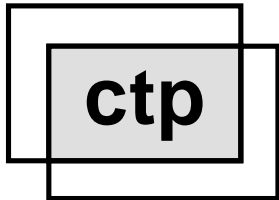


# **The Design of State Strategies for Improving Teaching and the Teaching Force**

**Michael S. Knapp,  
University of Washington**

**Presented at a Works-in-Progress Session of OERI Grantees  
Washington DC • April 25-26, 2002**



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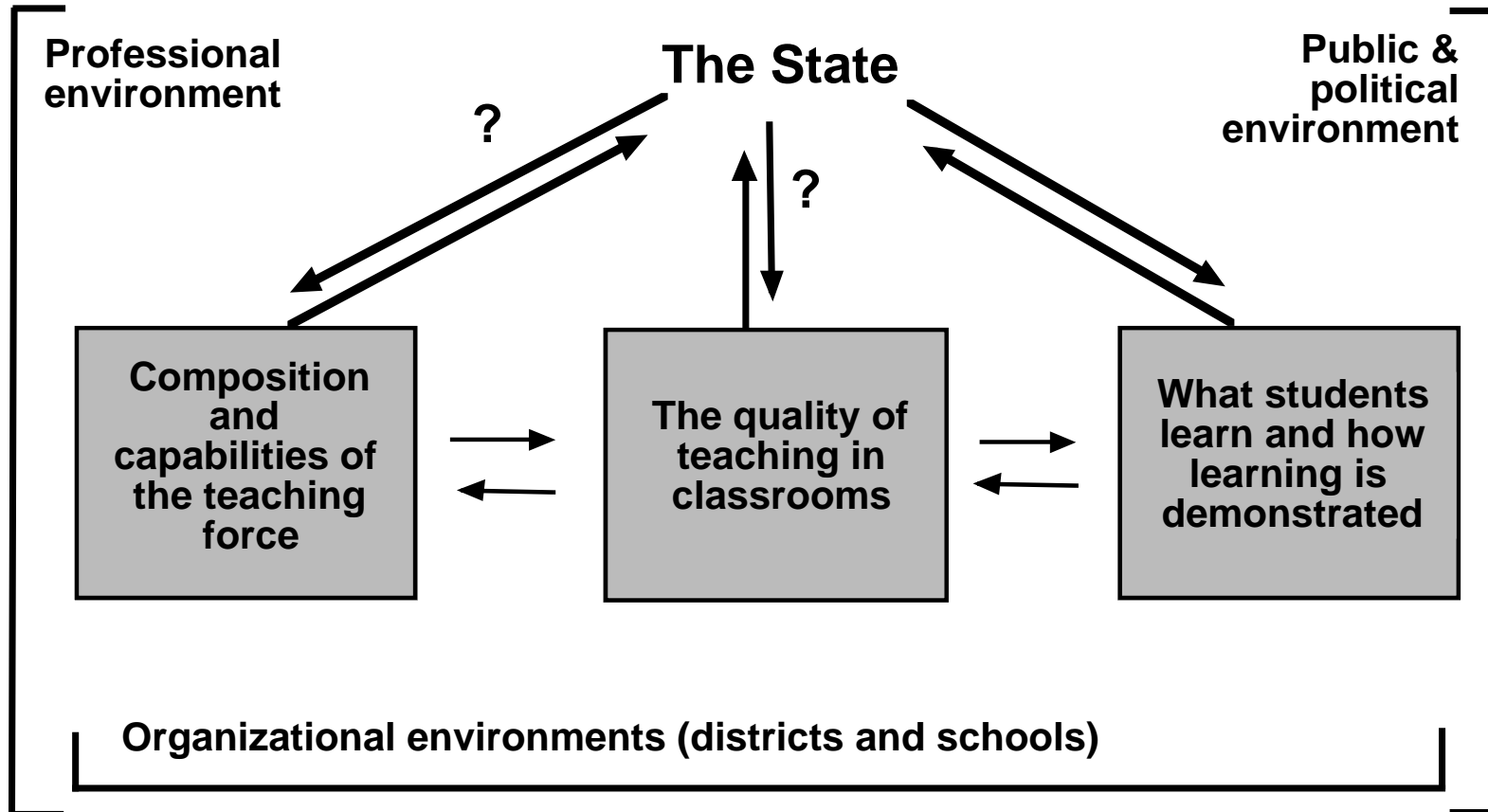
[www.ctpweb.org](http://www.ctpweb.org)

