

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

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For example, in a school district that serves the rural communities of McVie and Lakota, North Dakota, only one infant was born during the past year. No other future students live in this rural prairie community, and no new families are expected to move here. The community's two elementary schools most likely will consolidate in the near future, resulting in teachers being dismissed.

In addition, "edge cities" are a growing phenomenon as more and more people move into areas outside of traditional suburbia that once were rural — especially in Nevada, Arizona and California. Many inhabitants of these "edge cities" are non-English-speaking, low-income, single-parent families that often lack adequate social structures to support their children's learning effectively. Since many of these children attend rural schools, rural education increasingly faces the same challenges of economic and ethnic diversity among its students that are common to urban schools.

Attitude Change Needed

In addition to ensuring that their teachers have adequate knowledge and skill to handle an increasingly challenging student population, rural schools need to ensure that their teachers have the attitude they need to succeed and help rural schools keep pace with new trends and developments in education. A recent study conducted in Nevada's rural schools showed that while newer teachers were somewhat less "traditional" than their veteran colleagues — i.e., less rigid and controlling, less inclined to teach to the class as a whole and less opposed to professional development — none of the 290 educators interviewed was truly "transformational" — i.e., highly supportive of flexible teaching, individualized learning and professional development. Yet, such a "transformational" attitude is important, many experts say, if teachers are to help their students learn what they need to learn to be successful in today's society.

Students with Disabilities

Such an attitude is also critical if rural teachers are to meet the challenge of special education. The 1997 reauthorization of the Individuals with Disabilities Education Act makes it clear that the individualized needs of special education students are to be served in the least restrictive environment, typically the general education classroom. Thus, rural teachers need to incorporate additional flexibility and individualized student focus into their teaching.

This will require a professional development program for teachers and administrators and the retooling of current preservice teacher and administrator education programs. The teaching practice of "collaborative partnerships" is fast becoming a useful teaching model in rural schools and elsewhere. In this model, the special education teacher may teach alongside the classroom teacher or provide other in-classroom support. This change requires a great deal of planning, knowledge and skill development for all teachers and the school administrator.

Focus on Rural Needed

Recruitment of new teachers to rural areas must be better coordinated between the rural school districts and the teacher education programs that serve them. Teacher education and public school professional development programs must be aligned and linked to bridge the gap between apprentice teachers and mentor professionals. Good teacher education programs focused on rural teachers will yield well-trained educators who understand the diverse needs of rural students. The development of a comprehensive system of professional development that links preservice and inservice programs will provide and support new and mentor educators throughout their teaching careers.

Street is assistant professor in the Department of Teaching and Learning in the College of Education and Human Development at the University of North Dakota.

Hard-to-Staff Schools: An Urban Teacher's Experience

By Susan Brown

After graduating college, I intended to teach in a hard-to-staff school. I felt an obligation and a need to teach children in an area that has difficulty keeping talented teachers. I felt I had a responsibility to teach children in lower socioeconomic brackets — in particular, children of color. I was excited and enthusiastic.

During my first year, I was given the "top track" of 2nd graders — children considered to be achievers both behaviorally and academically. I repeatedly was told I would have no problem because these children were the best. Looking back, that was true; I had no problem with the children.

My biggest problem was not having support from my colleagues, in particular, the administration. Other teachers were facing many of the same problems I was facing, and they were veterans. Colleagues who had the slower tracks faced many difficulties in achieving academic success, but I believed they were doing the best they could, given the lack of support.

Downhill from There

In my second year, I had the "lower-track," children. Along with being labeled academic failures, many were in the bottom track because of behavioral issues.

Seeing children break out into fistfights throughout the day took its toll. When I called for help from the administration, the children were taken out of my class, yelled at and then returned to the classroom where the same thing would happen again.

I went home crying, day after day, over what I thought was my inability to help these children see their potential and to meet the challenge of becoming a community of learners. I cried because of the lack of support from the administration. I cried because I often felt I had no control over my class. The lack of respect the children had for one another and themselves was apparent.

Finally, I decided not to return the next year and began to search for a different job in a different district.

Administrative Support Crucial

My third year as a teacher is in a progressive school where the philosophy of teaching is more closely aligned to my own, and the administration supports my efforts. The problems that I faced in my first years of teaching are almost nonexistent by comparison, although I am still in a hard-to-staff district. My colleagues are supportive; I receive great advice and great feedback, and I feel a real sense of achievement. I am "making a difference."

Brown is in her third year of teaching in a kindergarten/1st-grade classroom in the New York City Public School System and is a member of The Teacher's Network: Impact II.

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State Meeting Summaries

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Focusing State Policy on High-Quality Teachers for Hard-to-Staff Schools

April 2001

Funded by the Wallace-Reader's Digest Funds

This is a three-year project, currently finishing its second year. The goal of the project is to deepen policymakers' understanding in a number of states about the policy issues that need to be addressed and the policy changes that might be made in order to improve the supply, distribution and quality of teachers in the states, particularly for hard-to-staff schools. The project has sponsored the writing of several policy pieces, including ECS' comprehensive statement on teaching quality, *In Pursuit of Quality Teaching: Five Key Strategies for Policymakers*, and an issue of the *ECS State Education Leader* dedicated to hard-to-staff schools. In addition, the project calls for ECS to plan and convene policy meetings in up to 25 states that bring together key state policymakers and education and business leaders to assess the states' current efforts to improve their teacher workforce and discuss additional strategies. ECS has convened meetings in eight states to date, co-hosted by the governor and other key state officials, and has initiated follow-up efforts in several of them.

States that have held policy meetings:

- Hawaii (March 2000)
- Illinois (March 2001)
- Minnesota (December 2000)
- Nevada (September 2000)
- New Hampshire (October 2000)
- New Mexico (September 2000)
- Oklahoma (January 2001)
- Rhode Island (January 2001)

States that have indicated their interest in hosting a meeting in the future:

- | | | |
|------------------|----------------|---------------|
| • Alabama | Maryland | Vermont |
| • American Samoa | Mississippi | West Virginia |
| • Arkansas | New Jersey | Wyoming |
| • California | North Carolina | |
| • Indiana | Ohio | |
| • Kansas | South Carolina | |

Meeting Summary: Hawaii

Between March 8-10, 1999, ECS staff held five meetings in Honolulu with different constituencies to provide information about what other states are doing to improve teaching quality and to respond to the specific concerns of Hawaii. Those meetings were as follows:

March 8 – Meeting with state education superintendent Paul LeMahieu and the DOE leadership team. Teacher quality themes identified included beginning teacher support and ongoing professional development.

March 9 – Meeting with the Hawaii Business Roundtable. The primary theme discussed was Hawaii's teacher shortage.

March 9 – Meeting with the faculty of the University of Hawaii College of Education. There was a wide-ranging discussion that touched on teacher accountability and alternative preparation, among other themes.

March 9 – Public forum — Issues discussed at this event included teacher accountability, professional standards, the teacher shortage, teacher recruitment, beginning teacher support, out-of-field teaching and teacher certification.

March 10 – Information briefing for a joint meeting of the House and Senate education committees. ECS staff gave a broad presentation of strategies that states were employing to improve teaching quality highlighting specific recommendations that might make sense for Hawaii to consider. These recommendations included the following:

- Promote effective alternative preparation strategies
- Increase completion and placement rates for teacher preparation programs
- Address the problem of hard-to-staff subjects and schools
- Offer scholarships/loan forgiveness for teacher preparation
- Design targeted recruitment strategies, especially for local populations
- Increase career advancement opportunities, such as national board certification or master/mentor teacher designation
- Provide supportive working conditions, including well-trained education leadership
- Hold schools and teachers accountable for student learning.

Outcomes/Next Steps:

It was clear that one of the critical issues Hawaii needs to address is its teacher shortage. ECS suggested that Hawaii consider implementing a *Troops to Teachers* program as one strategy to address the shortage, particularly since Hawaii has a large retired military population. While there was initially a great deal of enthusiasm about this idea, the proposal was eventually rejected.

In addition, an effort will be made — with ECS' cooperation — to produce a study that addresses Hawaii's difficulty in retaining teachers and to address the issue of teacher recruitment and retention.

Meeting Summary: Illinois

Illinois held two separate meetings - one on March 13, 2001, and one on March 16.

The Deputy Governor for Education and Workforce Development, Hazel Loucks, convened the March 13 meeting in cooperation with ECS. The meeting, held in Springfield, brought together 30 Illinois legislators to discuss the ways in which the legislature might take leadership in improving the supply, quality and effectiveness of Illinois' teacher workforce. Dr. Steven Tozer, professor of education at the University of Illinois-Chicago, kicked off the meeting with a review of some of the key research information about teaching quality and a summary of several promising initiatives that have been implemented nationally to improve the quality of teaching. California Secretary of Education Kerry Mazzoni, formerly the chairman of California's Senate Education Committee, and Iowa Representative Danny Carrol, a member of the state's education committee, talked about the history of education reform and the progress of efforts to improve teaching quality in their respective states and the role the legislature played in those efforts. Dr. Calvin Frazier, ECS Distinguished Senior Fellow, moderated the question and answer session that followed the presentations.

Deputy Governor Loucks also convened the March 16 meeting, in cooperation with ECS and the North Central Regional Education Laboratory. The meeting's focus was on professional development, and 125 district and regional superintendents, teacher educators, and state department officials attended it. Featured presenters included Dr. Shirley Hord, of the Southwest Educational Development Laboratory; Dr. Judy Sargent, of the Standards and Assessment Center at CESA#7, in Wisconsin; and a panel of Illinois district administrators and teacher educators.

The meeting began with a discussion of the elements of high-quality professional development, including the revised standards for professional development recently released by the National Staff Development Council. The discussion included some of the barriers to the implementation of high-quality professional development at the building and district levels. That same theme was carried through in the next part of the discussion, which included observations by district administrators and teacher educators about high-quality professional development and a specific example of the challenges successfully faced by one district in Illinois in implementing high-quality professional development throughout the district.

The last part of the meeting focused on the opportunities for the state department of education, and especially regional agencies, to provide support to districts for improving professional development. This discussion emphasized the importance of using good data to assess the current need and opportunities for professional development, and aligning professional development with the specific needs of teachers to improve the performance of their students.

Outcomes/Next Steps:

As a result of the March 16 meeting, Illinois will begin to examine new ways in which its regional agencies can assist district efforts to improve the quality of professional development and to ground their professional development in solid data about student achievement and teachers' skills. A second meeting, similar to the March 16 meeting, is being planned to accommodate a number of district superintendents who were unable to attend the first meeting because of limited space.

Meeting Summary: Minnesota

On December 1, 2000, the Department of Children, Families & Learning (CFL) and the Office of the Governor co-hosted a statewide Teacher Quality Policy Forum in St. Paul in cooperation with ECS. Co-sponsoring the event were the Minnesota Academic Excellence Foundation and the College of Education and Human Development at the University of Minnesota. Seventy people from around the state attended, including state legislators, the commissioner of CFL, the lieutenant governor, deans and faculty members from several schools of education, members of the business community, leaders of the teacher unions, district superintendents, school principals and teachers, and parent representatives.

The first half of the forum focused on the issue of pay for performance. Rob Weil, president of the Douglas County (CO) Federation of Teachers talked about the Douglas County Pay-for-Performance Program. His presentation was followed by a panel discussion that included a number of state education leaders. Following the panel discussion, breakout groups were formed to discuss the pay-for-performance issue and make suggestions for state policy on the issue.

At lunch, a group of new teachers talked about their experiences in the classroom, about what has helped them cope with challenging assignments and about the frustrations they continue to experience. Following the panel of teachers, CFL Commissioner Christine Jax unveiled her proposal to implement an incentive plan, with a per-pupil allocation, to encourage districts to develop a pay-for-performance program for their teachers.

The afternoon focused on the issue of teacher recruitment and retention, and the keynote speaker was David Haselkorn, of Recruiting New Teachers, who gave a national profile of the teacher shortage issue and a summary of some of the more effective strategies that other states have employed to recruit teachers. His presentation was followed by a panel discussion that included several state education leaders. Following the panel discussion, breakout groups discussed teacher recruitment strategies Minnesota might employ.

Outcomes/Next Steps:

A number of suggestions came out of the meeting. There was strong support for a good statewide induction program, for extending teachers' contracts for more than nine months (on a voluntary basis), for the alignment of staff development with state learning standards and school goals, for allowing retired teachers back in the classroom, for increasing teacher pay (including, perhaps, a voluntary pay-for-performance system), and for loan forgiveness or scholarships for people willing to become teachers. Many other strategies were suggested, as well. A number of the issues discussed at the meeting will be the focus of legislative action during the current session.

Meeting Summary: Nevada

On September 27, 2000, ECS facilitated a meeting in Carson City of 20 selected Nevada legislators and education leaders. The purpose was to arrive at a consensus on the highest-leverage strategies Governor Guinn could support to improve Nevada's quality of K-12 education generally, and the quality of teaching, in particular. After giving initial direction to the participants, Governor Guinn retired from the meeting and returned at the end of the day to hear and discuss their report.

Jim Guthrie, of Vanderbilt University, served as a special consultant at the meeting and helped identify the relative costs and benefits of various strategies the participants might propose.

After a lengthy and very rich discussion, the group identified four priority areas, listed below in their identified order of importance:

- Staff development, especially related to instructional standards, technology and educational leadership. It should be of high quality, supported by effective incentives, and aligned with district and school performance goals and expectations. An induction and mentoring program is likely to be a particularly effective staff development strategy.
- Extending time for at-risk students by extending the school day and year and providing pre-school for at-risk students.
- Enhancing the technology capacity in school classrooms, including increased computerization, distance learning and more teacher training in technology.
- Support for teacher recruitment and retention, including national board certification, financial incentives to attract teachers to high-need subjects and schools, and rethinking the pay structure so that it would reward teachers more for demonstrated skill and effectiveness.

In addition to the four priorities, there were recommendations that the state increase its capacity to collect and effectively utilize data, and that programs initiated at the state level allow a high degree of local flexibility.

Outcomes/Next Steps:

The concern about the state's capacity to collect and utilize data led to a discussion with State Senator Bill Raggio and Governor Guinn about strengthening Nevada's accountability system in order to manage and assess its education reform efforts more effectively. Subsequent to the September 27 meeting, ECS conducted a gap analysis of Nevada's current accountability system and shared it with Senator Raggio and Governor Guinn.

Meeting Summary: New Hampshire

On October 20, 2000, the New Hampshire State Board of Education presented a statewide symposium on "Attracting and Retaining Quality Educators" in cooperation with ECS. Over 150 people, including state legislators and other state policymakers, state education leaders, and local educators and education leaders, and several students attended the meeting. The meeting was motivated by the growing concern over the increasing shortage of well-qualified teachers in New Hampshire and a desire to address the issue before it became more severe.

Ted Sanders, ECS president, provided the keynote address for the symposium and gave his assessment of developments around the country to improve the quality of teaching.

Following the keynote address, participants were divided into eight discussion groups, each guided by a pre-trained facilitator. The discussion groups lasted the rest of the day, interrupted by lunch. The groups began by identifying things that attract individuals to a career in education, and then participants were asked to share their own beliefs and assumptions about the following issues:

- Recruitment and retention
- Pre-service education
- Certification and professional development
- Support for new teachers
- Administrator quality
- School culture, climate and organization
- Compensation
- Public perceptions of education and educators.

Working from these beliefs and assumptions, participants engaged in a discussion of the role each of the eight issues plays in shaping the ability of New Hampshire's schools to recruit and retain quality educators. Then participants were asked to consider how to enhance the state's ability to recruit and retain teachers and to identify key leverage points for statewide action.

The following were significant points of consensus to come out of the discussion groups:

- While money is important, other factors attract people to careers in education
- Lack of career advancement opportunities and a negative perception of teacher preparation programs are deterrents to going into education
- Teacher preparation is often poor, and more field-based experience is needed
- The teacher certification process needs to be re-examined
- Standardized tests are not a valid way to measure teacher competence
- Opening access into teaching through alternative approaches has pluses and minuses
- Mentoring and induction programs for beginning teachers are very important
- Quality administrators are needed to provide good leadership and teacher support
- The public does not adequately respect and value educators and education
- Schools must support teaching and learning and be conducive to job satisfaction.

Outcomes/Next Steps:

As a result of the meeting, the State Board of Education will constitute a steering committee of 10-15 people to oversee and coordinate the work of four subcommittees, each studying a key issue area, and to maintain communication with the various constituencies in the state. The subcommittees address the following areas:

1. New teacher development
2. Recruitment and retention
3. Educational leadership
4. Public perceptions

The subcommittees will be asked to gather and analyze data and information regarding present conditions and practices in New Hampshire, review the relevant research, and develop a set of recommended goals and actions in its assigned issue area.

Meeting Summary: New Mexico

On September 20-21, 2000, the New Mexico Commission on Higher Education, and the New Mexico State Department of Education sponsored a statewide workshop in Albuquerque on "K-16 Partnerships to Promote Quality Learning in Our Schools" in cooperation with ECS. About 65 people, including several state legislators, principals, teachers and superintendents from around the state, teacher education faculty and members of the business community attended the meeting.

The conference opened with a report from Dr. Calvin Frazier, senior consultant for ECS, describing a survey of 31 state leaders in New Mexico from business, government and education. The survey indicated a general consensus that New Mexico had made progress in increasing the quality of its teacher workforce, but that much remained to be done, especially in recruiting and retaining quality teachers, increasing teacher salaries and improving teachers' skills.

At the next morning's session, Jo Ann Norris, from the Public School Forum of North Carolina, presented a history of the formation of that state's statewide coalition for educational change. Next, I.B. Hoover, co-chair of New Mexico's Education Initiatives and Accountability Task Force, described the efforts and preliminary recommendations of that group. Recommendations related to teaching quality included giving more autonomy to local districts and doing a better job of preparing, recruiting and retaining teachers. Michael Allen, project manager of ECS, gave a presentation on K-16 teaching quality initiatives in Georgia, Maryland and Ohio. Peter Winograd, dean of education at the University of New Mexico, discussed how K-16 partnerships, greater public involvement and legislative support and funding could lead to increased teaching quality in New Mexico.

The balance of the meeting was devoted to small-group discussions. Recommendations emerging from the groups — thought not necessarily reflective of a consensus — include the following:

- Build a career path within the teaching profession
- Target money for new teachers and induction programs
- Build a coalition between colleges, communities and the state
- Strengthen and promote alternative licensure programs
- Develop a strong K-16 pipeline
- Improve accountability for teacher education programs
- Make greater use of data in the classroom and in creating policy
- Connect compensation with teacher performance
- Increase salaries for high-need teaching areas
- Step up teacher recruitment efforts, especially targeting second career professionals
- Provide financial incentives for teachers, e.g., loan forgiveness, tax exemptions
- Reduce class size
- Focus professional development efforts on the curriculum
- Fund and create a statewide teacher database
- Provide externships for teachers to work with business.

