



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

TEACHER QUALITY IN AT-RISK SCHOOLS

TQ SOURCE TIPS & TOOLS:
EMERGING STRATEGIES TO ENHANCE TEACHER QUALITY

The National Comprehensive Center for Teacher Quality is a collaborative effort of
Education Commission of the States, ETS, Learning Point Associates, and Vanderbilt University.

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ABOUT NCCTQ

The National Comprehensive Center for Teacher Quality (NCCTQ) was launched on October 2, 2005, after Learning Point Associates and its partners—Education Commission of the States, ETS, and Vanderbilt University—entered into a five-year cooperative agreement with the U.S. Department of Education to operate the teacher quality content center.

In 2004—prior to the launch of NCCTQ—Learning Point Associates, the Education Commission of the States, and ETS created the National Partnership for Teaching in At-Risk Schools. Joining forces with Vanderbilt University allows NCCTQ a strong foundation to continue and extend the work that was begun by the National Partnership.

NCCTQ was created to serve as the premier national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring highly qualified teachers are serving students with special needs.

The goals of NCCTQ are to do as follows:

- > Promote successful implementation of the teacher quality requirements of the No Child Left Behind (NCLB) Act by disseminating critically reviewed research, strategies, practices, and tools.
- > Ensure a highly qualified teacher workforce by developing needs-based solutions.
- > Broaden the understanding and use of successful models and practices relating to teacher quality.
- > Galvanize public and policymaker support to meet the demands of NCLB related to teacher quality.

Special thanks to the National Commission for Teaching and America's Future for its contribution to the *TQ Tips and Tools: Emerging Strategies to Enhance Teacher Quality* content included in this publication and on the *TQ Source* website.

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.

UNFORTUNATELY, IN FAR TOO MANY HIGH-POVERTY, LOW-PERFORMING SCHOOLS, A LARGE NUMBER OF TEACHERS ARE INEXPERIENCED, POORLY PREPARED, AND GENERALLY LESS QUALIFIED THAN THE TEACHERS IN OTHER, MORE SUCCESSFUL SCHOOLS.

The National Comprehensive Center for Teacher Quality (NCCTQ) examined 10 key issues often associated with getting and keeping quality teachers in the “at-risk” schools that need them the most. The key issues provide several strategies that when implemented effectively can have a positive and lasting impact toward ensuring highly qualified teachers in at-risk schools. These 10 key issues are certainly not the only issues related to recruiting and retaining quality teachers for at-risk schools, but they are some of the most significant. All 10 key issues as follows are found on the *TQ Source* website (www.tqsource.org/strategies/):

- > Performance-based pay.
- > Financial incentives.
- > Expanding the teaching pool.
- > Hiring and placement practices.
- > Teaching as a career with advancement and leadership opportunities.
- > Improving the working environment of teachers.
- > Building the capacity of school leaders to support teachers.
- > Induction, mentoring, and support of new teachers.
- > Recruiting minority teachers.
- > Teacher preparation to teach in at-risk schools.

In this publication, you will find detailed descriptions of *four* of these key 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. Each issue description includes the following:

- > Benefits
- > Strategies and resources
- > Tips and cautions

The four key issues that were chosen are no more important than the other six. They are representative of a variety of points in a teacher’s career and offer a range of strategies for improving teacher quality in at-risk schools.

Please visit the *TQ Source Tips & Tools* online resource (www.tqsource.org/strategies/) to learn more about the four issues described in this publication as well as access continually updated research, resources, and strategies for all 10 key issues related to teacher quality in at-risk schools.

PERFORMANCE-BASED PAY

Performance-based pay is the broad term that refers to any system that ties teachers' salaries or financial awards to their performance or to the performance of their students. Models for performance-based pay plans vary widely and include merit-pay plans for individual teachers and school-based performance award plans. Interest in performance-based pay plans has grown in the past several years as some teachers and policymakers have become disenchanted with single-salary pay schedules used by most districts and because many in the education community are looking for teacher incentive vehicles to increase the academic performance of students, particularly in at-risk and hard-to-staff schools.

