myths, realities, & solutions.*

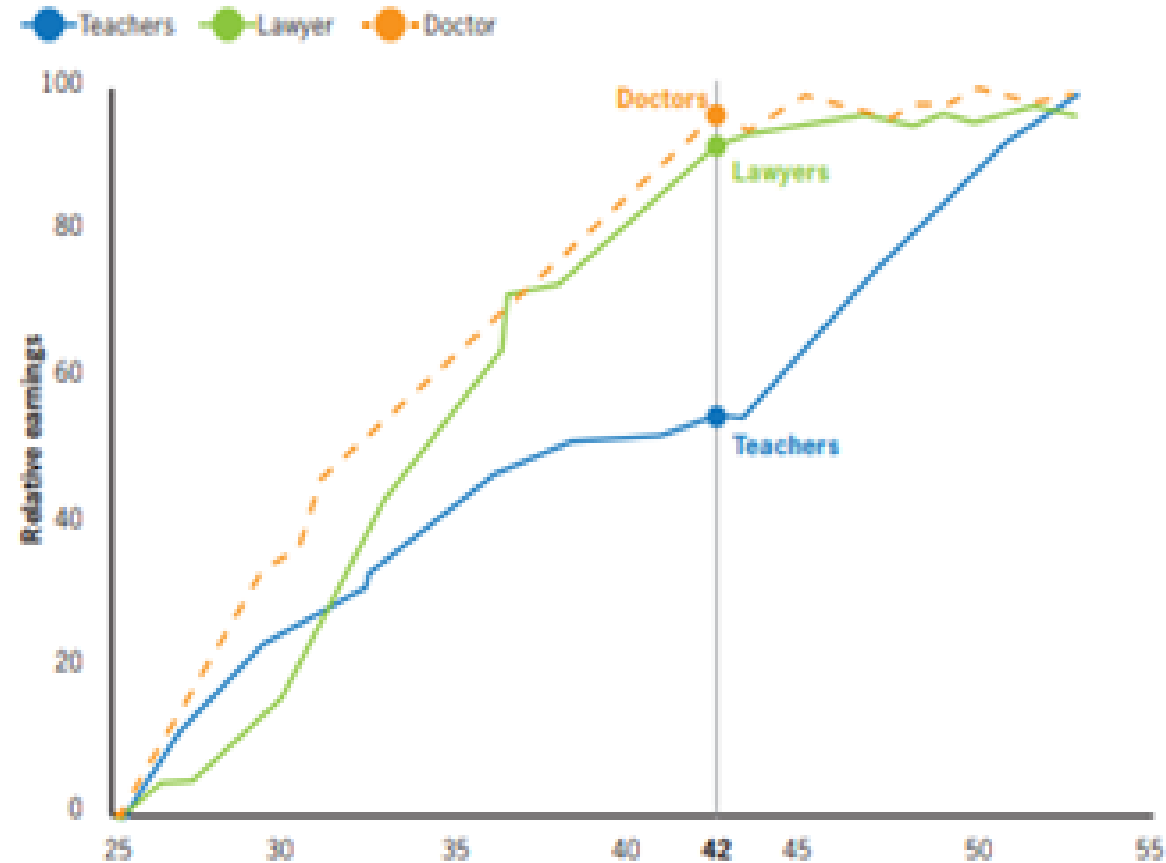


# Retention

- Estimates for attrition from teaching range from 17% of teachers leaving the classroom in 4 years (BTLS) to 44% in five years (Dr. Ingersoll).
- 16% of teachers turnover in a year.
  - Half of these (8% of workforce) are switching schools, half are leaving teaching.
  - Of the 8% leaving teaching, 38% are retiring, and 29% are taking ed-related, non-teaching jobs in the school district. (Goldring et al, 2014, NCES)
- Do you know your state's retention data?



# Trajectory of teachers' earnings relative to other professions



Joseph & Waymack. (2014). *Smart money: What teachers make, how long it takes and what it buys them.*



# Teacher compensation – NC compared with other states