Outcomes/Next Steps:

The information gathered during this meeting is to be communicated at an upcoming meeting of the New Mexico Teacher Education Advisory Council (TEAC). It may inform a bill — or bills — to be drafted jointly by the Commission on Higher Education and the Department of Education. It is hoped that the various New Mexico groups who are planning to sponsor legislation in the upcoming session can meet together before that session begins to identify common ground and perhaps consolidate their proposed bills into several that are broadly supported.

Meeting Summary: Oklahoma

On January 25, 2001, Governor Frank Keating, Chancellor Hans Brisch and Secretary of Education Floyd Coppedge hosted a statewide "Governor's Conference on Teacher Preparation and Supply in Oklahoma," co-sponsored by ECS. About 90 people from across the state attended, including the governor, chancellor, secretary of education, superintendent of public instruction, state legislators, heads of the teachers unions, leaders of the business community, school of education deans and faculty, district superintendents, and heads of various education associations. Serving as moderators and primary resource people were Barnett Berry, of the National Commission on Teaching and America's Future; Calvin Frazier, ECS Distinguished Senior Fellow; and Michael Allen, project manager from ECS.

The meeting focused on three issues: teacher preparation, teacher supply and demand in Oklahoma, and an assessment of Oklahoma's strengths and weaknesses in improving the quality of the teaching workforce. For each focus, a panel of Oklahoma educators and education leaders provided information and assessments, and there was significant audience participation.

In response to a charge from Governor Keating, the participants listed a number of critical policy strategies they would like the governor and legislature to support. The areas included in these recommendations are alternative routes to certification, mentoring and induction, tracking student and teacher performance, teacher recruitment, professional development, the involvement of higher education and P-16 partnerships, and teacher compensation.

Outcomes/Next Steps:

Governor Keating expressed his hope that many of the recommendations made at the meeting could be brought before the legislature in the upcoming session. In addition, the creation of a broad-based, high-level task force to articulate a plan for improving teaching quality in Oklahoma and monitoring progress was suggested. A follow-up meeting in several months was discussed as a possibility to assess progress and discuss the need for additional action.

Meeting Summary: Rhode Island

On January 12, 2000, the Rhode Island Department of Elementary and Secondary Education and the Rhode Island Office of Higher-Education co-hosted a statewide Conference on Quality Teaching, in Providence, in cooperation with the Rhode Island Governor's Office and ECS. About 100 people from across the state attended, including state policymakers, higher education and K-12 faculty, and state and local education leaders. The workshop focused on teacher preparation, induction and mentoring, paying particular attention to the role of K-12 teachers in the teacher training process.

Nicholas Michelli, dean for teacher education for the City University of New York, was the keynote speaker. He shared six principles of teacher education and drew upon his experience in helping to link teacher education with arts and sciences and K-12 schools throughout the country and in setting up New York City's alternative route preparation program.

For the balance of the morning, participants divided up into breakout sessions to discuss the current challenges faced by teacher preparation and mentoring programs in involving K-12 teachers, as well as the challenges faced by professional development schools. Rhode Island educators involved in these efforts served as presenters for the breakout sessions.

Governor Lincoln Almond addressed the conference at lunch and unveiled his proposal to create a Master Teacher Program for Rhode Island and to increase state support for new teacher mentoring.

The balance of the meeting involved a panel discussion of current state initiatives and challenges relating to teacher education and mentoring in Rhode Island. William Holland, Rhode Island Commissioner of Higher Education, and Susan Lusi, Rhode Island Assistant Commissioner of Elementary and Secondary Education joined Nicholas Michelli on the panel.

Outcomes/Next Steps:

The meeting provided Rhode Island policymakers and education leaders the opportunity to come together to discuss the state's needs to improve teacher education and mentoring. Many of the issues discussed at the meeting will be the focus of legislative action in the current session.

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From ECS Website

Teacher Quality: Preparation/Education

Selected Research & Readings

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Some people may be born to teach, but almost all good teachers are "made." What it takes to make a good new teacher -- what combination of knowledge, skill, attitudes and personal characteristics are necessary and how best to impart these -- are critical education and policy issues.

Most educators and policymakers believe that current teacher education programs are inadequate. Thus, many have sought to strengthen and transform them. Others have advocated the creation of alternatives to traditional teacher preparation that are more focused on "real-world" experience and better serve the needs of the growing population of non-traditional teacher candidates.

This issue site explores a number of policy issues related to teacher preparation and education.

A Talented, Dedicated and Well-Prepared Teacher in Every Classroom - This information kit about teachers and professional development is designed to help raise awareness of the challenges the nation faces in ensuring excellent teaching. It provides the most current national data regarding teacher quality. (U.S. Department of Education, September 1999)...

Changing Demands on Teacher Education and Professional Development PDF - Teacher education has to change. The ways we have recruited, prepared and supported teachers in the past -- and too often in the present -- no longer are sufficient. Society has changed, schools have changed, and so must teacher preparation and professional development. (From Briefing Papers - Transforming Postsecondary Education for the 21st Century, Governor James B. Hunt Jr. and Molly Corbett Broad, Education Commission of the States, June 1999)...

Ensuring Teacher Quantity and Quality: A State and Regional Approach - This brief takes a regional approach to problems related to teacher quality, supply and demand, and proposes five recommendations groups of states should consider in addressing these issues. Areas covered include establishing regional licensure reciprocity, creating higher standards for teacher preparation institutions and pooling regional resources for teacher recruitment. The report may be ordered from the National Association of State Boards of Education. (NASBE, 1999)...

Guaranteeing the Quality of Future Educators: Report of a Survey on Teacher Warranty Programs - Some states and university systems have established quality assurance guarantees or warranties as part of more extensive P-16 education reform efforts. AACTE conducted a survey of its 735 member institutions to determine how many offered warranty or quality assurance guarantees for the teachers who graduate from their programs. Eighty-four institutions responded that they offered warranty or quality assistance programs. Most institutions, however, reported that they had relatively few requests from school districts to provide warranty-type assistance to their graduates (Penelope M. Early, American Association of Colleges of Teacher Education, February 2000). ...

Investing in Teaching - This new report by a consortium of business groups puts forth a number of recommendations to improve teacher quality, including the development of pay-for-performance systems, the expansion of alternative routes into the profession and the elimination of seniority. The report was prepared by the Business Roundtable, the National Alliance of Business, the National Association of Manufacturers and the U.S. Chamber of Commerce. (Julia E. Koppich, National Association of Business, 2001)...

Preparing Quality Teachers: Issues and Trends in the States MS Word - This document provides an overview of the key issues and concerns driving teacher preparation reform in the states based on an examination of selected national and state studies and initiatives. Because current education reform activities focus heavily on mathematics and science achievement, the paper highlights national and state efforts directed at these areas. Particular effort was made to target examples of collaborative activities involving state higher education coordinating and governing boards and state departments of education in order to identify good practice and encourage greater cooperation at the state level. The document is intended for state and national education leaders to use in initiating discussions on strategies using collaboration and coordination in the development of highly qualified K-12 educators. (State Higher Education Executive Officers, 1998) ...

Resources on Teacher Preparation & Induction MS Word - Additional resources on teacher quality, some of which may not be available through the internet. (Education Commission of the States, 2000)...

Service-Learning and Preservice Teacher Education MS Word - Describes the reasons service-learning is used in preservice teacher education, examines challenges to its use and strategies for success, and presents examples of successful programs. Also offers suggestions and resources to assist P-12 school systems and education leaders in making policy decisions that will maximize service-learning's impact. (Jeffrey B. Anderson, Learning in Deed, Compact for Learning and Citizenship, Education Commission of the States, May 2000)...

Teacher Preparation and Professional Development: A View from the Corporate Sector MS Word - Does education have anything to learn from the private sector about the preparation and continuing education of teachers? In March 1999, 25 key leaders from around the country joined to address this issue. Participants included corporate executives, private-sector training consultants, education researchers, state policy advisors and several members of the ECS staff. This document offers several private sector recommendations that were developed at this conference. (Michael Allen, Education Commission of the States, July 1999)...

Teacher Quality and P-16 Reform: The State Policy Context - This policy brief examines state-level strategies aimed at incorporating quality teacher education and professional development programs as part of new state K-16 or P-16 systems. The brief begins with a review of state-level initiatives in three states - Georgia, Maryland and Ohio. It includes analyses of critical components that contribute to the success of the initiatives. The brief concludes with suggestions of what more could be done to strengthen the preparation and development of quality teachers within states' P-16 paradigms. (Nancy L. Zimpher, State Higher Education Executive Officers, December 1999) ...

Testing Teaching Candidates: The Role of Licensure Tests in Improving Teacher Quality - Teacher-licensure exams provide important clues about the knowledge and skills of prospective precollegiate educators, but such tests should never be used as the sole measure of an aspiring teacher's abilities, argues a report released by the National Research Council. Yet 42 states and the federal government not only rely heavily on test scores to judge the quality of teachers and their teacher-preparation programs, but they also link those results directly and indirectly to funding, the study found. The report was sponsored by the U.S. Department of Education and prepared by the National Research Council, and is available from The National Academy Press. (Karen J. Mitchell, David Z. Robinson, Barbara S. Plake and Kaeli T. Knowles, editors, National Academy Press, 2001)....

The Progress of Education Reform 1999-2001: Teacher Preparation and Induction MS Word PDF - The growing shortage of well-qualified teachers nationwide requires teacher preparation programs to increase teacher candidates' rate of completion and entry into the profession, train candidates specifically to teach in the subjects and schools in greatest need, and help stem the troubling

exodus of young teachers from the profession. This issue of ECS' series on education reform looks at what the research shows about these topics. (Michael Allen, Education Commission of the States, Vol. 2, No. 3, October-November 2000)...

To Touch the Future: Transforming the Way Teachers Are Taught (1999) - This report addresses what college and university presidents can do, in their roles as academic and institutional leaders, to transform the quality of teachers serving the nation's classrooms, and why presidential leadership is so crucial to the success of this venture. The first and most important action for college and university presidents, demonstrated in this study, is to move the education of teachers to the center of their professional and institutional agendas. (American Council on Education, 1999) ...

Selected Research & Readings Archives



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Teacher Recruitment/Retention

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Teacher Recruitment/Retention

Information Clearinghouse

December 2000

States are creating a variety of policies focused on recruiting quality teacher candidates from both traditional and innovative sources. State solutions include: recruitment of students at the high school and college levels; scholarships and loan-forgiveness programs; recruitment of minority candidates; recruitment of at-risk and disadvantaged students; recruitment of mid-career professionals from other fields; and the creation of programs and agencies to manage recruitment efforts. The following table offers brief descriptions of recruitment legislation and programs in several states.

State	Program Description	Purposes	Citation
AR	Establishes Minority Teacher Recruitment and Training Program.	To recruit minority candidates to teaching	ARK. CODE ANNOTATED § 6-17-1801
	Creates unified effort among school districts, higher education institutions and state education departments (K-12 and higher education) to increase number of minorities choosing to prepare for teaching careers.	To increase number of minorities choosing teaching as a profession	ARK. CODE ANNOTATED § 6-17-1802
AZ	Instructs universities under the jurisdiction of the Board of Regents to establish comprehensive plan to initiate new programs and expand existing student recruitment and retention programs directed at minority, economically disadvantaged and underrepresented student populations, including high school students.	To recruit economically disadvantaged, minority and under-represented student populations through special recruitment and retention program	ARIZ. REV. STATUTE § 15-1639
CA	Requires that existing assumption of loans program for education students who intend to acquire teaching credentials not include references to teaching in self-contained classrooms or in a multiple subject credential.	To make school loan assumption program more accessible for education students	CAL. EDUC. CODE § 69613.7 (enacted 2000)

CA	Relates to Personal Income Tax Law, authorizing and clarifying a credit to credentialed teachers.	To establish amount for tax credits for teachers	CAL. EDUC. CODE § 17052.2 (enacted 2000)
	Eliminates requirements of existing law, which mandates out-of-state applicants to meet prescribed requirements for teaching credentials, and establishes new ones.	To alter requirements for out-of-state teachers to obtain teaching credentials	CAL. EDUC. CODE § 44274-§ 44274.4 (enacted 2000)
	Eliminates post-retirement earnings limitation until 2008 for retirees who return to work after retirement and meet certain specifications. Increases that limitation for other specified members of the State Teachers' Retirement System.	To recruit retired workers by increasing their ability to go back to work	CAL. EDUC. CODE § 24214 (enacted 2000)
	Distributes warrants for out-of-state teachers who hold credentials in their own states.	To recruit out-of-state teachers	CAL. EDUC. CODE § 69613.5
FL	Instructs Department of Education to develop teacher recruitment and retention services office to advertise positions in targeted states, provide information related to alternative certification, and develop and sponsor Florida Future Educator Program, among other responsibilities.	To encourage more individuals to teach To recruit qualified teachers to the state To emphasize alternative certification to increase numbers of persons entering teaching	FLA. STAT. ANN. § 231.625
	Creates Florida Teacher Scholarship and Forgivable Loan Program administered by the Department of Education.	To encourage traditional and nontraditional students to enter teaching	FLA. STAT. ANN. § 240.4063
GA	Creates Promise Teachers' Scholarships in teacher education for paraprofessionals and instructional aides employed in a public school in Georgia throughout the 1999-2000 school year.	To recruit active paraprofessionals and teacher aides to teacher education	2000 Ga. Laws 685

	Establishes Promise Teachers' Scholarships for juniors and seniors in postsecondary institutions who have been accepted into a teacher education program in Georgia and who agree to teach one year for each scholarship year in Georgia schools.	To recruit college juniors and seniors into teaching	GA. CODE ANN. § 20-3-519.7
IA	Establishes education excellence program made up of three phases: recruitment of quality teachers, retention of quality teachers and enhancement of quality teaching through the use of performance pay.	To recruit and retain quality teachers through the use of performance pay	IOWA CODE § 294A.1
IL	Directs Human Services to create and operate Great Start (Strategy To Attract and Retain Teachers) Program to improve children's educational outcomes in child care by encouraging increased professional preparation and staff retention.	To attract and retain teachers to child-care field	2000 Ill. Laws 91-831
	Establishes Minority Teachers of Illinois scholarship program to recruit eligible minority undergraduate students to teacher certification programs. Pays tuition, room and board, maximum \$5,000 annually. Requires recipients to teach at least one year for each scholarship year in an Illinois school with at least 30% minority students.	To recruit minorities to teaching To recruit minorities to teach in schools with significant minority populations	110 ILL. COMP. STAT. § 947/50
KY	Establishes teacher scholarships, loan cancellation or loan repayment program for eligible persons who agree to teach in Kentucky. Failure to complete program or teaching service results in individual responsibility for repayment.	To recruit qualified individuals to become certified Kentucky teachers by offering financial assistance through loan cancellation and repayment	KY. REV. STAT. ANN. § 164.769
LA	Directs Department of Education to establish Teacher Recruitment Clearinghouse to serve as depository for personnel files of former school employees. Availability lists regularly published and circulated to school systems.	To aid local school systems in their teacher recruitment efforts by establishing a Teacher Recruitment Clearinghouse	LA. REV. STAT. ANN. § 17:1252

MA	Provides \$20,000 signing bonuses to recruit the "best-and-brightest" candidates to Massachusetts to teach. Aimed at recruiting high achieving individuals who would not otherwise teach.	To recruit quality candidates to teaching through bonuses	MASS. GEN. LAWS Ch. 15A § 19
MA	Creates scholarship program, Tomorrow's Teachers, to encourage outstanding high school students to teach in the public schools by providing scholarships for tuition and fees for a four-year bachelor's degree program at a public college or university in the commonwealth.	To encourage high-quality high school students to enter the field of teaching by providing financial assistance	MASS. GEN. LAWS Ch. 15A—§ 19
MD	Directs the Department of Housing and Community Development to develop a program to promote home-ownership opportunities for teachers in consultation with the State Board of Education and local boards of education.	To recruit teachers to Maryland by creating home-ownership opportunities	MD—SB 206 (enacted 2000)
	Offers signing bonus of \$1,000 to teachers who graduate from an accredited institution in top 10% of their class and teach in a Maryland district for minimum of three consecutive years. Provides stipends of up to \$2,000 to teachers who hold standard or advanced professional certificate and National Board for Professional Teaching Standards (NBPTS) certificate. Provides \$1,500 state income-tax credit to offset tuition costs for teachers who take graduate courses to maintain their certification.	To attract high-quality individuals to teaching To recruit and reward teachers who have completed NBPTS certification To recruit and retain highly educated teachers by offering tax credit for graduate education	MD. CODE. ANN. EDUC. § 6-306 and § 10-712
ME	Establishes commission to study teacher recruitment and retention.	To improve teaching through Commission on Teacher Recruitment and Retention	2000 Me. Acts 130
MN	Establishes New Teacher Project in the Department of Children, Families and Learning to retain new teachers in the profession and provide models for professional development. School districts with approved new teacher plans are eligible to receive \$3,000 of state money for each new teacher participant. Districts must contribute \$2,000 for each participant.	To promote retention and recruitment	MN—HB 3800 (enacted 2000)

MN	Enacts grant program for scholarships and loans to assist American Indians in becoming teachers and to provide additional education for current American Indian teachers. One-fourth of loan amounts forgiven for each year of teaching service.	To recruit American Indians to teaching To offer student loan forgiveness To establish student scholarships and loans	MINN. STAT. ANN. § 122A.63
	Establishes professional development programs to recruit and educate people of color in the field of education. School districts collaborating with teacher education programs receive stipends to cover tuition, fees, supplies and books for students of color. Participating students must agree to teach in grantee school district for at least two years.	To recruit and retain people of color in the field of education To make grants available to help districts recruit people of color To help minority students attend college in the field of education by making stipends available	MINN. STAT. ANN. § 122A.64
MO	Legislates Missouri Teacher Corps program to improve student achievement. Fifty college seniors or graduates recruited each year for two-year teaching contracts in designated schools. Recruits must have bachelor's degree in English, foreign language, math, science, social studies or history, not in education, as well as eight-week training program prior to service.	To recruit noneducation majors into the field of teaching	MO—HB 889 (enacted 1999)
	Requires school districts to develop recruitment and retention plans. Requires State Department of Education to report annually to General Assembly on recruitment of teachers, numbers of persons entering and leaving teaching, issues affecting recruitment, recruitment of males and minorities, and financial aid needs.	To recruit prospective teachers, males, minorities and potential teachers with financial needs	MO. REV. STAT. § 161.098
MS	Charges Mississippi Teacher Center at the State Department of Education with creating a professional teacher recruiter position. Creates special fund for higher education collaboration with the teacher center.	To focus on recruitment of high school and college students into teaching, as well as in- and out-of-state recruitment	MISS. CODE. ANN. § 37-149-1, § 37-149-7 and § 37-159-9