BENEFITS

Performance-based pay systems are important to quality teaching in at-risk schools because they can do the following:

- > Respond to calls for accountability and measurement of the quality of teaching and schools.
- > Address how effectively and equitably the district or school allocates money.
- > Improve retention of effective teachers and draw accomplished teachers to at-risk schools.
- > Motivate teachers, administrators, and other staff through recognition for supporting their students' success.
- > Align district human resources, evaluation and assessment, and professional development strategies.
- > Possibly enhance collaboration, school morale, and teamwork.

STRATEGIES AND RESOURCES

Strategy 1. Make several decisions prior to designing the pay system.

- > What do you want to achieve through performance-based pay?
- > What elements already exist in your [district/school/state] that can support or feed into a performance-based pay program?
- > What do you want to reward?
- > How will the pay program directly address improving quality and equity (of teaching and learning for at-risk schools)?
- > How much time do you have for the creation and design process, keeping in mind collaboration and negotiations as well as the need to keep momentum?
- > Do you want to supplement the traditional pay scale or to replace it?

Resources

National Commission on Teaching and America's Future. (2004, November). *Building a professionally rewarding career path for teachers*. Retrieved May 4, 2006, from <http://www.nctaf.org/article/index.php?g=0&c=5&sc=41&ssc=&a=291&navs>

Rotherham, A. (2005, March 30). Credit where it's due. *Education Week*, 24(29), 34, 48. Retrieved May 4, 2006, from http://www.ppionline.org/ppi_ci.cfm?knlgArealD=85&subsecID=65&contentID=253264

Strategy 2. Use fair and respected, validated, high-quality, rigorous assessments of students and teachers. Teachers have to believe in the possibility of improvement in order for their practice and their students' learning to change.

- > Performance indicators must be measurable.
- > Measure improvements and not only absolute achievements.
- > Include "subgroups" and at-risk student populations.
- > Schools need to have tools to make long-term plans and to change their practices. Provide data software, strategic planning assistance, assistance teams, or examples of successfully improving schools.
- > Train evaluators for reliable and consistent rating behaviors.
- > Emphasize and disseminate best practices from schools within your state or district.

Resources

Halverson, R., Kelley, C., & Kimball, S. (2004). Implementing teacher evaluation systems: How principals make sense of complex artifacts to shape local instructional practice. In W. K. Hoy & C. G. Miskel (Eds.), *Educational administration, policy and reform*. Greenwich, CT: Information Age Press. Retrieved May 4, 2006, from <http://www.education.wisc.edu/elpa/people/faculty/halverson/HalversonKelleyKimballTREA.pdf>

Milanowski, A. (2004, April). *Relationships among dimension scores of standards-based teacher evaluation systems, and the stability of evaluation score—Student achievement relationships over time*. Madison, WI: Consortium for Policy Research in Education. Retrieved May 4, 2006, from <http://www.wcer.wisc.edu/cpre/papers/AERA04Measurement.pdf>



Strategy 3. Publicize the program and communicate extensively with teachers, administrators, parents, and the public to ensure that important stakeholders understand the project and its impact on salaries, low-performing schools, and school improvement.

Resources

Delisio, E. R. (2003, January). Pay for performance: What went wrong in Cincinnati? *Education World*. Retrieved May 4, 2006, from http://www.education-world.com/a_issues/issues374b.shtml

Hartman, D., & McGraw, P. (2004). *Douglas County schools, Colorado: Performance pay plan for teachers*. Presentation prepared for the 2004 Consortium on Policy Research in Education National Conference on Teacher Compensation and Evaluation, Madison, WI. Retrieved May 4, 2006, from <http://www.wcer.wisc.edu/cpre/conference/nov04/Douglascounty.pdf>

TIPS AND CAUTIONS

Don't bother designing a performance-based pay system if you don't do the following:

- > Include the new pay system in the larger reform strategy.
- > Clearly and frequently communicate with teachers, the public, and other educators.
- > Have quality assessment benchmarks and tools that can evaluate teachers and students where they are.
- > Set realistic performance goals with adequate support to maintain improvement over the long term, especially when working in at-risk schools.
- > Proceed carefully and collaboratively, with flexibility. If you fail once, it's unlikely you will get a second chance.
- > Reward those who achieve their goals.
- > Strategize on the timing and schedule of the pay system's implementation. Make sure that it coordinates with the human resources department's hiring schedules.
- > Align or redesign your professional development system to enhance the knowledge and skills of teachers to ratchet up their capacity to achieve the desired results in student achievement.