**Center for the Study of Teaching & Policy**

# The Quality of Teaching and the Teaching Force in the Context of State Standards-based Reform

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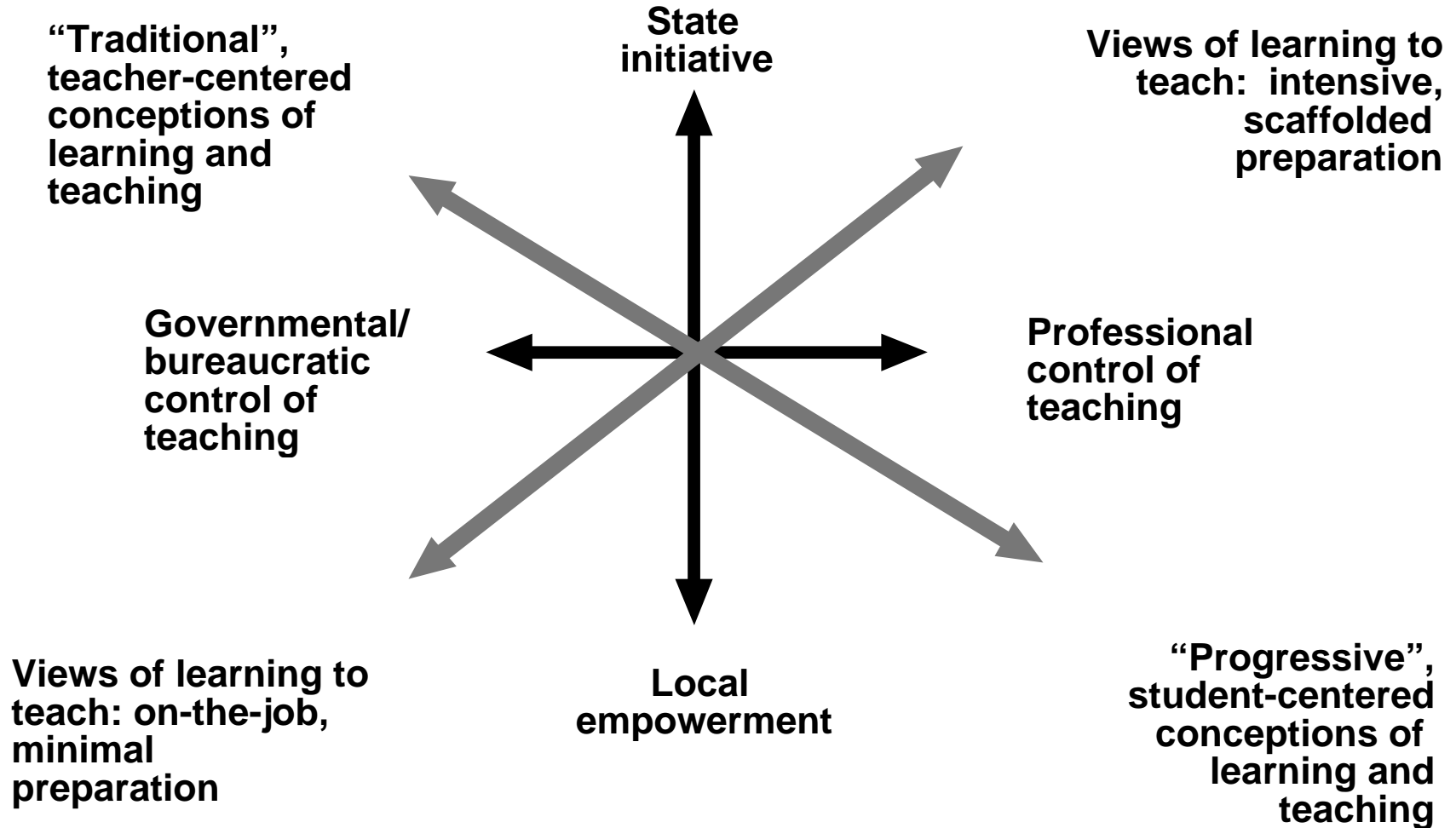
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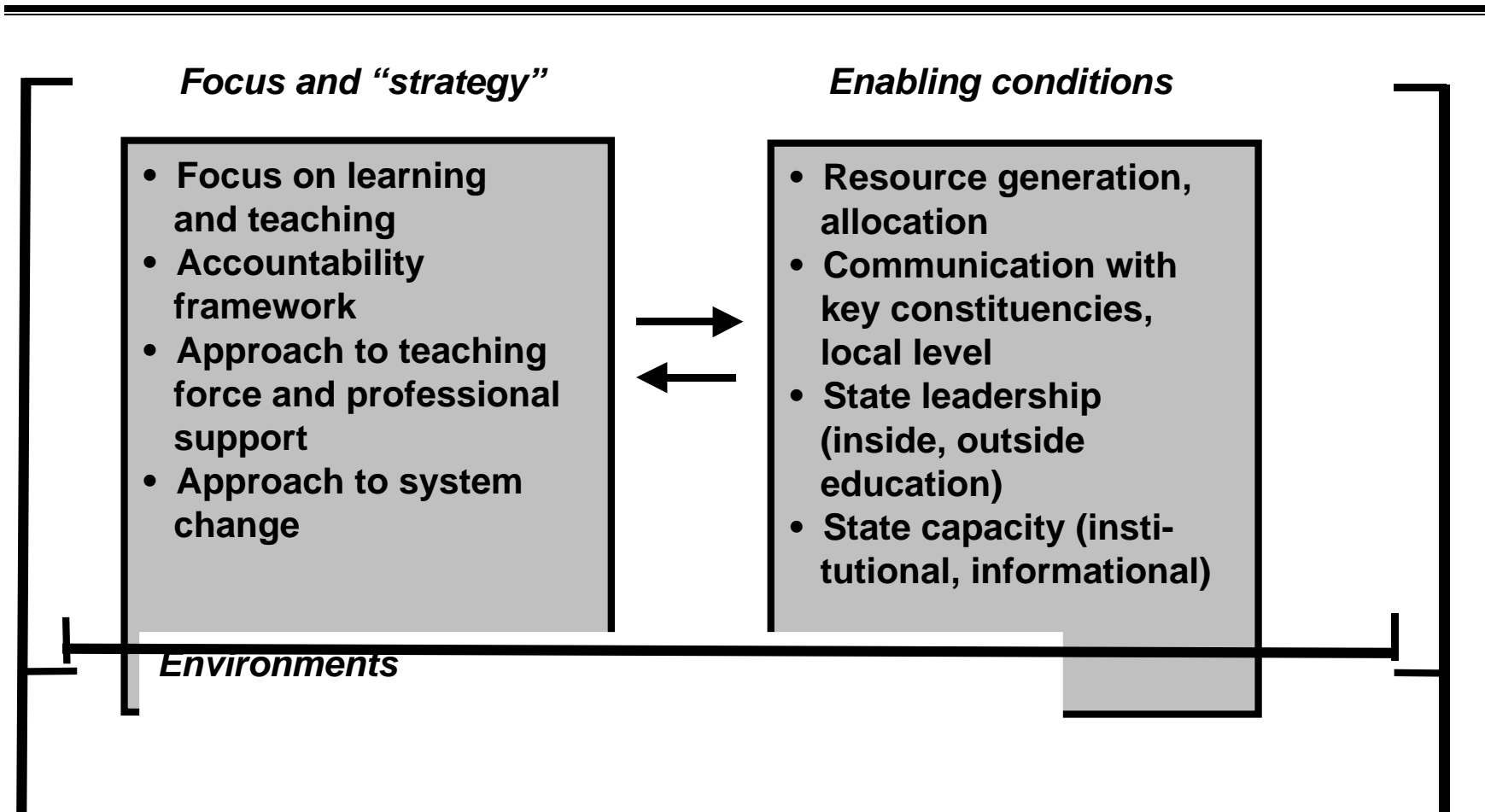
# Fundamental Tensions