	Establishes Center for Education Analysis, an advisory group to create a structure to systematically collect, compile and coordinate data for decisionmaking purposes.	To collect, compile and coordinate data related to teacher recruitment	MISS CODE. ANN. § 37-151-10
	Establishes William F. Winter Teacher Scholar Loan Program and Critical Needs Teacher Scholarship Program to attract students to teaching.	To enlist students to pursue teacher education and teach in a geographical area where there is a critical shortage	MISS. CODE ANN. § 37-143-11 and § 37-159-3
	Reimburses teachers for interviewing and moving expenses incurred in order to teach in a geographical area where there is a critical teacher shortage. Establishes Mississippi Employer-Assisted Housing Teacher Program, a special home loan program for licensed teachers who serve in shortage areas.	To encourage teachers to work and live in shortage areas	MISS. CODE ANN. § 37-159-5, § 37-159-7 and § 37-159-11
NC	Directs State Board of Education and Board of Governors of the University of North Carolina to develop proposal for a lateral entry teacher licensure program. The proposal includes: (i) Active recruitment of mid-career college graduates into teaching (ii) Intensive summer preservice preparation (iii) Coaching, support and continued professional preparation.	To recruit mid-career college graduates to teaching To start lateral entry recruitment program	N.C. GEN. STAT. § 115C-296.1 (enacted 1999)
NE	Creates task force to study teachers' salaries along with issue of state control of education processes and facilities. Authorizes Nebraska Volunteer Services Commission to apply for funding to provide incentives to college graduates to establish their teaching careers and help established teachers pursue graduate degrees.	To encourage college graduates to enter teaching by authorizing Nebraska Volunteer Services Commission to seek funding	NE—LB 1399 (Attracting Excellence to Teaching Act, Sec. 15 to Sec. 23) (enacted 2000)
NY	Creates Teachers of Tomorrow Teacher Recruitment and Retention Program and provides for grants to school districts and new teachers. Permits grants to be used for continuing education and professional development.	To begin state recruitment and retention program To provide grants for new teachers	N.Y. EDUC. LAW § 3612 (enacted 2000)

OH	Appropriates funds to establish programs to recruit under-represented populations into teaching. Appropriates funds for alternative teacher licensure program and targeting of qualified candidates available as a result of downsizing of the military and business sectors. Emphasizes recruitment of minority teachers for schools that have a high percentage of minority students.	To recruit into teaching minorities, mid-career candidates and professionals downsized from fields other than teaching	OH—HB 770 (Am. Sub. H. B. No. 770, Section 7) (enacted 1998)
OK	Recreates Minority Teacher Recruitment Advisory Committee and Minority Teacher Recruitment Center. Recruitment efforts include funding of grants for campus-based recruitment, as well as retention and placement programs for minority students who wish to teach. Focus on minority high school juniors and seniors.	To recruit minority high school and college students into teaching and retain minority teachers	OKLA. STAT. tit. 70, § 6-129.1 and § 6-130
OR	Mandates State Board of Higher Education to require public teacher education programs to create plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers.	To address minority student recruitment To make teacher education programs responsible for minority recruitment	OR. REV. STAT. § 342.447
SC	Directs South Carolina Center for Teacher Recruitment to establish program to expand number of high-achieving minority students entering teacher education programs. Program shall include, but not be limited to, identification of minority high school students who have an interest in teaching, recruitment of those students into the teacher cadet program, and personal counseling of participating minority students about high-demand certification areas and college opportunities.	To recruit minority high school students into teaching To create Teacher Cadet Program	S.C. CODE ANN. § 59-25-55
TN	Allows retired teaches to resume teaching without loss of benefits under certain conditions.	To recruit retired teachers back to field	TENN. CODE ANN. § 8-36-8 (enacted 2000)

	Directs commissioner of education to recommend, and the State Board of Education to adopt, rules urging each local board of education to establish incremental goals for the recruitment, retention and employment of African-American teachers, reflecting at least the percentage of African Americans within the community served.	To recruit African-American teachers	TENN. CODE ANN. § 49-1-302
TX	Directs Texas Education Agency to develop and implement program to recruit talented students into the teaching profession. Encourages commissioner to identify need for teachers in specific areas, encourage underrepresented groups to enter teaching, consider existing minority recruitment programs, and work with business and surrounding community to develop recruiting programs and provide summer employment for teachers. Directs high school principals to appoint volunteer teacher as a teacher-recruiting officer.	To recruit high school students To encourage minority student recruitment To require commissioner to identify state teacher recruitment needs	TEX. EDUC. CODE ANN. § 21.004
VI	Includes in bilingual education program the recruiting and training of persons to participate in bilingual education as teachers, teachers' aides or other ancillary education personnel.	To recruit bilingual teachers	V.I. CODE ANN. § 41a
VA	Revises provisions of the Virginia Teaching Scholarship Loan Program. Allows support through gifts, donations, grants, bequests and other funds. Creates the Virginia Teaching Scholarship Loan Fund. Recipients must commit to teaching in the Commonwealth's public schools in a critical need area or high concentration of free and reduced lunch students, at grade level(s) with shortages or rural/urban area where there is a teacher shortage. Must teach there for as long as the scholarship was received.	To increase the number of students pursuing careers in teaching To increase number of teachers in critical shortage disciplines To assist paraprofessionals in becoming fully-licensed teachers To expand eligibility	VA. CODE ANN. 22.1-212.2:1 (enacted 2000)

VA	Part of the Virginia Teaching Scholarship Loan Program, but this component focuses solely on increasing diversity by providing incentives for students of diverse backgrounds to pursue careers in teaching. Known as the Diversity in Teaching Initiative. Awards scholarships.	To increase diversity	VA. CODE ANN. 22.1-212.2:1 (enacted 2000)
VT	Permits eligible teachers to be employed and compensated up to 60% instead of 50% of the average teachers' compensation, while still receiving full retirement allowance from the system.	To recruit retired teachers back into the field	VT. STAT. ANN. tit. 16, § 1939 (enacted 1999)
WA	Creates "future teachers" conditional scholarship program to recruit students who have distinguished themselves through outstanding academic achievement and who can act as role models, including students from targeted ethnic minorities.	To encourage recruitment of academically successful students To increase recruitment of ethnic minorities	WASH. REV. CODE § 28B.102.010
WI	Establishes teacher-loan program for minority college students enrolled in programs leading to teaching. Students must agree to teach in districts with at least 29% minority students. One-fourth of loans and interest forgiven for each year recipient teaches in designated districts.	To increase minority recruitment through incentives of student loans and loan forgiveness	WIS. STAT. ANN. § 39.40

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Compiled by Wendy Wyman, Policy Analyst, Education Commission of the States.

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From ECS Website

Teaching Quality: Other Web Sites

<http://www.ecs.org/html/IssueSection.asp?issueid=129&subissueid=0&s=Other+Web+Sites&alldocs=yes>

Other Web Sites

American Federation of Teachers (AFT) - AFT is a professional union representing one million teachers, school support staff, higher education faculty and staff, health care professionals, and state and municipal employees. Featured links on this Web site include publications and press releases, AFT on the Issues and the teacher quality main page.

Center for Educational Renewal - The Center for Educational Renewal (CER) was founded in 1985 to advance the simultaneous renewal of P-12 schools and the education of educators within the larger context of education in a democracy. On this Web site, co-sponsored with the Institute for Educational Inquiry and the National Network for Educational Renewal, organization initiatives, programs and publications are presented on how a school and teaching renewal agenda can be implemented.

Center for the Study of Teaching and Policy (CTP) - Founded in 1997, CTP is a consortium of five universities, which has been created to investigate the relation between excellent teaching and policymaking at national, state and local levels. CTP's mission is to investigate the relation between excellent teaching and policymaking.

Consortium for Policy Research in Education (CPRE) - CPRE, a consortium of researchers from five of the nation's leading universities, provides a range of publications - from policy briefs to full-scale research reports - on the impact of new accountability policies on students, teachers and schools.

Milken Family Foundation - The Milken Family Foundation supports education issues in various ways, including strengthening the profession by recognizing and rewarding outstanding educators; expanding professional leadership and policy influence; and attracting, retaining and motivating the best talent to the teaching profession. Various links to different education initiatives and programs can be found on this Web site.

National Commission on Teaching and America's Future - NCTAF's goal is to transform teacher development in ways that will dramatically enhance student academic achievement and has created a reform agenda for how teachers are prepared, recruited, selected, inducted, and supported, and how schools support, assess, and reward their work.

National Education Association (NEA) - The Web site of NEA, America's largest teacher organization, offers information on a multitude of education issues.

National Teacher Policy Institute - A project of the Teachers Network, this institute was established to bring teachers' voices to educational policymaking.

NCSL Teacher Quality Web Site - Provides information on teacher quality issues, such as research, recruitment and compensation, preparation, licensure and certification, induction and professional development.

Teacher Quality Clearinghouse - The Teacher Quality Clearinghouse is a guide to the latest news, analysis and research on teacher quality policies. Resources available on this Web site include: links to education organizations; research; information about school and educator accountability, teacher pay and incentives, and school staffing.

The Holmes Partnership - The Holmes Partnership is a network of universities, schools, community agencies and national professional organizations working to create high-quality professional development and school renewal to improve teaching and learning. Its work is centered around six goals, which the Web site outlines: high-quality professional preparation; simultaneous renewal; equity, diversity, cultural competence; scholarly inquiry and research; school and university-based faculty development; and policy initiation.

Thomas B. Fordham Foundation - This foundation supports research, publications, and action projects of national significance in elementary/secondary education reform, as well as significant education reform projects in Dayton, Ohio and vicinity.

West Ed - WestEd seeks ways to combine traditional and innovative assessment methods into coherent, affordable and valid systems that provide the feedback desired for all levels of accountability. The Assessment and Standards Development Services (ASDS) program found on this Web site is involved extensively at the local, state and national levels in planning, developing, implementing and evaluating standards and assessment tools, methods and systems. Among others, project areas include teacher professional development and assessment.

Preventing Teacher Attrition and Turnover

**The Project on the Next Generation of
Teachers, Harvard Graduate School on
Education**

**Reduce Your Losses: Help New Teachers
Become Veteran Teachers, Southern Regional
Education Board**



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Clever incentives may attract new teachers, but only improving the culture and working conditions of schools will keep them

[Forum Feature](#)

By Susan Moore Johnson, Sarah Birkeland, Susan M. Kardos, David Kauffman, Edward Liu, and Heather G. Peske of The Project on the Next Generation of Teachers at the Harvard Graduate School of Education

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Throughout the United States, school officials are either anticipating or already experiencing a teacher shortage. The projected need to fill 2.2 million vacancies by 2010 will be intensely felt in high-poverty schools and in certain subjects (math, science, and foreign languages) and programs (bilingual and special education). Recognizing this, policymakers are devising ways to make teaching more attractive, and the competition for high-quality teachers is fierce. Recruiters in various districts can now waive preservice training, offer signing bonuses, forgive student loans, and even provide mortgage subsidies or health club memberships. While such strategies may well increase the supply of new teachers to schools, they provide no assurance of keeping them there, for they are but short-term responses to long-term challenges.

The challenge of attracting and retaining quality teachers is heightened by increased pressure for district and school accountability, often in the form of high-stakes testing and mandated curricular standards. In response to these mandates, districts are introducing reforms and initiatives at a frenetic pace. As a result, new teachers are struggling to learn their craft in dynamic and frequently chaotic environments.

At the Project on the Next Generation of Teachers, our research suggests that the key to addressing shortages lies not in attractive recruitment policies but in support and training for new teachers at the school site. For it is in schools and classrooms where teachers must find success and satisfaction. It is there they will decide whether or not to continue to teach.

As Richard Ingersoll at the University of Pennsylvania has found, the "revolving door" of teacher attrition and turnover is a primary contributor to school staffing shortages, particularly in urban schools. Poor working conditions and lack of significant on-the-job training and support are major reasons why many new teachers leave the profession within five years. Our interviews with 50 first- and second-year Massachusetts teachers working in a wide range of schools revealed that many who are eager to become teachers find that they need much more encouragement and direction than their schools currently provide.

July/August 2001

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For instance, we found that new teachers had few of the traditional supports that one might expect would be routine. They reported receiving little guidance about what to teach or how to teach it. Instead, most described struggling on their own each day to cobble together content and materials, often with no coherent, long-term plan for meeting specific learning objectives. Although virtually all of the new teachers we interviewed had official mentors assigned by their districts, those mentors frequently taught in different schools, levels, or subjects, and meetings with them were intermittent and brief at best. Our respondents yearned for ongoing observations and feedback, but classroom visits by colleagues and administrators were rare.

Learning to teach well is slow, difficult work. Managing a classroom, choosing or creating curriculum, developing sound instructional strategies, accurately assessing student understanding, and adjusting to student needs are complex tasks, and new teachers need time and support to develop the necessary knowledge and skills. However, few of the new teachers in our study said their schools were organized to help them cope with difficulties and become better teachers. As novices, they were eager to watch the experts and develop their craft under guidance, but only a small number of our respondents had access to the wisdom of experienced colleagues.

Neither the structures nor the cultures of their schools seemed to be geared toward their needs as novice teachers. Schedules rarely provided regular time for joint planning and observation, nor was such collaboration expected or encouraged. Meetings were designed to dispense information to individuals, rather than to share struggles and strategies, which is necessary to fulfill a collective responsibility for educating the school's students. Mentoring and other induction programs were limited because they were not embedded within a professional culture that valued and supported these relationships and activities. In the worst cases, school leaders played no role in creating a culture that was welcoming and supportive to new teachers.

The new teachers who reported feeling the most supported described their schools as having what we called "integrated professional cultures." There, new teachers could expect frequent and meaningful interaction among faculty members across all experience levels, and an appropriate novice status that accounted for their developmental needs while not underestimating their potential contributions. In addition, responsibility for the school and its students was shared among all colleagues within the school. In contrast, many new teachers found themselves subtly excluded from professional contact with veterans. Others, particularly those in charter schools that were staffed mostly with novices, found that there were no senior teachers to whom they could turn for advice or expertise.

While states and districts can assume responsibility for increasing pay, reducing or altering entry requirements, or creating career ladders, such initiatives will ultimately make little difference if a teacher is dissatisfied with teaching. And it is at the school site, rather than at the district, where key factors influencing new teachers' experiences converge; it is there that induction efforts should be centered. Well-matched mentors, curriculum guidance, collaborative lesson planning, peer observation, and inspired leadership all support new teachers in ways that recruitment incentives never can.

The success of school-based induction programs hinges on how teachers work together, and the principal can play a central role in establishing faculty norms and facilitating interaction among teachers with various levels of experience. Successful induction may also be promoted by having teachers and principals play greater roles in the hiring process and in selecting their future colleagues. School-based hiring can be an important tool for shaping professional culture and building school capacity.

Establishing support programs at the school would benefit not only new teachers, but all teachers in schools striving to improve instructional practice for students. For example, novices and veterans both benefit from frequent and meaningful interaction with colleagues. Veteran teachers may well learn from and with their novice colleagues about standards-based instruction, the latest approaches to literacy, or strategies for integrating technology into the classroom. Therefore, the benefits of these school-based efforts are not limited to novice teacher induction, for they provide renewal for experienced teachers and the foundation for school-wide improvement.

Improving working conditions and restructuring schools to support individual, group, and organizational learning is a big task. While teachers and principals must do most of the heavy lifting, fostering integrated professional cultures and creating truly supportive school-based induction programs will require time and money, resources often in short supply in public schools. As policymakers direct new resources into recruitment, they would be wise to direct a good portion of those resources toward the schools, for it is at the individual school site where the potential to address the teacher shortage truly rests.

Susan Moore Johnson is the Carl H. Pforzheimer, Jr. Professor of Teaching and Learning at the Harvard Graduate School of Education and directs the Project on the Next Generation of Teachers. Sarah Birkeland, Susan M. Kardos, David Kauffman, Edward Liu, and Heather G. Peske are advanced doctoral students at the Harvard Graduate School of Education.

For Further Information

R.M. Ingersoll. *A Different Approach to Solving the Teacher Shortage Problem* (Teaching Quality Policy Brief No. 3). Seattle, WA: University of Washington, Center for the Study of Teaching and Policy, 2001. <http://depts.washington.edu/ctpmail/>

S.M. Kardos, S. M. Johnson, H.G. Peske, D. Kauffman, and E. Liu. "Counting on Colleagues: New Teachers Encounter the Professional Cultures of Their Schools." *Educational Administration Quarterly* (forthcoming).

D. Kauffman, S.M. Johnson, S.M. Kardos, E. Liu, and H.G. Peske. "Lost at Sea': New Teachers' Experiences with Curriculum and Assessment." *Teachers College Record* (forthcoming).

H.G. Peske, E. Liu, S.M. Johnson, D. Kauffman, and S.M. Kardos. "The Next Generation of Teachers: Changing Conceptions of a Career in Teaching." *Phi Delta Kappan* (forthcoming).

Other useful resources:

National Commission on Teaching & America's Future, Teachers College, Columbia University, 525 W. 120th St., Box 117, New York, NY 10027; 212-678-4153; fax: 212-678-4039. www.nctaf.org

National Council on Teacher Quality. Online at www.nctq.org

Education Week. "Quality Counts 2000: Who Should Teach?" Available online at www.edweek.org/sreports/qc00/

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Reduce Your Losses:

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This report was prepared by Anjanette M. Bolich, SREB research assistant for Educational Policies.

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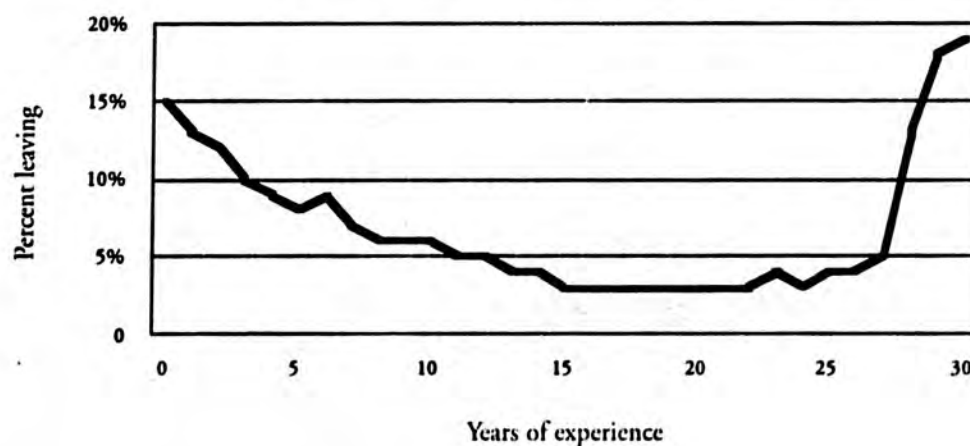
Help New Teachers Become Veteran Teachers

Helping new teachers become veteran teachers is an important step in addressing teacher shortages.

After five years, nearly half of new teachers left teaching in the state where they began teaching, according to SREB supply and demand studies. Nationally, more than 30 percent of new teachers leave the classroom by the end of their fifth year. Helping new teachers become veteran teachers is an important step in addressing teacher shortages. The graph below shows that after about the seventh year, as teachers gain experience, the rate at which they leave the classroom starts to level off. It does not rise again until teachers near retirement.

In recent years, SREB states have made efforts to recruit and retain quality teachers. Teacher recruitment efforts are important; however, the retention of beginning teachers is critical to maintaining an adequate supply of teachers. It is essential to understand the experiences and situations that cause many new teachers to abandon the profession early in their careers.