General Resources

Consortium for Policy Research in Education. (2004). *Changing teacher compensation*. Retrieved May 4, 2006, from http://www.cpre.org/Research/Research_Project_C-3.htm

Farkas, S., Johnson, J., Duffett, A., & Foleno, T. (with Foley, P.). (2001). *Trying to stay ahead of the game: Superintendents and principals talk about school leadership*. New York: Public Agenda.

Ingersoll, R. M. (2001). *Teacher shortages, teacher turnover, and the organization of schools*. Seattle: WA: Center for the Study of Teaching and Policy. Retrieved May 4, 2006, from <http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf>

National Partnership for Teaching in At-Risk Schools. (2005). *Qualified teachers for at-risk schools: A national imperative*. Washington, DC: Author. Retrieved May 4, 2006, from <http://www.ncrel.org/quality/partnership.pdf>

Stedman, J. B., & McCallion, G. (2001). *Performance-based pay for teachers* (key workplace documents). Ithaca, NY: Cornell University. Retrieved May 4, 2006, from http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1046&context=key_workplace

BUILDING THE CAPACITY OF SCHOOL LEADERS TO SUPPORT TEACHERS

School leaders are central to both the quality of teaching in a school as well as to student learning. Leadership at the school level plays a critical role in establishing a productive school climate and is one of the most important elements in a teacher's decision about where to teach. The quality of school leaders in at-risk and hard-to-staff schools remains low, however. Furthermore, urban and rural districts with large concentrations of at-risk and hard-to-staff schools often experience the highest principal turnover rates.

BENEFITS

School leaders need to build their capacities to support teachers because of the following reasons:

- > The principalship is changing. Principals are increasingly expected to deliver results, but the profession has not changed to meet those demands.
- > Principal turnover and shortages threaten schools as much as teacher turnover does.
- > Teacher retention depends on support and guidance from leaders.
- > Principal leadership and stability are key influences on student learning.
- > School improvement (i.e., change) depends on strong leadership of a team of outstanding principals and teachers.
- > Students in at-risk schools—with their specific needs and backgrounds—represent a growing segment of the population.

STRATEGIES AND RESOURCES

Strategy 1. Improve preparation of leaders, both principals and teacher leaders.

- > Make preparation grounded in real-life situations, activities, dilemmas, and issues.
- > Ensure that preparation includes field experiences assisting and observing a carefully selected mentor principal or coach.
- > Continue to support new principals as they begin their first jobs.

Resources

Boston School Leadership Institute. (n.d.). *New principal support system*. Retrieved May 4, 2006, from <http://www.bostonli.org/npss.html>