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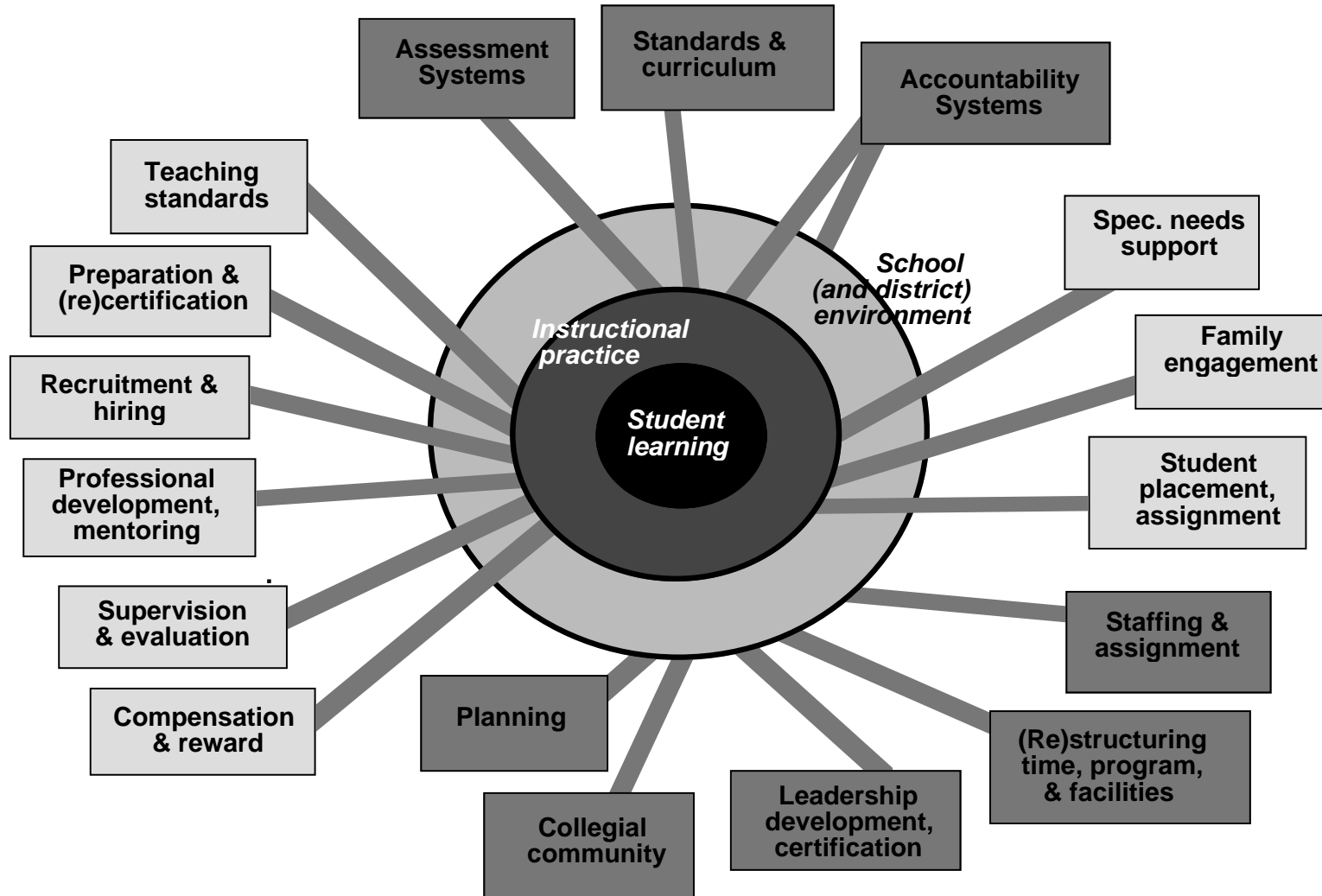
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# State Policy Design and Enabling Conditions