When Teachers Leave the Classroom



What makes new teachers decide to leave? _____

According to a study by the National Center for Education Statistics, 25 percent of new teachers quit the profession within their first five years of teaching in order to pursue other careers. Another 25 percent said they were leaving because they either no longer were interested in teaching or were dissatisfied with teaching. Of those who quit teaching, 40 percent said they would not teach again.

National and state research studies and reports find several key factors that can influence a beginning teacher's decision to leave:

- inadequate preparation;
- conditions in the school and classroom; and
- salaries and benefits.

Inadequate preparation of new teachers _____

National studies find that about 46 percent of newly hired teachers in public schools are first-time teachers. Most are recent graduates of state colleges and universities. In the SREB states, about one-third to one-half of those who earned bachelor's degrees were employed immediately after graduation. Many graduates of teacher education programs feel that, in spite of their formal training, they did not receive adequate preparation in areas such as classroom management or student discipline.

- A Public Agenda survey sampled K-12 public school teachers throughout the nation who had no more than five years of experience. Sixty-two percent of these new teachers said that their preparation program did a "fair" or "poor" job of preparing them to deal with the pressures and stress of teaching.
- A Florida study found that 43 percent of first-year teachers felt that they were "minimally prepared" or "not prepared" to manage their classrooms.
- Student teaching experiences before taking over classrooms are important. Studies from the National Center of Education Statistics found that 29 percent of college graduates who had no student teaching experience left the profession within five years. In comparison, only 15 percent of those who had student taught left the profession after five years.

Workplace conditions

Once teacher education graduates begin teaching in classrooms, their responsibilities can be quite overwhelming. Two important factors that influence whether beginning teachers will remain in the classroom are the amount of support and guidance they receive and the assignments they are given.

Lack of support and guidance

Beginning teachers' confidence about teaching depends greatly on the support they receive from their schools. Without adequate guidance and support from fellow teachers, school principals and administrators, many new teachers feel they are left to "sink or swim" early in their careers.

- According to national studies, 16 percent of the teachers who said they left the profession because of "dissatisfaction with teaching" listed inadequate support from administrators as the primary reason. Thirteen percent listed the primary reason as lack of respect from administrators.
- Education Week reported that beginning teachers with less than five years of experience who reported dissatisfaction with the school environment and student discipline were twice as likely to leave the classroom as were those who were not dissatisfied.
- National studies show that 67 percent of recent college graduates who started teaching and whose schools did not offer them support related to student discipline expected to remain teachers for two more years. Of teachers who did receive such assistance, 79 percent expected to stay at least that long.
- In a recent study of novice teachers in Texas, nearly 20 percent reported that they left teaching after their first year because of a lack of professional support.
- A study of teacher supply and demand in North Carolina revealed that almost two-thirds (63 percent) of teachers who quit teaching said that a lack of administrative support was a factor.

Placement in difficult assignments

Beginning teachers often are assigned to teach the most difficult students or subjects in which they lack adequate preparation. These situations frustrate the new teachers and cause many of them to leave the profession after only a few years.

- Teachers with three years of teaching experience or less are twice as likely to be assigned to schools with high percentages of minority students and students living in poverty, according to national studies.
- The National Association of State Directors of Teacher Education and Certification (NASDTEC) reports that only 14 states nationwide require student teaching experiences to include working in multicultural settings.
- A sample of teachers with less than five years' experience who were teaching in schools participating in the SREB Middle Grades Initiative revealed about one-third of English, science and mathematics teachers reported having no content preparation (a subject major in education or a subject major/minor at the undergraduate and/or graduate level) in these subjects.
- A recent study of Texas teachers found that 25 percent of new teachers hired were not fully certified in the subject area they were hired to teach.

Money not at the top of the list ---

While making teacher salaries competitive is one way to attract and retain more teachers, salary issues are not the primary cause of new teacher departures. National studies show that only 10 percent of teachers who left teaching after five years cited dissatisfaction with salary and benefits as the primary reason.

- A study of former teachers in Florida revealed that 7 percent left for better salaries and 7 percent left for better benefits. However, 28 percent left because they were "dissatisfied with the teaching profession" or because they wanted to pursue another career.
- While 70 percent of graduates of a North Carolina teacher-preparation scholarship program reported dissatisfaction with their salaries, only 6 percent of those who were dissatisfied said that they would not teach again because of their salaries.
- A Public Agenda study found that, if given a choice between two schools in otherwise identical districts, 82 percent of survey participants would prefer to teach in a school with strong support for teachers by administrators. Only 17 percent said they would choose a school with significantly higher salaries.

What are SREB states doing to keep new teachers from leaving classrooms?

Support for new teachers

Quality mentoring or induction programs are the greatest tools that states can give new teachers. Induction programs usually provide a master teacher or mentor teacher to provide professional support that beginning teachers need once they begin managing their own classrooms. Nationally, about 65 percent of teachers with less than three years of experience participate in induction programs. Studies show that teachers with less than five years of experience who have not participated in induction programs are nearly twice as likely to leave teaching. Eleven SREB states (Arkansas, Florida, Georgia, Kentucky, Louisiana, North Carolina, Oklahoma, South Carolina, Texas, Virginia and West Virginia) have — or are starting — state-funded induction programs for new teachers. Districts in Maryland, Mississippi and Tennessee receive state money for mentoring or induction programs.

Mentor teachers are assigned to beginning teachers in 10 SREB states (Delaware, Florida, Kentucky, Louisiana, Maryland, North Carolina, Oklahoma, Texas, Virginia and West Virginia). Some states — Delaware, Kentucky, Louisiana, North Carolina, Oklahoma, Virginia and West Virginia — have established formal training for those who will serve as mentor teachers. Several SREB states are beginning to increase efforts to support teachers in their first few years in classrooms. Arkansas' Beginning Teacher Support Program will provide all new teachers with mentors and other assistance. Georgia plans to provide all beginning and newly hired teachers with trained mentors during their first two years of teaching. Florida's Mentor Teacher Pilot Program trains mentor teachers to assist inexperienced teachers. TxBESS (Texas Beginning Educator Support System), which is being implemented over a three-year period, will provide first- and second-year teachers statewide with local support teams. Each support team will consist of an experienced mentor teacher, the principal at the beginning teacher's school and representatives from teacher preparation entities.

Kentucky, Louisiana, Oklahoma and South Carolina are among a handful of states nationwide to provide beginning teachers with support teams, which provide beginning teachers with valuable feedback and support.

The Oklahoma Residency Program provides each new teacher with a three-member team that consists of a representative from a college or university, a school administrator and a mentor teacher. The team observes the beginning teacher three

Support for Beg

	Is there a state mandate for an induction or mentoring program for beginning teachers?	Does the state or mento
Alabama	No	Local school distr
Arkansas* – <i>Beginning Teacher Support Program</i>	Currently being pilot-tested	Currently b
Delaware – <i>New Teacher Mentoring Program</i>	Not mandated but state-supported	Local school distr
Florida*	Not mandated but state-supported	
Georgia*	Planned for 2002	Local school distr
Kentucky – <i>Teacher Internship Program</i>	Yes	
Louisiana – <i>Teacher Assistance and Assessment Program</i>	Yes	
Maryland	Not mandated but state-supported	Local school distr
Mississippi	Not mandated but state-supported	
North Carolina – <i>Beginning Teacher Induction Program</i>	Yes	
Oklahoma – <i>Residency Program</i>	Yes	
South Carolina – <i>Assisting, Developing and Evaluating Professional Teaching</i>	Yes	
Tennessee	Not mandated but state-supported	Local school distr
Texas* – <i>Beginning Educator Support System</i>	Yes	
Virginia – <i>Mentor Teacher Program for Beginning Teachers</i>	Yes	
West Virginia – <i>Beginning Mentor/Teacher Program</i>	Yes	

¹ Performance assessments for beginning teachers can include classroom observation, portfolio development, or other types of testing.

* New program to support new teachers in development stages

Sources: SREB state departments of education

Compiled by Anjanette Bolich, April 2001

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times a year and provides him or her with guidance and support during the first year and, if needed, second year of teaching. Since 1980, nearly 40,000 new teachers in Oklahoma have participated in the program.

Kentucky's Teacher Internship Program mandates that every new teacher be assessed by a trained three-member team. This team — which consists of a faculty member from a teacher preparation institution, a school principal and a resource teacher — observes the intern teacher and provides him or her with feedback. The resource teacher spends at least 70 hours per year working with a teacher in the classroom and conducts professional-development activities outside of the classroom. Recent legislation in Kentucky created the Teacher's Professional Growth Fund, which will provide additional compensation for mentor teachers.

In Louisiana, each new teacher in the public school system is assigned a trained mentor. The Teacher Assessment and Assistance Program provides teachers with support and assistance for two semesters and assess their performance. Mentor teachers must complete the Louisiana Teacher Assessor and Mentor Training Program. A two-member team, which consists of the school principal and an external assessor (usually a university faculty member), observes the new teacher and provides him or her with feedback. In the second year, the new teacher is monitored and evaluated locally.

South Carolina's ADEPT (Assisting, Developing and Evaluating Professional Teaching) program requires all new teachers to participate for one year, during which they receive assistance from mentor teachers. The second year consists of formal evaluation by a three-member team. The team consists of a trained external evaluator, a peer evaluator and the school principal. Efforts are under way to strengthen training for mentor teachers.

While mentoring and induction programs help "ease" teachers into teaching students, other steps should be taken to ensure that beginning teachers have every chance for success. North Carolina mandates how districts assign first-year teachers. First-year teachers cannot be assigned to extracurricular or noninstructional activities; second- and third-year teachers in North Carolina can receive an extra three days to develop their portfolios, which are required for the state's performance-based licensure. Arkansas and Texas limit the number of consecutive days that teachers may teach grade levels or subjects for which they are not certified.

Salaries and incentives

Over the last 10 years, teachers in SREB states have accounted for nearly half the growth in the number of teachers nationwide. SREB states are creating financial incentives to recruit and retain new teachers. In Maryland, teacher education graduates who are in the top 10 percent of their classes can receive \$1,000 signing bonuses in exchange for three-year commitments to teach in Maryland schools. Recent Alabama legislation calls for a 1 percent salary increase for all new teachers; that state's salaries for beginning teachers are among the highest in the nation. In Delaware, beginning salaries for teachers will increase by up to 10 percent in the next three years. A pilot program in Arkansas designates up to \$1,500 for support and professional-development activities for novice teachers. Florida's state budget allows school districts to use funds for retention bonuses or recruitment bonuses for first-time teachers.

Student loans and scholarships

Most SREB states provide scholarships and forgivable loans to attract and retain teachers. For each year of assistance that a student receives, he or she typically must commit to teaching a certain number of years — often in a subject or geographic area in which there is a critical shortage — in order to have the loan forgiven. If this commitment is not kept, the scholarship or loan usually must be paid back in full. In Georgia, the PROMISE scholarship provides college juniors and seniors with \$3,000 for living expenses. The PROMISE II scholarship assists instructional aides and paraprofessionals in completing their bachelor's degrees in education by awarding up to \$3,000 per year for tuition and books. Louisiana has a similar program for paraprofessionals. Maryland's HOPE scholarship provides eligible students at two-year colleges with \$2,000 annually and students at four-year colleges with \$5,000 annually. Virginia's Teaching Scholarship Loan Program forgives a \$3,000 loan for a student who teaches for three semesters in one of Virginia's critical shortage fields. The Mississippi Employer-Assisted Housing Teacher Program provides up to \$6,000 in forgivable loans in exchange for commitments of at least three years of teaching in critical shortage areas. Scholarships and forgivable loans are available to those who commit to teaching in Florida, Kentucky, North Carolina, Oklahoma, South Carolina and Texas.

Ways for states to keep beginning teachers in the classrooms

- **Know who is in the "pipeline."**
 - ✓ Determine how many students enter and exit teacher preparation programs at state colleges and universities. How many graduates enter classrooms? How long do they remain? Why do they leave?
- **Provide prospective teachers with quality teaching for content and classroom-management experiences in teacher preparation programs.**
 - ✓ Ensure that teacher preparation programs prepare graduates to teach *all* children.
 - ✓ Provide exposure to real-life classroom situations through student teaching experiences.
 - ✓ Establish partnerships and coordination between colleges and universities and schools to provide quality experiences for student teachers.
- **Provide work conditions that will help beginning teachers succeed.**
 - ✓ Ensure that beginning teachers cannot be assigned to teach students or subjects for whom or for which they are not prepared. States and districts should track the placement of new teachers.
 - ✓ Assess the performance of beginning teachers and share feedback with them. Observation and feedback are key parts of new teachers' continued learning in the first few years of teaching.
 - ✓ Train mentor teachers and assessors to observe and support beginning teachers. Provide incentives to encourage veteran teachers to become mentors.
- **Collect information on the effectiveness of approaches and programs that support beginning teachers.**
 - ✓ Determine "what works" in programs to reduce the turnover of newly hired teachers.

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Other Research

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE:
September 10, 2001

Contact: Lindsey Kozberg
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Hansen Announces Star School Grants to Western Governors University

SALT LAKE CITY, Sept. 10—U.S. Deputy Secretary of Education William Hansen today announced the award of a \$10 million Star Schools grant to help Western Governors University (WGU) launch its Teachers College, a national telecommunications network that will provide accredited, online degrees and certificates to K-12 teachers and prospective teachers.

Hansen, joined by Utah Gov. Michael O. Leavitt, made the announcement during a visit to Washington Elementary School, where they participated in President Bush's *Putting Reading First* campaign, which focuses on the importance of researched-based reading instruction for America's children.

"Our schools need more well-trained teachers who have the benefit of instruction in training methods that have proven to be effective in helping children to learn," Hansen said. "WGU Teachers College will be unique in that it will serve working adults who are already teaching in K-12 schools but who are seeking additional instruction to help their students."

The Star Schools Program supports the use of technology—via telecommunications networks—to improve teaching of literacy and job skills, as well as various subjects such as math, science and foreign languages. The program also assists underserved populations such as disadvantaged, limited-English-proficient, and disabled students. Further, the grants help produce educational projects that transmit course work and curriculum modules via satellite and other telecommunication systems.

The grant announced today will award WGU \$2 million a year for five years to help develop and acquire educational programming for preservice and in-service teacher education programs and to operate and maintain the existing Internet telecommunications system of WGU.

WGU is a consortium of 19 western states and about 40 universities. WGU Teachers College will provide teacher certification and advanced degrees in reading, math, science, technology, and English as a Second Language (ESL). A professional development portal will also be established for the ongoing training and development of existing teachers.

Through the Star Schools Program, the department has awarded more than \$125 million to telecommunications partnerships since the program was authorized in 1988. The program has provided services to more than 6,000 schools in every state, the District of Columbia, and several territories. Approximately 1,600,000 learners have participated in the student, staff development, parental, and community-based activities produced under the Star Schools Program.

The Star Schools Program is authorized by Title III part B of the Elementary and Secondary Education Act, as amended in 1994 and is administered by the Office of Educational Research and Improvement.

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Research Report
www.aft.org/research

Survey & Analysis of Teacher Salary Trends 2000

Produced By:
The Research & Information Services Department
American Federation of Teachers, AFL-CIO

Survey & Analysis of Teacher Salary Trends 2000

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Survey and Analysis of Teacher Salary Trends 2000

Foreword

This report serves as an important reference for AFT state federations and locals in developing salary comparisons and formulating policy. AFT affiliates use the various tables to consider trends, establish the position of members relative to other professionals and make comparisons among states. In addition to reporting the results of our annual survey of state departments of education, we are including teacher salary data on city school districts prepared for the Department of Defense survey by the Civilian Personnel Management Service, Wage and Salary Division.

The first section of this report focuses on state comparisons. The second section highlights trends in national averages over the past two or three decades. The third section looks at beginning teachers. The fourth and final section features salary data for school districts serving the 100 largest cities.

We are grateful to the various agencies and AFT affiliates that have provided information and suggestions for this report. For the most part, data are reported as received, but all figures are verified against past trends and confirmed by telephone. Qualifications to the data, if any, are in the table notes. Changes to past data reported by states or localities have been incorporated in the report.

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I. State Comparisons

Introduction

The first section of this report highlights findings from our annual survey of state departments of education. We have ranked states according to a variety of criteria. Figures and tables follow the highlights below.

Although teacher pay varies widely among states, the major trends hold true across states. In general, states that do not provide a legal framework for teachers to collectively bargain have the lowest teacher salaries.

Highlights

- The average teacher salary for 1999-2000 of \$41,820 represents a 3.2 percent increase over the previous year's average salary of \$40,540. See Figure I-1.
- States in the New England, Mideast and Far West regions reported the highest salaries. States in the Southwest and Southeast regions reported the lowest salaries. See Table I-2.
- The average teacher salary increases reported in 1998-99 and 1999-2000 are among the smallest in the 40 years of data reported by the AFT. See Figure I-5.
- Connecticut reported the highest average salary at \$52,410 or 125 percent of the national average. South Dakota reported the lowest average salary at \$29,072 or just 69.5 percent of the national average. See Table I-1.
- Texas reported the highest average salary increase for 1999-2000, at 9.4 percent, rising from a rank of 37 to 27. Mississippi, North Carolina and Washington reported salary increases exceeding 6 percent. Pennsylvania and New Jersey experienced declines in average salary, primarily due to the retirement of experienced teachers. Thirteen states reported increases of less than 2 percent. See Table I-3.
- The U.S. average for teacher salaries in 1999-2000 was 33.5 percent higher than 1989-90. During this period, the average teacher salary increased the most in West Virginia (53.3 percent). It increased the least in Alaska (7.8 percent). See Table I-4.
- The average teacher salary in Rhode Island and Pennsylvania compared most favorably to the average wage for all private sector employees. This comparison was lowest in Texas and the District of Columbia. See Table I-5.
- Teacher income fell as a percentage of per-capita personal income, continuing a downward trend from past years. See Table I-6.

- After adjusting for cost-of-living differences between states, the average teacher in Michigan had the highest purchasing power of \$52,711, compared to an adjusted salary of \$30,851 in Hawaii, where teachers have the lowest purchasing power. See Table I-7.

Technical Notes

Teacher Salaries Compared to the Average Annual Earnings of Private Sector Workers. States vary considerably according to their economic condition and the cost of living. Table I-5 compares the average teacher salary to the average annual earnings of all workers in the private sector. The annual pay data apply to workers covered by state and federal unemployment insurance programs and are compiled from reports submitted by employers for more than 93 million workers. Generally excluded from unemployment insurance are most agriculture workers on small farms, railroad workers, most domestic employees, student workers and the self-employed. This comparison serves only as an index to adjust for unique conditions within each state and to facilitate interstate comparisons. It is not presented as a standard by which to judge what teachers should be paid relative to the average worker.

Teacher Salaries Compared to Per-Capita Personal Income. Table I-6 is constructed similarly to Table I-5, except that teacher salaries are compared to per-capita personal income in the state. Personal income is a combination of earnings in the workplace minus contributions for social insurance, plus dividends, interest, rent and transfer payments. Per-capita income varies among states because of cost-of-living differences, differing concentrations of poor people and demographic factors (e.g., families are large in Utah, thus driving down per-capita income). Again, the comparison to personal income is only an index designed to enhance interstate comparison, not a standard by which to judge how much teachers should be paid.