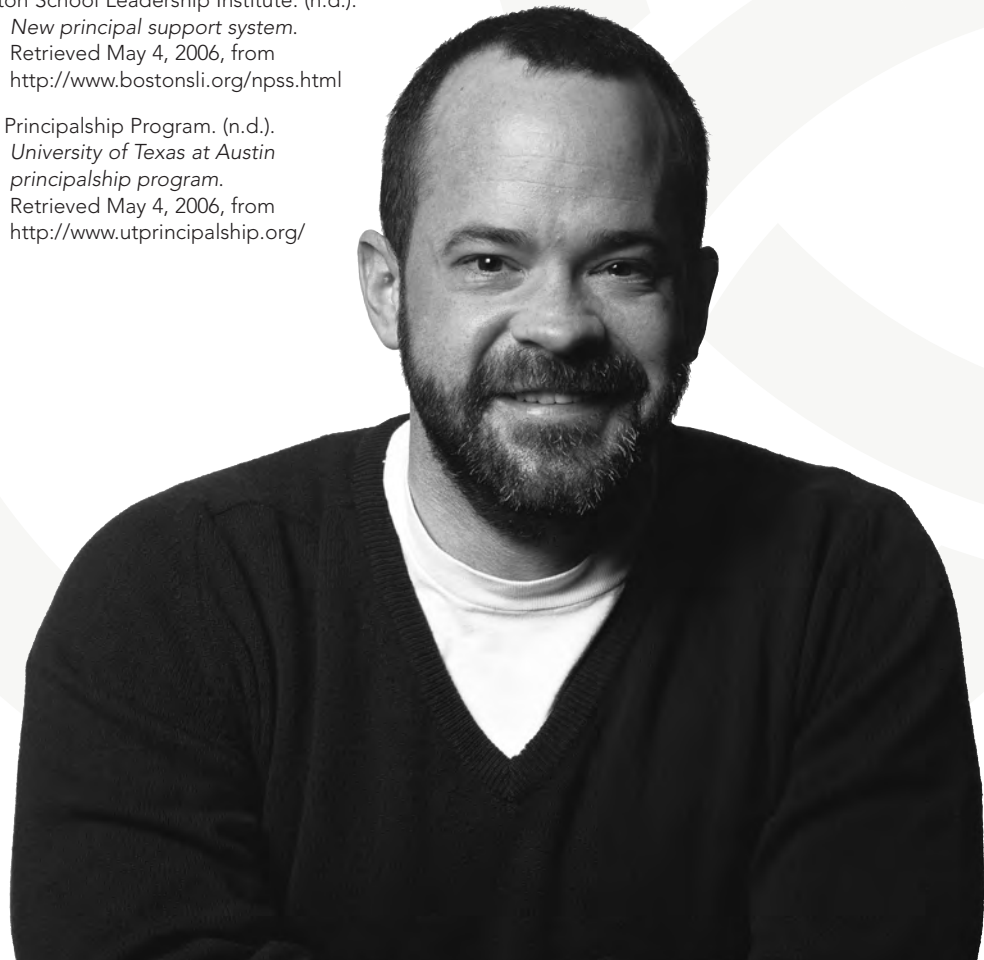
The Principalship Program. (n.d.). *University of Texas at Austin principalship program*. Retrieved May 4, 2006, from <http://www.utprincipalship.org/>

Strategy 2. Recruit the best candidates for principalship or teacher leadership (e.g., advisors, mentors, coaches).

Resources

Southern Regional Education Board. (2005). *Case study: A district-driven principal preparation program design*. Atlanta, GA: Author. Retrieved May 4, 2006, from www.sreb.org/programs/hstw/publications/case_studies/05V05_Providence.pdf

State of Wisconsin Department of Public Instruction. (2005, October). *Wallace fellows begin work on urban principal project* [Press release]. Retrieved May 4, 2006, from http://dpi.wi.gov/eis/pdf/dpi2005_135.pdf



Strategy 3. Create external networks of principals and/or teacher leaders for support.

Resources

- Hoffman, J. N. (2004, September-October). Building resilient leaders: Many universities and school districts are creating support mechanisms that increase administrator resiliency and lead to greater retention. *Leadership*, 34(1). Retrieved May 4, 2006, from http://www.findarticles.com/p/articles/mi_m0HUL/is_1_34/ai_n6358525
- Thomas, I. K. (n.d.). *Professional development for school leaders*. Washington, DC: American Association of Colleges for Teacher Education. Retrieved May 4, 2006, from <http://www.aacte.org/Programs/Research/profdevschoolleaders.pdf>
- Boston School Leadership Institute. (n.d.). *New principal support system: About the program*. Retrieved May 4, 2006, from <http://www.bostonsli.org/npss.p2.html>

Strategy 4. Evaluate principals on how they support teachers, create positive learning and working environments, and improve student achievement.

Areas to assess include observations of teaching and classrooms; achievement; standards; his or her portfolios and continued development; and encouragement of the learning community, including teacher and student collaboration, teacher leadership, student engagement, and community involvement.