# Intervention Pathways: Avenues of State Influence on Learning and Teaching

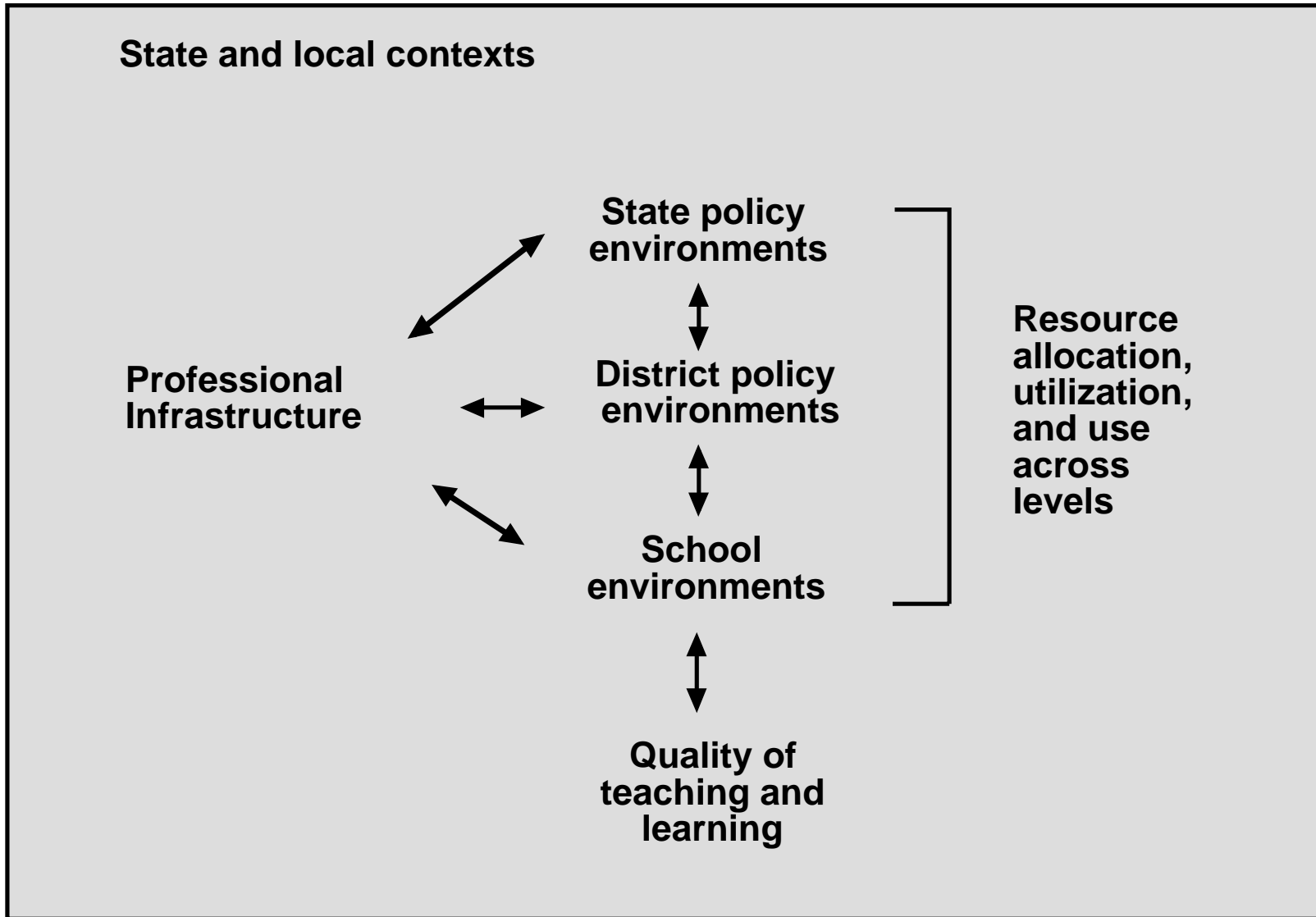


# Indicators of Policy Design Quality

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- ***Comprehensiveness:*** Coverage of relevant, opportune intervention pathways
- ***Coherence:*** Links among pathways, working consensus, connection to compelling image of learning and teaching
- ***Equitability:*** Planful attention to policy consequences for all students' learning
- ***Viability and Sustainability:*** Base of political and resource support over short and long term

# CTP “Core” Study



# **Enduring Debate over Teaching as a Profession**

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- **Counter currents in state debate: to professionalize or deprofessionalize teaching?**
- **Difficult issues for states:**
  - **Ceding control to professional bodies**
  - **Creating professional governance structures**
  - **Empowering teachers to act as professionals**
- **A missing ingredient: support from the state level for professional work and professional learning**

# State Visions for the Teaching Profession

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- **The attempt to articulate teaching standards**
- **Mixed signals: what matters for professional certification (at several levels) and for teaching to state tests**
- **Multiple images of capable teaching: teacher licensing tests, assessments for National Board certification**
- **Who's the keeper of the state's vision of good teaching practice?**

# States at the Gateway to the Teaching Profession

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- **Multiple entry routes: mixed incentives, varied learning opportunities**
- **Higher education as partner or obstacle**
  - perceived response to the problem
  - how and where to apply pressure
- **Comprehensive recruitment packages or mixed bags?**
  - how the pieces fit together
  - where are the resources
- **How will the state know if its policies work?**

## **State Efforts to Attract and Support New Teachers**

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- **Growth in mentor and internship programs, as numbers of new teachers swell.**