Teacher Salaries Adjusted by the AFT Cost-of-Living Index. While the greatest variation in cost of living occurs between rural and urban locations within a state, a cost-of-living adjustment among states makes sense when states serve as the basis of comparing earnings. Cost-of-living variations among states are considered in adjusting and re-ranking the average teacher salary displayed in Table I-7.

The interstate cost-of-living index was developed by the AFT Research & Information Services department using existing data on the cost-of-living in a majority of the nation's Standard Metropolitan Statistical Areas (SMSAs) to develop a cost-of-living index for each state. Using regression techniques, models for each of four regions were developed to explain differences in the cost of living between SMSAs. The coefficients were then used as weights and combined with comparable state-level data to establish the state cost-of-living index. The state cost-of-living index was normalized so that 1.00 represents the national average for all states weighted by their population.

Details of the index and the methodology are in, "An Interstate Cost-of-Living Index," *Educational Evaluation and Policy Analysis* (Spring 1991). This AFT index is a revision of the index presented in editions of this report published since 1988. The 1987 version of this report contained a similar cost-of-living index developed by Walter W. McMahon and Carrol Melton ("Measuring Cost-of-Living Variation," *Industrial Relations*, Vol. 17, No. 3, 1978, p. 331).

McMahon and Shao-Chung Chang completed more work on this topic in 1991 (Geographical Cost-of-Living Differences, Interstate and Intrastate, Update 1991, Normal, Ill.: Center for the Study of Educational Finance.)

Figure I-1
Average Teacher Salary 1999-2000

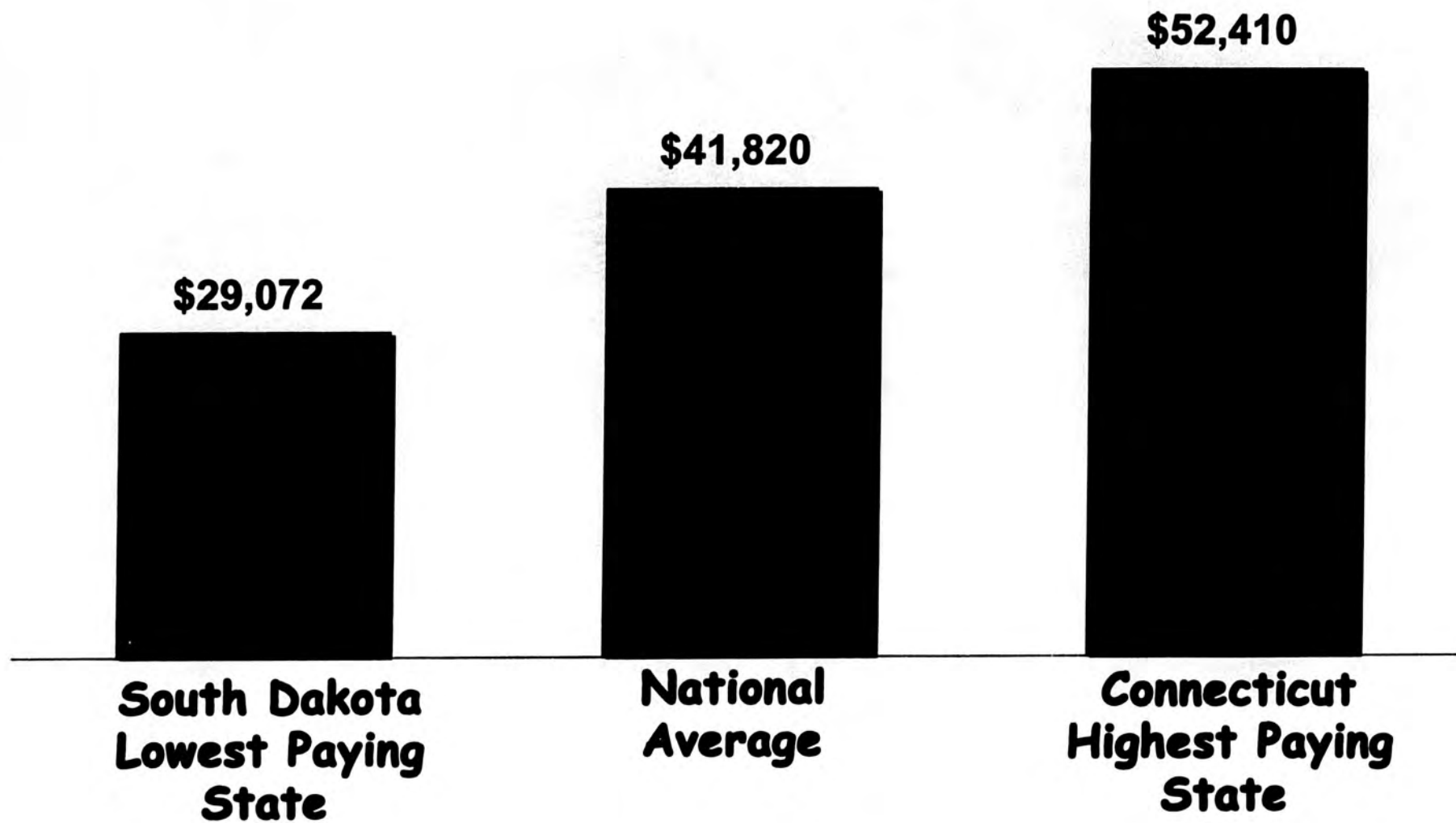


Figure I-2
Average Beginning Teacher Salary 1999-2000

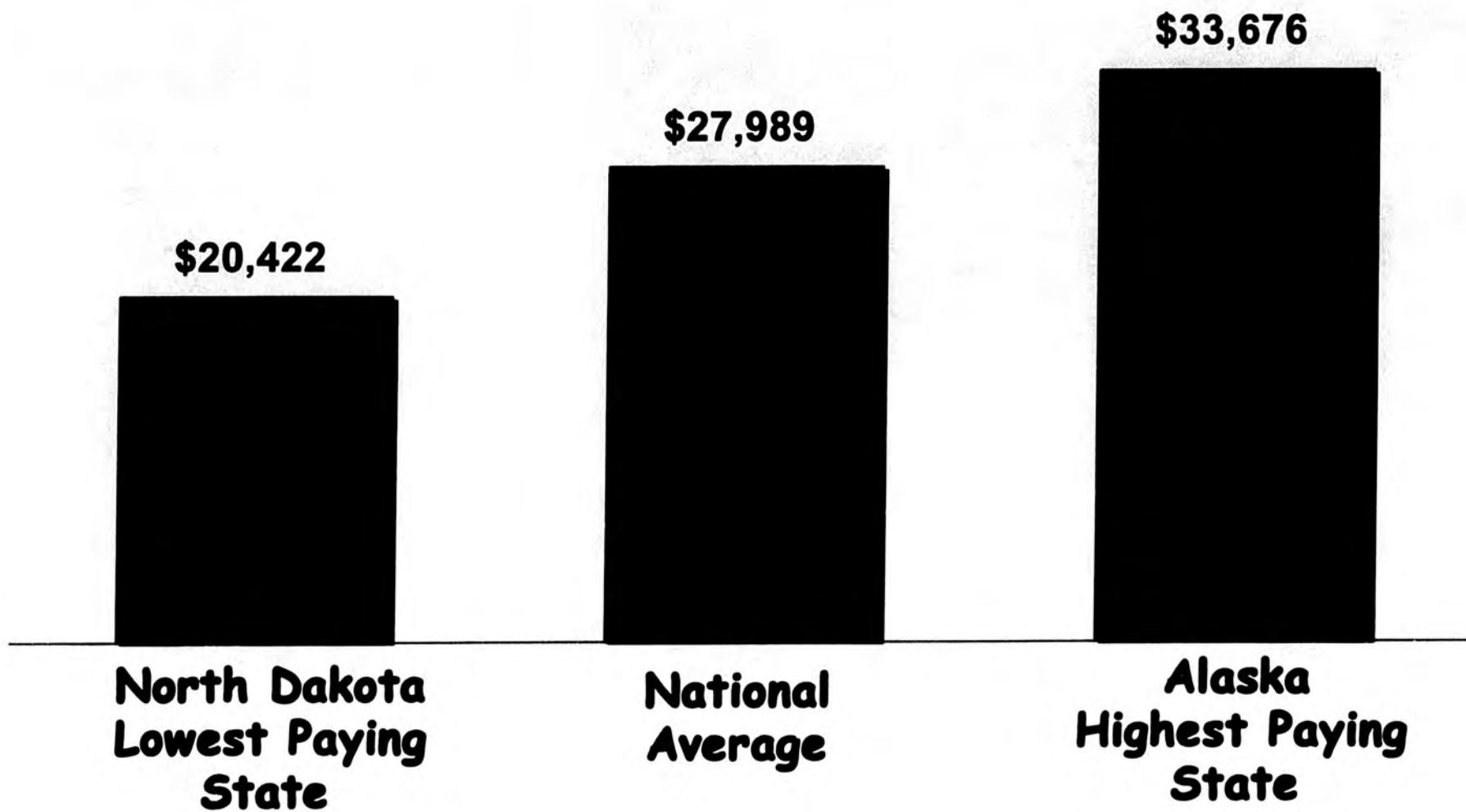


Figure I-3
Teacher Salaries Generally Outpace Inflation

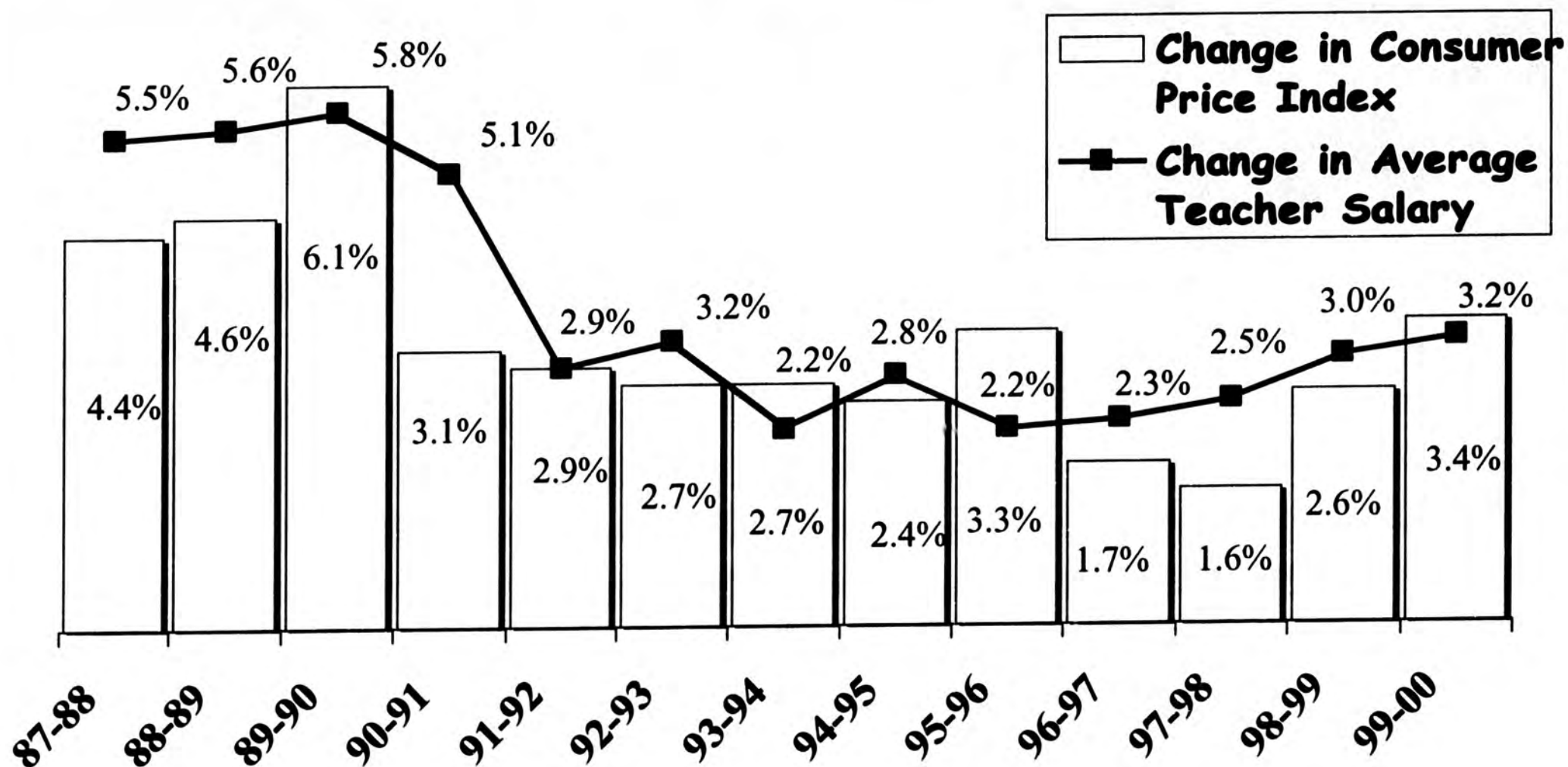
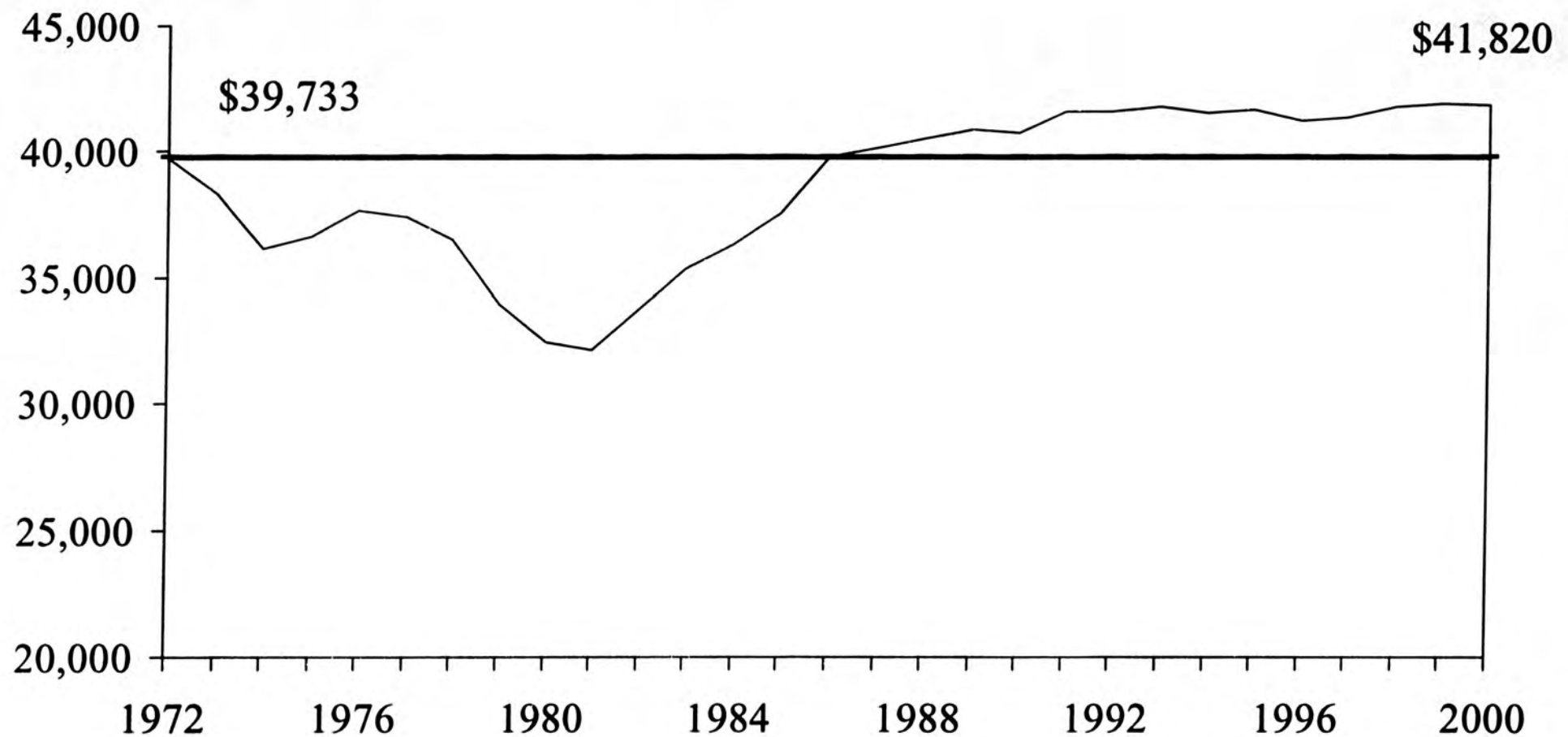


Figure I-4
Inflation Adjusted 1999-2000 Average Teacher
Salary Exceeds 1971-72 Level