Resources

- Knapp, M. S., Copland, M. A., & Talbert J. E. (2003). *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved May 4, 2006, from <http://depts.washington.edu/ctpmail/PDFs/LforLSummary-02-03.pdf>
- Institute for Learning. (n.d.). *Areas of development*. Pittsburgh, PA: Author. Retrieved May 4, 2006, from <http://www.instituteforlearning.org/develop.html>

TIPS AND CAUTIONS

Don't bother developing the capacity of school leaders to support teachers if you don't do the following:

- > Address the working conditions of principals. Principals need support and autonomy to deal with facilities, teacher turnover, financial resources, the building budget, student poverty, speakers of different languages, and low parental involvement. Most important, they need adequate support and compensation if they are to be held fairly accountable to student learning.
- > Emphasize the importance of changing school culture and staff roles to meet student needs in at-risk schools and in the 21st century.
- > Sustain the progress you make. Properly fund and staff professional development and collaborative work as well as install leaders who are committed to continuous learning.
- > Have a clear and valued district-level vision to guide the development of leaders at the school level.
- > Embed professional development in real-life situations and practices.
- > Alleviate superhuman amounts of responsibility, especially in at-risk schools. Show principals how to break out of "hero" or solo leadership and embrace and develop leadership skills in teachers and other administrators.

General Resources

- Freeman, D. J., Brookhart, S. M., & Loadman, W. E. (1999). Realities of teaching in racially/ethnically diverse schools: Feedback from entry-level teachers. *Urban Education*, 34(1), 89-114.
- Gilmer, K. (2006, April 12). *Principal leadership, school climate critical to retaining beginning teachers, Duke study finds*. Duke University News & Communications. Retrieved May 4, 2006, from <http://dukenews.duke.edu/2006/04/retention.html>
- Mitgang, L. (2003). *Beyond the pipeline: Getting the principals we need, where they are needed most*. New York: The Wallace Foundation. Retrieved May 4, 2006, from <http://www.wallacefoundation.org/WF/KnowledgeCenter/KnowledgeTopics/EducationLeadership/BeyondThePipeline.htm>

INDUCTION, MENTORING, AND SUPPORT OF NEW TEACHERS

Mentoring is a process by which a more experienced or knowledgeable teacher offers assistance to a beginning teacher. Induction is a network of supports, people, and processes that are focused on assuring that new teachers become effective teachers. While this network can include mentoring as a key component, induction programs also incorporate orientation, administrator support, common planning time, new teacher seminars, an external network of teachers, and a reduced workload. Induction, mentoring, and support of new teachers are vital to job satisfaction and teacher retention, particularly in at-risk and hard-to-staff schools.

BENEFITS

Induction, mentoring, and support for new teachers improve teaching and learning in at-risk schools because they can do the following:

- > Improve teacher retention.
- > Accelerate professional learning of new teachers.
- > Create learning communities of experienced and novice teachers.
- > Enhance relationships between higher education, regional technical assistance centers, and local schools.
- > Change the professional culture of a school.

STRATEGIES AND RESOURCES

Strategy 1. Create a comprehensive induction system in which mentoring and formative assessment are key components.

Resources

National Education Association New Teacher Support Initiative. (n.d.). *A better beginning: Helping new teachers survive and thrive: A guide for NEA local affiliates interested in creating new teacher support systems*. Washington, DC: National Education Association. Retrieved May 4, 2006, from <http://www.nea.org/teachershortage/betterbeginnings.html>

New Teacher Center. (n.d.). *New Teacher Center at the University of California, Santa Cruz*. Retrieved May 4, 2006, from <http://www.newteachercenter.org>

Strategy 2. Create a training program and guide for mentors and school leaders that includes topics such as how to mentor new teachers, how to observe teaching practices, and how to assess professional growth. The guide should outline progression of mentoring topics and activities to be personalized with the new teacher.

Resource

Villar, A. (2003). *Value-added indicators: Assessing new teacher contributions in mentored settings*. Santa Cruz, CA: New Teacher Center. Retrieved May 4, 2006, from <http://www.newteachercenter.org/newsletters/ReflectionsSP03.pdf>



Strategy 3. Offer stipends to mentors (also called new teacher advisors or coaches) and staff development coordinators.

Resource

New Teacher Center. (n.d.). *Santa Cruz / Silicon Valley new teacher project BTSA induction program*. Retrieved May 4, 2006, from http://newteachercenter.org/induction_model.php

Strategy 4. Implement professional development for teachers at various levels of experience that is (1) specific to content students need to learn and will find challenging, (2) based on specific student achievement data and school improvement goals, (3) adapted to specific needs in the district (e.g., changing demographics, English language learners, urban context, high student mobility), and (4) scheduled at convenient times and locations to enable attendance by teachers.