- **The mentor shortage: where are such people?  
How do they learn to mentor others?**
- **Supporting new teacher support programs: unfunded mandates or real investments from the state level?**

# State Efforts to Improve Ongoing Instructional Practice

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- **Teachers' plea: help us teach to standards**
- **State hesitancy about support for professional learning: is it the state's role? Does it really help kids' learning?**
- **Experiments and opportunities:**
  - content-specific professional development
  - recertification
- **Off the states' radar screens: teacher load and time, school organization for teacher learning, teacher evaluation**

## **The Four Core Study States (CA, NC, NY, WA)**

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**Contrasting examples of teacher shortages (actual or perceived) battling with multiple and sometimes competing efforts to raise teacher and student standards, while lay control competes with professional influence in defining what teachers will have the opportunity to learn, what they will be asked to do in the classroom, who will pay for it, and who will decide.**

## **Similarities Across the States**

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- **Lining up the teacher development system on paper**
- **Growing use of data to manage teaching quality vision and actions**
- **Negotiating standards, tests, and accountability in defining good teaching**
- **Lack of capacity in SEAs to lead complex teaching quality reforms**
- **Lack of teacher assessments to match vision for good teaching**
- **Little emphasis on working conditions and school design**

## Differences Across the States

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- **Dominant, long-term gubernatorial leadership and evolution of professionalism in North Carolina**
- **Fragmented leadership and simultaneous, professionalizing and deprofessionalizing tendencies in California**
- **Lightening speed enactment through leadership of Chief State School Officer and inattention to professionalism in New York**
- **Deliberation and slow steps toward professionalism in Washington**