Inflation-adjusted dollars

Figure I-5
Average Teacher Salary Increase
Among Smallest in 40 Years

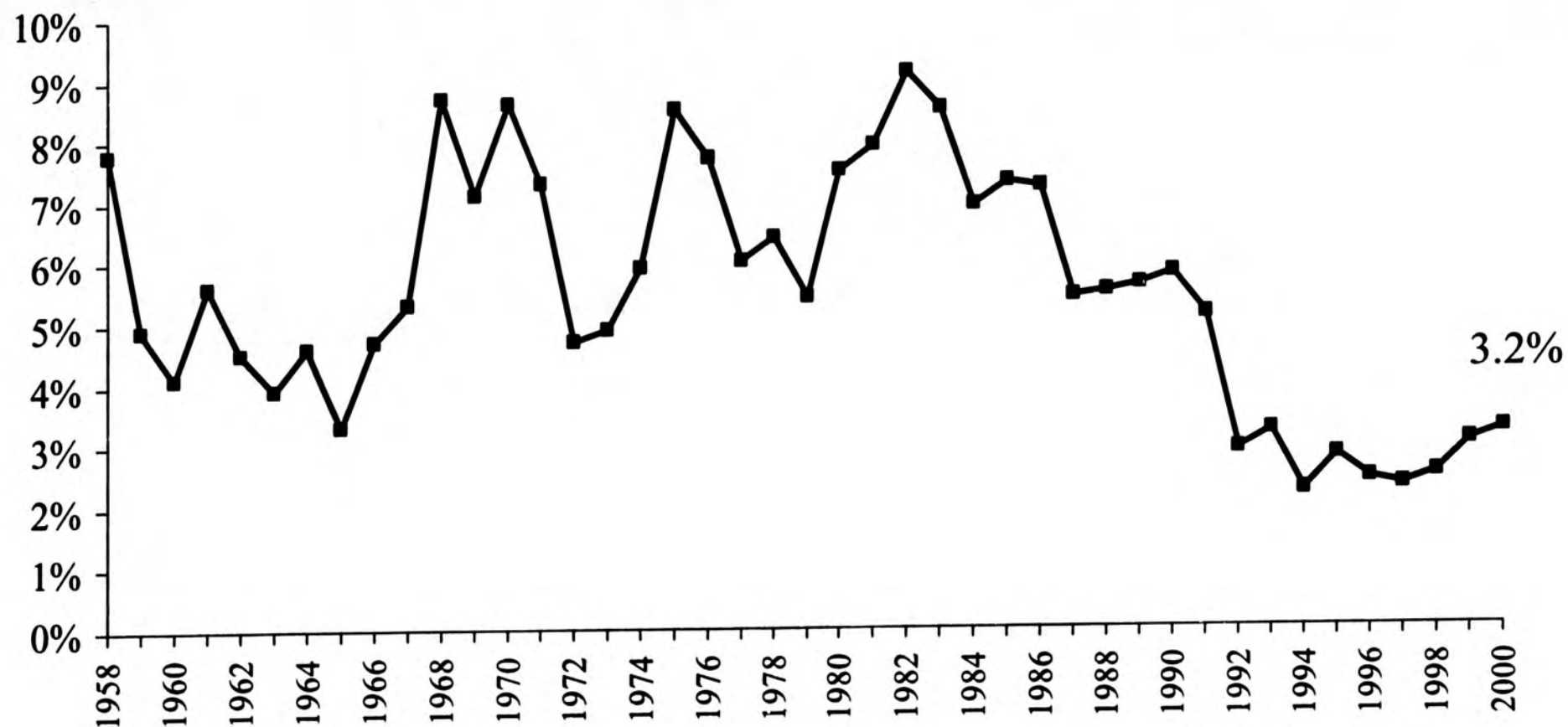


Figure I-6
Teachers' Relative Standard of Living
Is Lowest in 40 Years

Ratio of Teacher Salary to
Per-Capita GDP

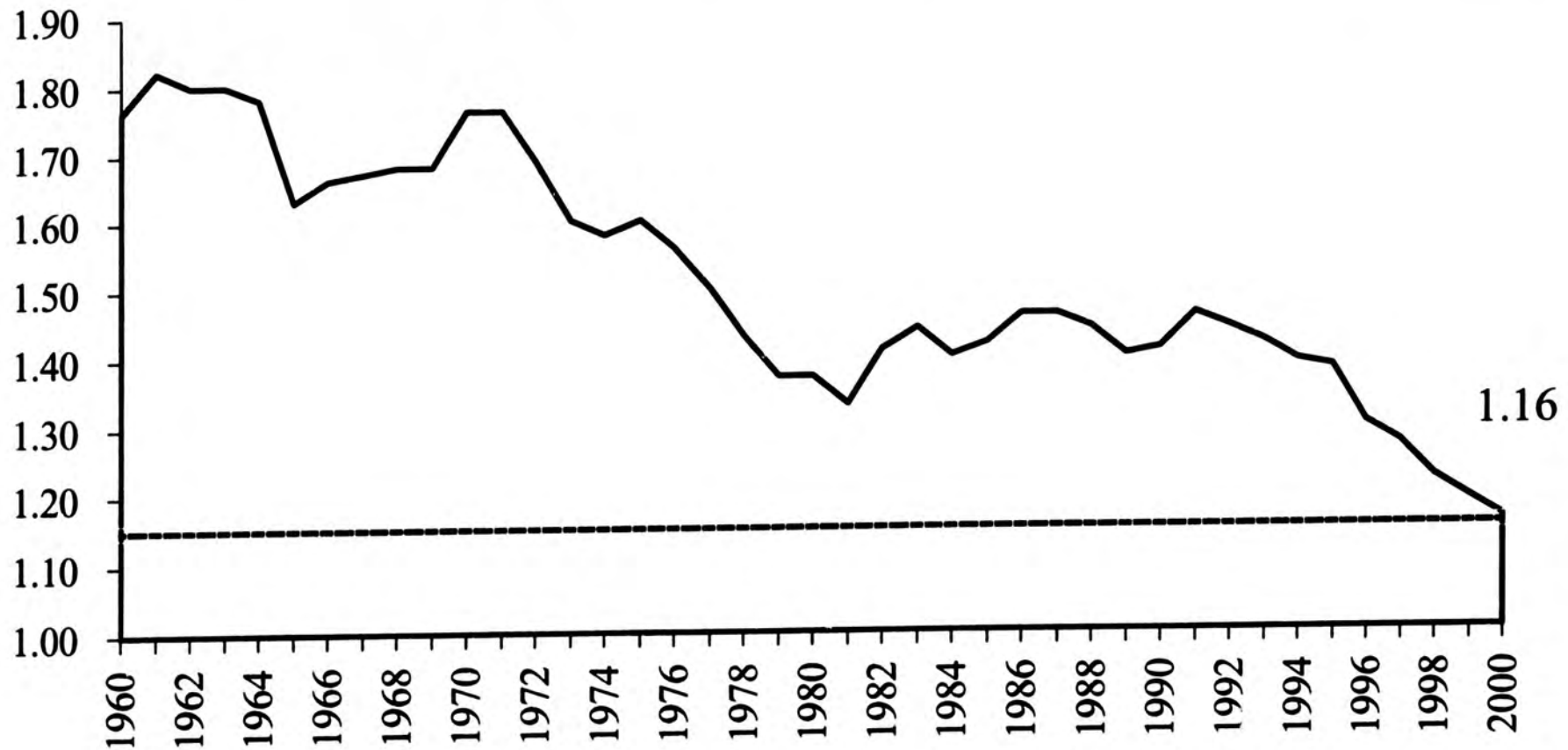


TABLE I-1

AVERAGE TEACHER SALARY IN 1999-2000, STATE RANKINGS

Rank	State	Total Teachers	Average Salary	Percent of U.S. Average
1	Connecticut	39,918	\$52,410	125.3%
2	New York	206,000	51,020 g	122.0%
3	New Jersey	95,223	50,878 g	121.7%
4	Michigan	93,100	48,729 a	116.5%
5	Pennsylvania	111,250	48,321 a	115.5%
6	District of Columbia	5,192	48,304 a	115.5%
7	Rhode Island	11,235	48,138 a	115.1%
8	California	292,455	47,680 a,c	114.0%
9	Massachusetts	71,922	46,955 a	112.3%
10	Alaska	7,992	46,481	111.1%
11	Illinois	127,216	46,480 a,e	111.1%
12	Oregon	30,086	45,103 b	107.8%
13	Delaware	7,311	44,435	106.3%
14	Maryland	50,801	43,720	104.5%
15	Nevada	17,486	43,083 b	103.0%
16	Indiana	58,843	41,855	100.1%
17	Ohio	114,600	41,713	99.7%
18	Hawaii	10,510	41,292	98.7%
19	Georgia	90,286	41,122 c	98.3%
20	Washington	50,009	41,047	98.2%
21	Minnesota	53,747	40,678 a	97.3%
22	Wisconsin	57,670	39,897 c	95.4%
23	North Carolina	79,498	39,404	94.2%
24	Colorado	41,104	39,073 a	93.4%
25	Virginia	81,751	38,992 e	93.2%
26	New Hampshire	13,559	37,734	90.2%
27	Texas	266,878	37,567	89.8%
28	Florida	131,249	36,722	87.8%
29	Alabama	48,269	36,689	87.7%
30	Vermont	8,549	36,402	87.0%
31	Tennessee	60,474	36,328	86.9%
32	Kansas	32,240	36,282 c,f	86.8%
33	Kentucky	39,813	36,255 c	86.7%
34	South Carolina	43,870	36,081	86.3%
35	Iowa	33,744	35,678 c	85.3%
36	Missouri	63,500	35,660 c	85.3%
37	Maine	17,170	35,561	85.0%
38	Idaho	14,600	35,155	84.1%
39	West Virginia	20,316	35,011 c	83.7%
40	Utah	21,400	34,946	83.6%
41	Arizona	45,540	34,824	83.3%
42	Wyoming	6,600	34,188	81.8%
43	Arkansas	26,836	33,691 c	80.6%
44	Nebraska	20,609	33,237	79.5%
45	Louisiana	47,363	33,109 c	79.2%
46	New Mexico	19,802	32,713	78.2%
47	Montana	10,200	32,121 c	76.8%
48	Mississippi	30,736	31,897	76.3%
49	North Dakota	7,904	29,863	71.4%
50	Oklahoma	41,557	29,525	70.6%
51	South Dakota	9,250	29,072	69.5%
	U.S. Average	2,887,233	\$41,820	100.0%
	Guam		34,947	84.1%
	Puerto Rico		24,980 d	60.1%
	Virgin Islands		34,784	80.2%

a. AFT estimate; b. includes employer pick-up of employee pension contribution where applicable; c. includes extra-duty pay; d. includes health care contributions where applicable; e. includes pension and extra-duty pay where applicable; f. estimated to exclude fringe benefits at 8 percent; g. median. Source: American Federation of Teachers, annual survey of state departments of education. *Early Estimates of Public Elementary and Secondary Education Statistics, 1999-2000*. U.S. Department of Education, May 2000, <http://nces.ed.gov/pubs2000/2000364.pdf>.

TABLE I-2

**BEGINNING AND AVERAGE TEACHER SALARY IN 1999-2000
RANKED BY AVERAGE SALARY WITHIN REGION**

State	Average Salary	Beginning Salary	State	Average Salary	Beginning Salary
NEW ENGLAND			SOUTHEAST		
Connecticut	\$52,410	\$30,466	Georgia	\$41,122	\$30,402
Rhode Island	48,138	27,286	North Carolina	39,404	27,968
Massachusetts	46,955	30,330	Virginia	38,992	26,783
New Hampshire	37,734	24,650	Florida	36,722	25,132
Vermont	36,402	25,791	Alabama	36,689	29,790
Maine	35,561	22,942	Tennessee	36,328	27,228
			Kentucky	36,255	24,753
MIDEAST			South Carolina	36,081	25,215
New York	\$51,020	\$31,910	West Virginia	35,011	23,829
New Jersey	50,878	30,480	Arkansas	33,691	22,599
Pennsylvania	48,321	30,185	Louisiana	33,109	25,738
District of Columbia	48,304	30,850	Mississippi	31,897	23,040
Delaware	44,435	30,945			
Maryland	43,720	28,612	ROCKY MOUNTAINS		
			Colorado	\$39,073	\$24,875
GREAT LAKES			Idaho	35,155	20,915
Michigan	\$48,729	\$28,545	Utah	34,946	23,273
Illinois	46,480	30,151	Wyoming	34,188	24,168
Indiana	41,855	26,553	Montana	32,121	20,969
Ohio	41,713	23,597			
Minnesota	40,678	25,666	FAR WEST		
Wisconsin	39,897	25,344	California	\$47,680	\$32,190
			Alaska	46,481	33,676
PLAINS			Oregon	45,103	29,733
Kansas	\$36,282	\$25,252	Nevada	43,083	28,734
Iowa	35,678	25,275	Hawaii	41,292	29,204
Missouri	35,660	25,977	Washington	41,047	26,514
Nebraska	33,237	22,923			
North Dakota	29,863	20,422	OUTLYING AREAS		
South Dakota	29,072	21,889	Guam	\$34,947	\$26,917
			Virgin Islands	34,784	22,751
SOUTHWEST			Puerto Rico	24,980	18,700
Texas	\$37,567	\$28,400			
Arizona	34,824	25,613	U.S. AVERAGE		
New Mexico	32,713	25,042		\$41,820	\$27,989
Oklahoma	29,525	24,025			

Source: American Federation of Teachers, annual survey of state departments of education.

TABLE I-3

TRENDS IN THE AVERAGE TEACHER SALARY, 1997-98 TO 1999-2000

State	Average Salary						Percent Change		
	1997-98	Rank	1998-99	Rank	1999-00	Rank	1997-98 to 1998-99	1998-99 to 1999-00	1997-98 to 1999-00
Connecticut	\$49,733	2	\$52,070	1	\$52,410	1	4.7%	0.7%	5.4%
New York	48,712	3	49,490	3	51,020	2	1.6%	3.1%	4.7%
New Jersey	51,080	1	51,475	2	50,878	3	0.8%	-1.2%	-0.4%
Michigan	47,384	5	47,448	5	48,729	4	0.1%	2.7%	2.8%
Pennsylvania	47,542	4	48,457	4	48,321	5	1.9%	-0.3%	1.6%
District of Columbia	44,746	7	46,536	6	48,304	6	4.0%	3.8%	8.0%
Rhode Island	44,506	9	46,286	8	48,138	7	4.0%	4.0%	8.2%
California	44,585	8	46,129	9	47,680	8	3.5%	3.4%	6.9%
Massachusetts	42,874	12	45,149	11	46,955	9	5.3%	4.0%	9.5%
Alaska	47,161	6	46,312	7	46,481	10	-1.8%	0.4%	-1.4%
Illinois	43,707	10	45,286	10	46,480	11	3.6%	2.6%	6.3%
Oregon	43,245	11	43,789	12	45,103	12	1.3%	3.0%	4.3%
Delaware	42,439	13	43,164	13	44,435	13	1.7%	2.9%	4.7%
Maryland	41,404	14	42,557	14	43,720	14	2.8%	2.7%	5.6%
Nevada	40,572	15	42,528	15	43,083	15	4.8%	1.3%	6.2%
Indiana	39,749	16	41,165	16	41,855	16	3.6%	1.7%	5.3%
Ohio	39,714	17	40,746	17	41,713	17	2.6%	2.4%	5.0%
Hawaii	38,460	19	40,416	18	41,292	18	5.1%	2.2%	7.4%
Georgia	37,314	22	39,776	19	41,122	19	6.6%	3.4%	10.2%
Washington	38,761	18	38,693	22	41,047	20	-0.2%	6.1%	5.9%
Minnesota	38,159	21	39,493	20	40,678	21	3.5%	3.0%	6.6%
Wisconsin	38,179	20	39,374	21	39,897	22	3.1%	1.3%	4.5%
North Carolina	33,129	37	36,883	26	39,404	23	11.3%	6.8%	18.9%
Colorado	37,240	23	38,157	23	39,073	24	2.5%	2.4%	4.9%
Virginia	37,024	24	37,527	24	38,992	25	1.4%	3.9%	5.3%
New Hampshire	36,663	25	37,405	25	37,734	26	2.0%	0.9%	2.9%
Texas	33,602	35	34,336	37	37,567	27	2.2%	9.4%	11.8%
Florida	34,475	28	35,916	27	36,722	28	4.2%	2.2%	6.5%
Alabama	32,818	39	35,820	29	36,689	29	9.1%	2.4%	11.8%
Vermont	36,299	26	35,896	28	36,402	30	-1.1%	1.4%	0.3%
Tennessee	34,584	27	35,490	30	36,328	31	2.6%	2.4%	5.0%
Kansas	33,800	33	35,383	31	36,282	32	4.7%	2.5%	7.3%
Kentucky	34,453	29	35,383	32	36,255	33	2.7%	2.5%	5.2%
South Carolina	33,697	34	34,506	36	36,081	34	2.4%	4.6%	7.1%
Iowa	34,084	31	35,007	33	35,678	35	2.7%	1.9%	4.7%
Missouri	33,891	32	34,806	35	35,660	36	2.7%	2.5%	5.2%
Maine	34,349	30	34,906	34	35,561	37	1.6%	1.9%	3.5%
Idaho	32,830	38	34,062	40	35,155	38	3.8%	3.2%	7.1%
West Virginia	33,396	36	34,248	38	35,011	39	2.6%	2.2%	4.8%
Utah	32,398	42	34,079	39	34,946	40	5.2%	2.5%	7.9%
Arizona	32,699	40	33,197	42	34,824	41	1.5%	4.9%	6.5%
Wyoming	31,977	44	33,500	41	34,188	42	4.8%	2.1%	6.9%
Arkansas	32,119	43	32,819	44	33,691	43	2.2%	2.7%	4.9%
Nebraska	32,668	41	32,880	43	33,237	44	0.6%	1.1%	1.7%
Louisiana	31,131	45	32,384	45	33,109	45	4.0%	2.2%	6.4%
New Mexico	30,042	47	31,838	46	32,713	46	6.0%	2.7%	8.9%
Montana	30,617	46	31,356	47	32,121	47	2.4%	2.4%	4.9%
Mississippi	28,691	49	29,550	48	31,897	48	3.0%	7.9%	11.2%
North Dakota	28,213	50	29,002	50	29,863	49	2.8%	3.0%	5.8%
Oklahoma	29,032	48	29,444	49	29,525	50	1.4%	0.3%	1.7%
South Dakota	27,875	51	28,386	51	29,072	51	1.8%	2.4%	4.3%
U.S. Average	\$39,360		\$40,540		\$41,820		3.0%	3.2%	6.3%
Guam	34,124		34,217		34,947		0.3%	2.1%	2.4%
Puerto Rico	24,000		24,000		24,980		0.0%	4.1%	4.1%
Virgin Islands	33,310		34,784		34,784		4.4%	0.0%	0.0%

Source: American Federation of Teachers, annual survey of state departments of education.