Resources

Donovan, M. S., & Bransford, J. D. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom*. Washington, DC: National Research Council of the National Academies. Retrieved May 4, 2006, from <http://fermat.nap.edu/books/0309074339/html/>

Education Trust. (2003). *Professional development: Questions and answers*. Retrieved May 4, 2006, from <http://www2.edtrust.org/EdTrust/SIP+Professional+Development/Standards+in+practice.htm>

Partnership for 21st Century Skills. (2004). *MILE guide for 21st century skills: Milestones for improving learning and education*. Washington, DC: Author. Retrieved May 4, 2006, from http://www.21stcenturyskills.org/downloads/P21_MILE_Guide_Printable.pdf

TIPS AND CAUTIONS

Don't bother creating induction or mentoring programs if you don't do the following:

- > Require release time for mentors and staff development coordinators.
- > Create guiding materials for and offer training to mentors and school leaders .
- > Pair new teachers and mentors carefully (based on subject area, grade level, personality, schedules, needs, and expertise).
- > Include networks for new teachers and a professional development program outside of mentoring.

General Resources

Kardos, S. M. (2002, April). *New teachers' experiences of mentoring, classroom observations, and teacher meetings: Toward an understanding of professional culture*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Retrieved May 4, 2006, from http://www.gse.harvard.edu/~ngt/Kardos_AERA2002.pdf

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681–714.

TEACHER PREPARATION TO TEACH IN AT-RISK SCHOOLS

Teacher preparation is the first stage of the formal teacher development process and an apt time to gain a repertoire of skills to serve a variety of student needs. Teachers sometimes leave at-risk schools because they have not been adequately prepared to teach in challenging urban areas or isolated rural locales. Teacher preparation that addresses the diversity and the challenges that teachers may face in at-risk schools could be crucial to improving teachers' experiences in these schools.

BENEFITS

Improving teacher preparation to teach in at-risk schools helps at-risk schools and districts do the following:

- > Raise student achievement.
- > Break the cycle of outdated teaching methods and low expectations.
- > Create stability and growth by retaining teachers.
- > Recruit qualified teachers.
- > Avoid the blame game.

STRATEGIES AND RESOURCES

Strategy 1. Provide opportunities for teacher candidates to gain field experience in at-risk schools.

Along with training in multicultural awareness, field placement in an at-risk or hard-to-staff school is beneficial to teacher candidates. A high-quality field experience closely mirrors a teacher candidate's future placement, allowing the candidate to apply teaching knowledge and gain experience with at-risk children. Teacher candidates can then learn what works, gain confidence in teaching and management, and question beliefs and expectations. A high-quality field experience also requires partnering a teacher candidate with an accomplished teacher.

Resources

Cushman, K. (1999). Teacher preparation and renewal: Creating conditions for better practice. *The Annenberg Challenge Journal*, 3(2), 4. Retrieved May 4, 2006, from <http://www.annenberginstitute.org/Challenge/pubs/cj/v3n2/pg4.html>

National Council for Accreditation of Teacher Education. (2002). *Standard 4: Diversity*. Washington, DC: Author. Retrieved May 4, 2006, from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd4>

Strategy 2. Develop high-quality teacher preparation programs in at-risk areas. At-risk schools and districts need local teacher preparation programs that allow teacher candidates to do the following:

- > Practice teaching at-risk students.
- > Become familiar with a district's curriculum, strategies, and initiatives.
- > Become part of the community.

If local teacher preparation programs do not exist, school districts need to work with nearby colleges and universities to create programs that specifically prepare teacher candidates for at-risk schools. If such a partnership does not work, a school district can create its own teacher preparation program. While costly, such a district-run program gives the district full power over the skills that teacher candidates must acquire.