TABLE I-4

AVERAGE TEACHER SALARIES FOR 1989-90 AND 1999-2000

State	Average Salary		Rank		Percent of U.S. Average		Change from	Rank
	1989-90	1999-00	1989-90	1999-00	1989-90	1999-00	1989-90	
West Virginia	\$22,842	\$35,011	50	39	73%	84%	53.3%	1
Alabama	24,816	36,689	41	29	79%	88%	47.8%	2
Utah	23,686	34,946	46	40	76%	84%	47.5%	3
Idaho	23,861	35,155	45	38	76%	85%	47.3%	4
Georgia	27,966	41,122	29	19	89%	99%	47.0%	5
Arkansas	22,930	33,691	49	43	73%	81%	46.9%	6
Oregon	30,842	45,103	20	12	98%	109%	46.2%	7
Pennsylvania	33,338	48,321	13	5	106%	116%	44.9%	8
New Jersey	35,676	50,878	9	3	114%	122%	42.6%	9
Illinois	32,815	46,480	14	11	105%	112%	41.6%	10
North Carolina	27,883	39,404	30	23	89%	95%	41.3%	11
Kentucky	26,292	36,255	38	33	84%	87%	37.9%	12
Texas	27,496	37,567	31	27	88%	90%	36.6%	13
Ohio	30,553	41,713	22	17	98%	100%	36.5%	14
South Dakota	21,300	29,072	51	51	68%	70%	36.5%	15
Louisiana	24,300	33,109	44	45	78%	80%	36.3%	16
Massachusetts	34,712	46,955	10	9	111%	113%	35.3%	17
Washington	30,457	41,047	23	20	97%	99%	34.8%	18
Indiana	31,101	41,855	18	16	99%	101%	34.6%	19
Tennessee	27,052	36,328	35	31	86%	87%	34.3%	20
Michigan	36,451	48,729	7	4	116%	117%	33.7%	21
Kansas	27,172	36,282	33	32	87%	87%	33.5%	22
Rhode Island	36,057	48,138	8	7	115%	116%	33.5%	23
Iowa	26,747	35,678	37	35	85%	86%	33.4%	24
Delaware	33,377	44,435	12	13	107%	107%	33.1%	25
South Carolina	27,217	36,081	32	34	87%	87%	32.6%	26
Maine	26,881	35,561	36	37	86%	86%	32.3%	27
New Mexico	24,811	32,713	42	46	79%	79%	31.8%	28
Missouri	27,094	35,660	34	36	87%	86%	31.6%	29
New York	38,925	51,020	3	2	124%	122%	31.1%	30
Mississippi	24,365	31,897	43	48	78%	77%	30.9%	31
Nebraska	25,505	33,237	39	44	81%	80%	30.3%	32
New Hampshire	28,986	37,734	25	26	93%	91%	30.2%	33
North Dakota	23,016	29,863	48	49	73%	72%	29.7%	34
Nevada	33,493	43,083	11	15	107%	104%	28.6%	35
Connecticut	40,768	52,410	2	1	130%	126%	28.6%	36
Montana	25,081	32,121	40	47	80%	77%	28.1%	37
Hawaii	32,252	41,292	15	18	103%	99%	28.0%	38
Florida	28,803	36,722	27	28	92%	88%	27.5%	39
Colorado	30,758	39,073	21	24	98%	94%	27.0%	40
Minnesota	32,190	40,678	16	21	103%	98%	26.4%	41
Vermont	28,849	36,402	26	30	92%	88%	26.2%	42
California	37,795	47,680	5	8	121%	115%	26.2%	43
Virginia	30,958	38,992	19	25	99%	94%	26.0%	44
District of Columbia	38,402	48,304	4	6	123%	116%	25.8%	45
Oklahoma	23,484	29,525	47	50	75%	71%	25.7%	46
Wisconsin	31,921	39,897	17	22	102%	96%	25.0%	47
Wyoming	28,188	34,188	28	42	90%	82%	21.3%	48
Maryland	36,601	43,720	6	14	117%	105%	19.5%	49
Arizona	29,402	34,824	24	41	94%	84%	18.4%	50
Alaska	43,125	46,481	1	10	138%	112%	7.8%	51
U.S. Average	\$31,319	\$41,820			100%	100%	33.5%	
Guam	25,842	34,947			83%	84%	35.2%	
Virgin Islands	28,000	34,784			93%	83%	24.2%	

Source: American Federation of Teachers, annual survey of state departments of education.

TABLE I-5

AVERAGE SALARY OF TEACHERS IN 1999-2000 COMPARED TO ANNUAL EARNINGS IN THE PRIVATE SECTOR, 1999

State	Average Teacher Salary	Private Sector Annual Earnings	Pay Ratio Teachers To Private Sector	Rank		
				1999-00	1998-99	1989-90
Rhode Island	\$48,138	\$29,903	1.61	1	1	1
Pennsylvania	48,321	32,251	1.50	2	2	9
Oregon	45,103	30,452	1.48	3	3	5
Hawaii	41,292	28,135	1.47	4	6	6
Montana	32,121	22,322	1.44	5	7	20
Alaska	46,481	32,321	1.44	6	11	7
Nevada	43,083	30,381	1.42	7	5	3
Indiana	41,855	30,055	1.39	8	4	18
West Virginia	35,011	25,488	1.37	9	12	51
Wisconsin	39,897	29,236	1.36	10	8	2
Idaho	35,155	25,818	1.36	11	10	46
Michigan	48,729	35,877	1.36	12	9	14
Wyoming	34,188	25,194	1.36	13	13	24
South Carolina	36,081	26,754	1.35	14	22	17
Arkansas	33,691	25,057	1.34	15	17	45
Iowa	35,678	26,541	1.34	16	16	10
North Carolina	39,404	29,372	1.34	17	24	21
Maine	35,561	26,529	1.34	18	14	29
Ohio	41,713	31,138	1.34	19	19	33
Vermont	36,402	27,241	1.34	20	15	19
Alabama	36,689	27,538	1.33	21	21	39
Mississippi	31,897	24,080	1.32	22	37	23
Kentucky	36,255	27,687	1.31	23	20	30
Maryland	43,720	33,483	1.31	24	29	4
Florida	36,722	28,388	1.29	25	30	27
New Mexico	32,713	25,290	1.29	26	38	15
Kansas	36,282	28,296	1.28	27	23	34
California	47,680	37,311	1.28	28	25	8
Illinois	46,480	36,407	1.28	29	26	36
North Dakota	29,863	23,395	1.28	30	34	43
New Jersey	50,878	39,933	1.27	31	18	38
Utah	34,946	27,577	1.27	32	33	47
Delaware	44,435	35,128	1.26	33	32	40
Nebraska	33,237	26,363	1.26	34	28	12
Georgia	41,122	32,703	1.26	35	27	41
South Dakota	29,072	23,354	1.24	36	35	32
Tennessee	36,328	29,501	1.23	37	36	31
Connecticut	52,410	43,084	1.22	38	31	13
Minnesota	40,678	33,517	1.21	39	39	16
Louisiana	33,109	27,397	1.21	40	42	50
New York	51,020	42,586	1.20	41	34	28
Virginia	38,992	32,737	1.19	42	43	25
Missouri	35,660	30,080	1.19	43	41	44
New Hampshire	37,734	32,403	1.16	44	40	42
Oklahoma	29,525	25,474	1.16	45	46	49
Massachusetts	46,955	40,629	1.16	46	44	35
Arizona	34,824	30,133	1.16	47	49	22
Washington	41,047	35,942	1.14	48	47	11
Colorado	39,073	34,319	1.14	49	45	26
Texas	37,567	33,550	1.12	50	50	48
District of Columbia	48,304	47,870	1.01	51	51	37
U.S. Average	\$41,820	\$33,220	1.25			
Puerto Rico	24,980	18,531	1.35			

* AFT estimate. Sources: Bureau of Labor Statistics, <http://stats.bls.gov/news.release/annpay.toc.htm>; American Federation of Teachers, annual survey of state departments of education. Note: Data are unavailable for Guam and the Virgin Islands.

TABLE I-6

**AVERAGE TEACHER SALARY IN 1999-2000 COMPARED TO
1999 PER-CAPITA PERSONAL INCOME**

State	Average Teacher Salary	Per- Capita Personal Income	Ratio of Salary to Per-Capita Income			Rank		
			1999-00	1998-99	1989-90	1999-00	1998-99	1989-90
Michigan	\$48,729	\$28,113	1.73	1.84	2.05	1	1	2
Pennsylvania	48,321	28,605	1.69	1.81	1.92	2	2	10
West Virginia	35,011	20,966	1.67	1.77	1.82	3	4	22
Oregon	45,103	27,023	1.67	1.77	1.95	4	5	7
Rhode Island	48,138	29,377	1.64	1.73	2.00	5	6	5
Alaska	46,481	28,577	1.63	1.80	2.04	6	3	4
Indiana	41,855	26,143	1.60	1.70	1.94	7	7	9
Alabama	36,689	22,987	1.60	1.67	1.86	8	9	15
California	47,680	29,910	1.59	1.68	1.91	9	8	13
Kentucky	36,255	23,237	1.56	1.65	1.91	10	10	12
Mississippi	31,897	20,688	1.54	1.56	2.06	11	21	1
Idaho	35,155	22,835	1.54	1.62	1.73	12	14	34
Ohio	41,713	27,152	1.54	1.62	1.85	13	12	17
South Carolina	36,081	23,545	1.53	1.62	1.96	14	13	6
North Carolina	39,404	26,003	1.52	1.53	1.83	15	24	21
Arkansas	33,691	22,244	1.51	1.61	1.73	16	15	35
New York	51,020	33,890	1.51	1.57	1.90	17	13	14
Georgia	41,122	27,340	1.50	1.59	1.73	18	17	36
Utah	34,946	23,288	1.50	1.62	1.82	19	11	23
Hawaii	41,292	27,544	1.50	1.55	1.76	20	23	27
New Mexico	32,713	21,853	1.50	1.60	1.92	21	16	11
Illinois	46,480	31,145	1.49	1.57	1.75	22	19	31
Montana	32,121	22,019	1.46	1.55	1.81	23	22	25
Wisconsin	39,897	27,390	1.46	1.57	1.95	24	18	8
Louisiana	33,109	22,847	1.45	1.52	1.86	25	26	16
Maine	35,561	24,603	1.45	1.52	1.65	26	25	45
Delaware	44,435	30,778	1.44	1.45	1.70	27	32	39
New Jersey	50,878	35,551	1.43	1.52	1.50	28	27	50
Tennessee	36,328	25,574	1.42	1.51	1.83	29	28	20
Vermont	36,402	25,889	1.41	1.48	1.76	30	29	28
Texas	37,567	26,858	1.40	1.38	1.77	31	44	26
Iowa	35,678	25,615	1.39	1.46	1.72	32	31	38
Nevada	43,083	31,022	1.39	1.56	1.85	33	20	18
Arizona	34,824	25,189	1.38	1.44	1.85	34	34	19
Kansas	36,282	26,824	1.35	1.42	1.68	35	38	41
Missouri	35,660	26,376	1.35	1.42	1.66	36	36	43
Washington	41,047	30,392	1.35	1.38	1.73	37	42	37
Maryland	43,720	32,465	1.35	1.42	1.74	38	37	33
Connecticut	52,410	39,300	1.33	1.38	1.66	39	41	44
Florida	36,722	27,780	1.32	1.39	1.63	40	40	47
Minnesota	40,678	30,793	1.32	1.44	1.81	41	35	24
Massachusetts	46,955	35,551	1.32	1.38	1.54	42	43	49
Virginia	38,992	29,789	1.31	1.37	1.63	43	45	46
Wyoming	34,188	26,396	1.30	1.45	2.05	44	33	3
Oklahoma	29,525	22,953	1.29	1.40	1.69	45	39	40
North Dakota	29,863	23,313	1.28	1.34	1.74	46	46	32
Colorado	39,073	31,546	1.24	1.33	1.76	47	47	29
Nebraska	33,237	27,049	1.23	1.33	1.66	48	48	42
New Hampshire	37,734	31,114	1.21	1.29	1.43	49	49	51
District of Columbia	48,304	39,858	1.21	1.25	1.75	50	51	30
South Dakota	29,072	25,045	1.16	1.28	1.58	51	50	48
U.S. Average	\$41,820	\$27,497	1.51	1.53	1.78			

Sources: U.S. Bureau of Economic Analysis, <http://www.bea.doc.gov/bea/regional/spl/>; American Federation of Teachers, annual survey of state departments of education. Note: Data are unavailable for Guam, Puerto Rico, and the Virgin Islands.

TABLE I-7

**STATE RANKINGS BY 1999-2000 AVERAGE TEACHER SALARY
ADJUSTED BY THE 1999 AFT INTERSTATE COST-OF-LIVING INDEX**

State	Average Salary	Cost-of-Living Index	Salary Adjustment	Adjusted Average Salary	Adjusted Rank	Original Rank
Michigan	\$48,729	92.4	\$3,982	\$52,711	1	3
Pennsylvania	48,321	97.7	1,162	49,483	2	4
Oregon	45,103	94.6	2,549	47,652	3	12
Illinois	46,480	98.1	916	47,396	4	11
Delaware	48,304	102.8	(1,299)	47,005	5	5
New York	51,020	109.2	(4,289)	46,731	6	8
Indiana	41,855	90.6	4,340	46,195	7	16
Rhode Island	48,138	105.6	(2,544)	45,593	8	6
New Jersey	50,878	114.8	(6,573)	44,305	9	2
Ohio	41,713	94.3	2,510	44,223	10	17
Georgia	41,122	93.0	3,088	44,210	11	19
Nevada	43,083	98.4	715	43,798	12	15
Connecticut	52,410	120.2	(8,798)	43,612	13	1
Wisconsin	39,897	92.7	3,141	43,038	14	22
North Carolina	39,404	91.6	3,308	43,012	15	23
Minnesota	40,678	95.2	2,034	42,712	16	21
Texas	37,567	90.0	4,191	41,758	17	27
Maryland	43,720	105.3	(2,217)	41,503	18	14
Alabama	36,689	89.2	4,459	41,148	19	29
Massachusetts	46,955	114.2	(5,829)	41,126	20	9
Kentucky	36,255	88.4	4,745	41,000	21	33
Washington	41,047	100.9	(360)	40,687	22	20
Kansas	36,282	89.8	4,127	40,409	23	32
Tennessee	36,322	90.0	4,044	40,371	24	31
Iowa	35,678	88.9	4,460	40,138	25	35
Virginia	38,992	97.8	873	39,865	26	25
Colorado	39,073	98.1	743	39,816	27	24
West Virginia	35,011	88.1	4,729	39,740	28	39
South Carolina	36,081	90.8	3,657	39,738	29	34
Florida	36,722	94.4	2,190	38,912	30	28
Missouri	35,660	91.8	3,197	38,857	31	36
California	47,680	122.7	(8,835)	38,845	32	7
District of Columbia	44,435	114.7	(5,695)	38,740	33	13
Arkansas	33,691	87.4	4,868	38,559	34	43
Idaho	35,155	91.4	3,312	38,467	35	38
Vermont	36,402	97.4	960	37,362	36	30
Nebraska	33,237	89.0	4,121	37,358	37	44
Utah	34,946	93.8	2,323	37,269	38	40
Maine	35,561	95.6	1,651	37,212	39	37
Alaska	46,481	125.0	(9,296)	37,185	40	10
Wyoming	34,188	93.3	2,458	36,646	41	42
Louisiana	33,109	90.4	3,502	36,611	42	45
Mississippi	31,897	87.5	4,567	36,464	43	48
Arizona	34,824	95.9	1,473	36,297	44	41
New Hampshire	37,734	105.6	(2,010)	35,724	45	26
Montana	32,121	92.5	2,020	34,741	46	47
New Mexico	32,713	94.7	1,813	34,526	47	46
Oklahoma	29,525	87.7	4,156	33,681	48	50
South Dakota	29,072	87.6	4,118	33,190	49	51
North Dakota	29,863	87.7	3,064	32,927	50	49
Hawaii	41,292	133.8	(10,441)	30,851	51	18
U.S. Average	\$41,820	100.0	\$0	\$41,820		

Sources: COL index calculated by AFT. For details, see F. Howard Nelson, "An Interstate Cost-of-Living Index," *Educational Evaluation and Policy Analysis*, Spring 1991, Vol. 13, pp. 103-111.
<http://www.aft.org/research/reports/col/colape3.htm>. Alaska and Washington, D.C. cost-of-living data are from American Chamber of Commerce Researchers Association (ACCRA), Louisville, Ky. American Federation of Teachers, annual survey of state departments of education. Note: Data are unavailable for Guam, Puerto Rico and the Virgin Islands.

TABLE I-8

**TEACHER SALARIES AS A PERCENTAGE OF TOTAL CURRENT EDUCATION SPENDING
1964-65 AND 1999-2000**

State	Average Teacher Salary		Total Teacher Salaries (Millions)		Total Education Spending (Millions)		Percentage of Education Expenditures Devoted to Teachers		
	1964-65	1999-00	1964-65	1999-00	1964-65	1999-00	1964-65	1999-00	Change
1 Alabama	\$4,700	\$36,689	\$135	\$1,771	\$217	\$3,659	62.4%	48.4%	-14.0%
2 Illinois	6,809	46,480	586	5,913	1,032	12,366	56.8%	47.8%	-8.9%
3 North Carolina	5,022	39,404	219	3,133	353	6,822	62.1%	45.9%	-16.1%
4 Tennessee	4,850	36,328	145	2,197	246	4,800	58.9%	45.8%	-13.2%
5 Missouri	5,660	35,660	206	2,264	359	5,050	57.4%	44.8%	-12.5%
6 Georgia	5,050	41,122	188	3,713	313	8,301	60.1%	44.7%	-15.4%
7 Arkansas	4,200	33,691	71	904	130	2,077	54.7%	43.5%	-11.2%
8 Idaho	5,100	35,155	36	513	56	1,195	63.3%	42.9%	-20.4%
9 Texas	5,463	37,567	531	10,026	880	23,633	60.4%	42.4%	-18.0%
10 Massachusetts	6,950	46,955	304	3,377	478	8,084	63.5%	41.8%	-21.8%
11 Rhode Island	6,251	48,138	40	541	70	1,301	56.8%	41.6%	-15.2%
12 Nevada	6,530	43,083	27	753	52	1,828	51.8%	41.2%	-10.6%
13 District of Columbia	7,450	48,304	40	251	na	614	na	40.9%	na
14 Mississippi	4,103	31,897	81	980	146	2,410	55.8%	40.7%	-15.1%
15 Virginia	5,450	38,992	207	3,188	341	7,840	60.7%	40.7%	-20.1%
16 Kansas	5,587	36,282	134	1,170	223	2,903	60.1%	40.3%	-19.8%
17 Maine	5,200	35,561	48	611	80	1,519	59.4%	40.2%	-19.2%
18 South Carolina	4,500	36,081	105	1,583	167	3,940	62.5%	40.2%	-22.4%
19 Vermont	5,362	36,402	20	311	40	775	51.3%	40.1%	-11.2%
20 New York	7,800	51,020	1,092	10,510	2,267	26,377	48.2%	39.8%	-8.3%
21 Ohio	6,025	41,713	531	4,780	978	12,040	54.3%	39.7%	-14.6%
22 California	7,900	47,680	1,183	13,944	2,250	35,286	52.6%	39.5%	-13.0%
23 Utah	5,945	34,946	62	748	110	1,907	56.9%	39.2%	-17.7%
24 Colorado	6,025	39,073	123	1,606	212	4,124	57.8%	38.9%	-18.8%
25 Nebraska	4,893	33,237	75	685	124	1,771	60.5%	38.7%	-21.8%
26 Connecticut	6,975	52,410	172	2,092	305	5,470	56.2%	38.2%	-18.0%
27 Arizona	6,700	34,824	102	1,586	168	4,148	60.5%	38.2%	-22.3%
28 South Dakota	4,475	29,072	36	269	69	709	52.4%	37.9%	-14.5%
29 Hawaii	6,024	41,292	33	434	64	1,146	51.6%	37.9%	-13.8%
30 New Jersey	6,698	50,878	380	4,845	706	12,833	53.8%	37.8%	-16.0%
31 Delaware	6,800	44,435	31	325	53	871	59.7%	37.3%	-22.4%
32 Iowa	5,747	35,678	158	1,204	266	3,235	59.4%	37.2%	-22.2%
33 Pennsylvania	6,150	48,321	515	5,376	975	14,622	52.8%	36.8%	-16.0%
34 Michigan	6,700	48,729	478	4,537	900	12,447	53.1%	36.4%	-16.6%
35 Louisiana	5,175	33,109	155	1,568	304	4,323	51.1%	36.3%	-14.8%
36 Maryland	6,727	43,720	195	2,221	342	6,178	57.1%	35.9%	-21.2%
37 North Dakota	4,800	29,863	34	236	59	665	58.2%	35.5%	-22.7%
38 New Hampshire	5,435	37,734	30	512	52	1,448	58.3%	35.3%	-22.9%
39 Florida	6,140	36,722	284	4,820	465	13,654	61.0%	35.3%	-25.7%
40 Oregon	6,420	45,103	129	1,357	234	3,853	55.1%	35.2%	-19.9%
41 Indiana	6,530	41,855	284	2,463	496	7,006	57.3%	35.2%	-22.1%
42 Oklahoma	5,160	29,525	115	1,227	200	3,505	57.5%	35.0%	-22.5%
43 Kentucky	4,700	36,255	122	1,443	201	4,165	60.7%	34.7%	-26.1%
44 New Mexico	6,200	32,713	66	648	119	1,911	55.9%	33.9%	-22.0%
45 Minnesota	6,463	40,678	213	2,186	392	6,501	54.5%	33.6%	-20.9%
46 Montana	5,600	32,121	43	328	87	976	48.9%	33.6%	-15.4%
47 Wyoming	5,975	34,188	25	226	46	675	54.8%	33.4%	-21.4%
48 Wisconsin	6,125	39,897	219	2,301	394	6,938	55.6%	33.2%	-22.4%
49 Washington	6,400	41,047	190	2,053	365	6,527	52.1%	31.4%	-20.7%
50 Alaska	7,016	46,481	18	371	38	1,191	46.4%	31.2%	-15.3%
51 West Virginia	4,590	35,011	74	711	134	2,361	55.4%	30.1%	-25.2%
U.S. Average	\$6,196	\$41,820	\$10,200	\$120,744	\$19,100	\$307,981	53.4%	39.2%	-14.2%

Source: *Early Estimates of Public Elementary and Secondary Education Statistics, 1999-2000*, U.S. Department of Education, May 2000, <http://nces.ed.gov/pubs2000/2000364.pdf>. U.S. Department of Health, Education and Welfare, Office of Education, *Digest of Educational Statistics 1986*. American Federation of Teachers, annual survey of state departments of education.