Resources

North Carolina Model Teacher Education Consortium. (2006). *North Carolina model teacher education consortium*. Retrieved May 4, 2006, from <http://www.ncmtec.com>

Jacob Hiatt Center for Urban Education. (n.d.). *Urban teacher preparation*. Worcester, MA: Clark University Education Department. Retrieved May 4, 2006, from <http://www.clarku.edu/departments/education/hiatt/urbanprep.cfm>

Strategy 3. Create collaborative partnerships between school districts and teacher preparation programs. These partnerships can help tailor teacher preparation curriculum and field experiences to the specific needs of at-risk schools.

Resources

National Commission on Teaching and America's Future. (2004, June). *Promising practices to prepare high quality teachers for 21st century schools and learning*. Prepared for the National Summit on High Quality Teacher Preparation, Austin, TX. Retrieved May 4, 2006, from http://www.nctaf.org/documents/nctaf/Promising_Practices_Final.pdf

Urban Impact. (2000). *Urban impact mission*. Retrieved May 4, 2006, from <http://www.utc.edu/Outreach/UrbanImpact/about/mission.html>

TIPS AND CAUTIONS

Don't bother improving teacher preparation to teach in at-risk schools if you don't do the following:

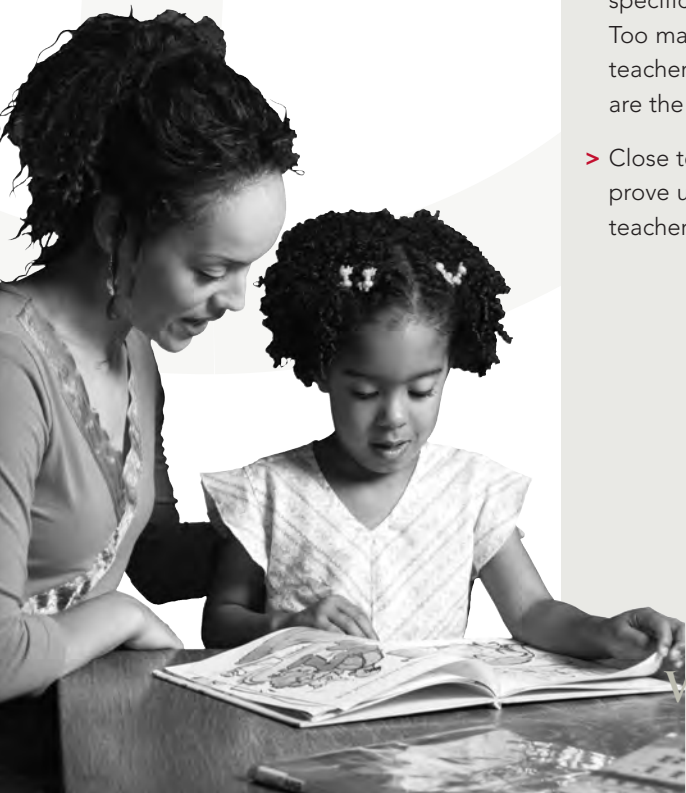
- > Evaluate your beliefs and expectations concerning at-risk students and require teacher education faculty, school leaders, policymakers, current teachers, and teacher candidates to do the same.
- > Keep pushing. If teacher preparation programs are producing low-quality teachers for at-risk schools, form state-school-higher education partnerships to foster improvement. If this does not work, require teacher preparation programs to meet certain standards, help them meet the standards, and close them down if they do not. If this does not work, create new teacher preparation programs designed specifically for at-risk school districts. Too many people give up on improving teacher preparation, and at-risk students are the ones who suffer.
- > Close teacher preparation programs that prove unable to produce high-quality teachers for at-risk schools.

General Resources

Lyons, K. B. (2005). *Preparing to stay: Examining the effects of specialized preparation on urban teacher retention* (UTEC working papers). Los Angeles, CA: Urban Teacher Education Collaborative. Retrieved May 4, 2006, from <http://www.idea.gseis.ucla.edu/publications/utec/wp/pdf/08.pdf>

National Partnership for Teaching in At-Risk Schools. (2005). *Qualified teachers for at-risk schools: A national imperative*. Washington, DC: Author. Retrieved May 4, 2006, from <http://www.ncrel.org/quality/partnership.pdf>

Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved May 4, 2006, from <http://depts.washington.edu/ctpmail/PDFs/TeacherPrep-WFFM-02-2001.pdf>





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