II. Trends in Teacher Salaries Compared to Other Workers and Professions

Introduction

The ability to attract high-quality applicants to any occupation depends, in large part, on the salary and benefits available to employees. Teachers continue to get paid less than other occupations and have lost ground over the past few years. As a result, many of the best and brightest who otherwise might have chosen a teaching career have joined the ranks of other professions. In this section, we look at what has happened to average teacher salaries during the past 40 years.

Highlights

- In 1999-2000, the average teacher salary increased 3.2 percent compared to an inflation rate of 3.4 percent. The decrease in 1999-2000 represents the fourth inflation-adjusted salary decrease since 1988-89. See Figure II-1 and Table II-1.
- After adjusting for inflation, the 1999-2000 average teacher salary of \$41,820 is only \$46 above what it was in 1993. It is just \$2,087 more than the average salary recorded in 1972—a real increase of only about \$75 per year. See Figure II-4, Figure II-5 and Table II-1.
- Teacher salaries have not kept pace with the growth in per-capita gross domestic product during the past decade. The 2000 ratio of 1.16 falls short of the 1983 teacher pay to per-capita GDP of 1.44, the year the report *A Nation at Risk* highlighted low teacher pay as a major problem in American education. See Table II-1.
- Since 1961, the total cost of teacher salaries has increased at a slower rate than the nation's gross domestic product. In contrast, total education spending increased at a faster rate than the GDP.
- In 1991, teacher salaries were 21 percent higher than the annual earnings of the average full-time worker in the U.S. economy. Over the last decade, however, teachers have lost ground. In 1999-2000 the teacher advantage has fallen to 10 percent. See Figure II-2 and Table II-2.
- In 2000, teachers earned 5 percent more than the average government worker, about one-third of the 15 percent advantage they enjoyed in 1994. See Figure II-2 and Table II-2.
- Teacher salaries today account for a smaller proportion of total education spending than they did 40 years ago. In 1960-61, the average education expenditure devoted to teacher salaries was 51 percent compared to 36.7 percent in 1999-2000. This is the lowest percentage since records have been kept. See Figure II-4 and Table II-3.

- The average teacher had an estimated 16.1 years of experience in 1999-2000, some 6.1 more years than the 1976 average of 10 years. Teachers with 16.1 years of experience in 1972 earned an estimated \$44,313. See Figure II-5, Figure II-6 and Table II-4.
- Salaries in other white-collar occupations remain high compared to teachers—ranging from 97 percent more for a full professor at a public university to 4 percent more for an assistant professor. See Table II-5 and Figure II-8. Accountants, buyers, attorneys, computer systems analysts and engineers earned substantially more than teachers did.
- Since 1975-76, average teacher salaries have increased 236 percent, and beginning teacher salaries have risen 225 percent. Salaries of all hourly workers (except teacher aides) have grown at a slower rate than teacher salaries. Superintendents, principals, central office secretaries and instructional aides showed gains slightly greater than teachers. See Table II-6.
- Employer-paid health insurance costs for teachers have declined from 7.1 percent of total compensation in 1992-93 to 6.5 percent in 1999-2000. See Table II-7. The share of total compensation going to health care, however, increased for the second straight year in 1999-2000.
- Benefit costs have not risen faster than salaries for education workers over the past decade. Since 1989, the benefits portion of the U.S. Department of Labor's employment cost index (ECI) increased 45 percent for K-12 education workers, the same increase as the salary component of the index. See Table II-8. The benefits component of the ECI rose 58.5 percent for all private-sector white-collar employees, a greater increase than the 48.3 percent increase in the wage and salary component of the ECI.

Technical Notes

Education Expenditures Devoted to Teacher Salaries. The data in Table II-3 apply to classroom teachers including special education and resource teachers. The data represent salaries only—not total compensation.

Trends in Teacher Salaries Adjusted for Work Experience. Though teacher salaries are within a few hundred dollars of the highest levels ever, the average teacher in 1999-2000 had an estimated 16.1 years of experience, more than at any time in the past four decades (see Table II-4 and Figure II-6). The size of the teaching force declined during four of the seven years from 1977 through 1983, while the average experience of teachers increased from 10.5 to 13.9 years. Clearly, the rapid rise in teacher salaries in the early 1980s was due primarily to layoffs of low-paid teachers and minimal hiring of beginning teachers. The teacher-experience effect slowed in the late 1980s, but has accelerated in the 1990s. The educational attainment of teachers has increased at a rate commensurate with their experience. In 1975, less than 40 percent of teachers held a master's degree. By 1995, the comparable figure was about 53 percent (National Education Association, *Status of the American Public School Teacher*, 1997).

Average Teacher Salaries Compared to Selected White-Collar Occupations. The job categories described in the tables and figures in this section, e.g., "Accountant III" or "Engineer IV," describe an accountant or engineer who had earnings in the middle of the income

distribution for all accountants or engineers. The salary figures in Table II-5 are the average of all people in the particular job category. Some of the decline in earnings in other occupations relative to teachers can be traced to changes in the sample design in 1986 and 1989 that incorporated smaller firms into the sample. Small firms pay lower wages on average. Until 1996, information on accountants, buyers, attorneys and engineers came from U.S. Department of Labor, *Administrative, Technical and Clerical Pay*, various editions. For the past four years, these time series have been updated using increases in the average weekly wage rate for each occupation as a whole (U.S. Department of Labor, *Employment and Earnings*, March issues).

Figure II-1
Annual Rate of Increase in Teacher Salaries
Compared to the Consumer Price Index

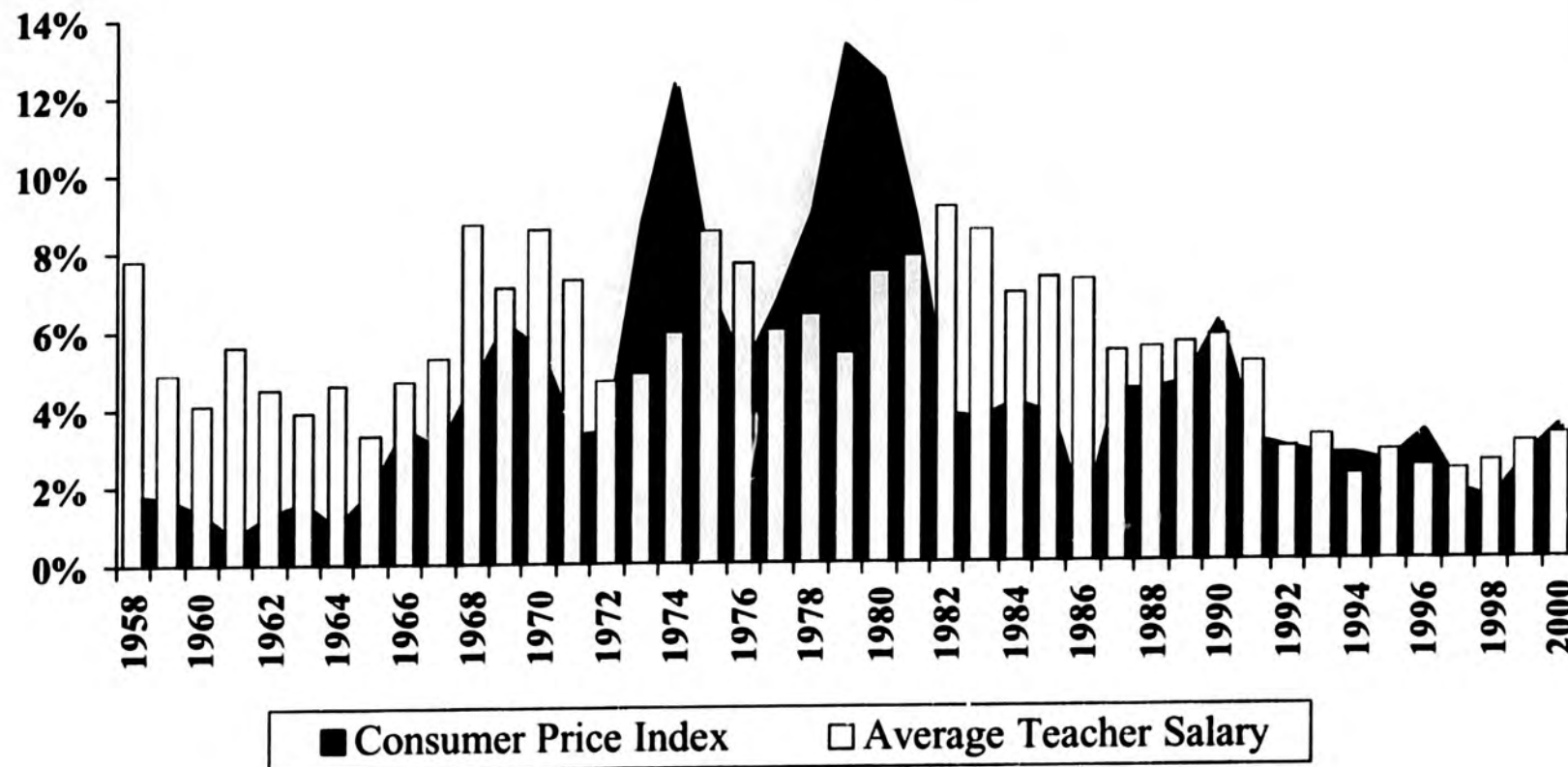


Figure II-2
Trends in Annual Earnings of Teachers,
Government Workers and All Workers
(2000 Dollars)



Figure II-3
Percent of Education Spending Devoted to Teacher Salaries

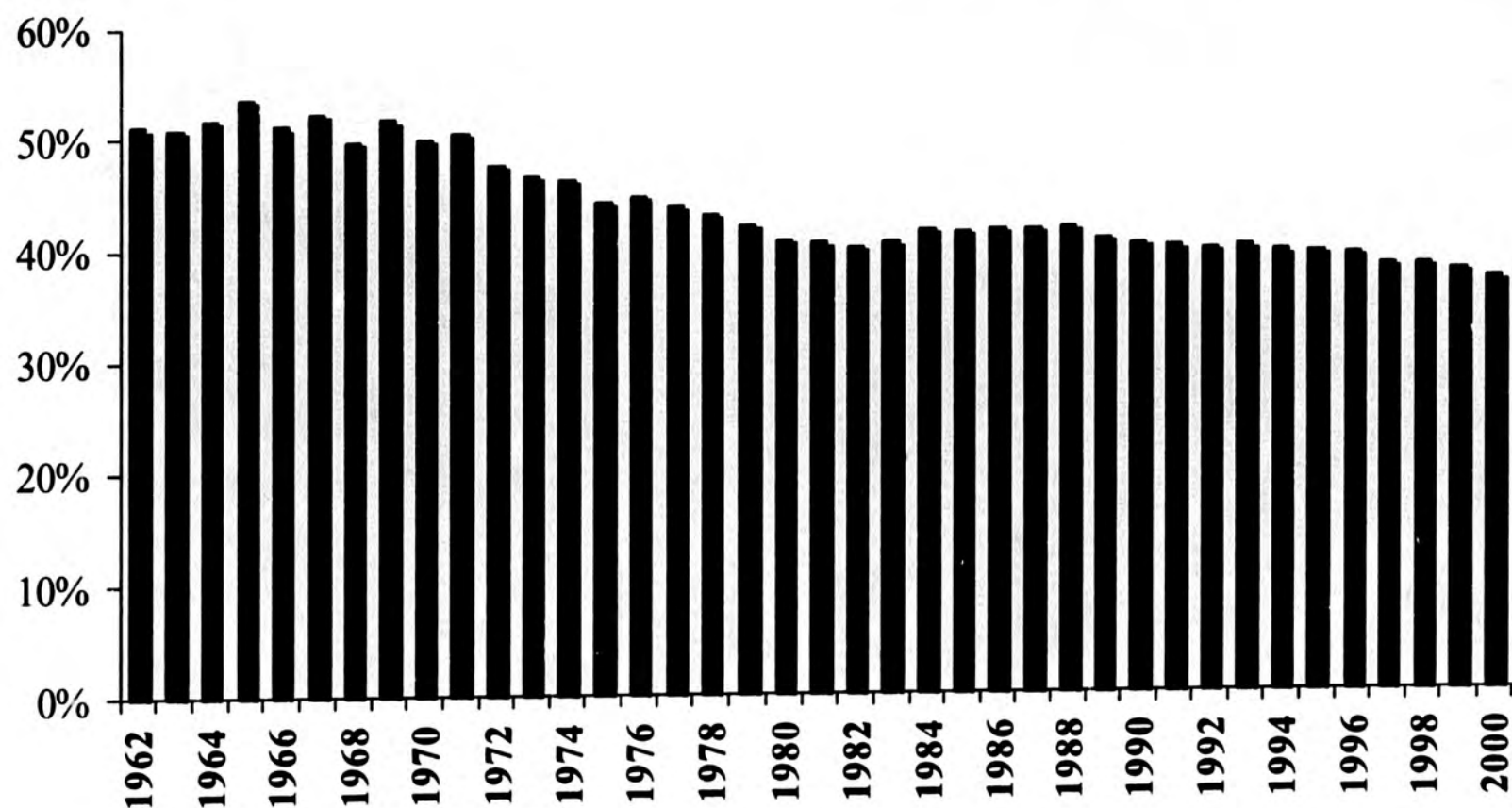


Figure II-4
Teacher Salary Growth Lags Behind Growth
in Education Spending and GDP

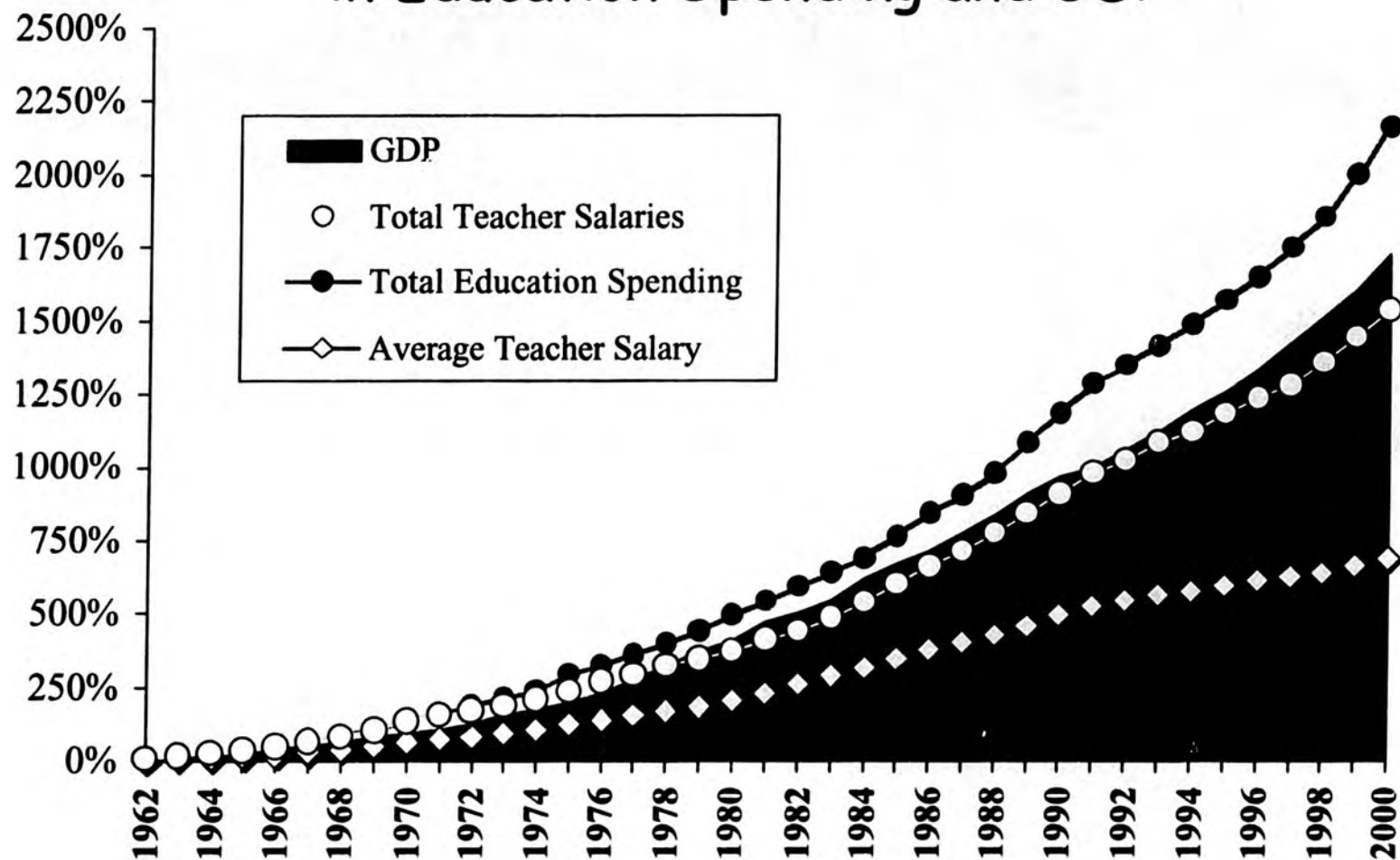


Figure II-5
Trends in Average Teacher Salary Compared to the
Average Experience Level of Teachers

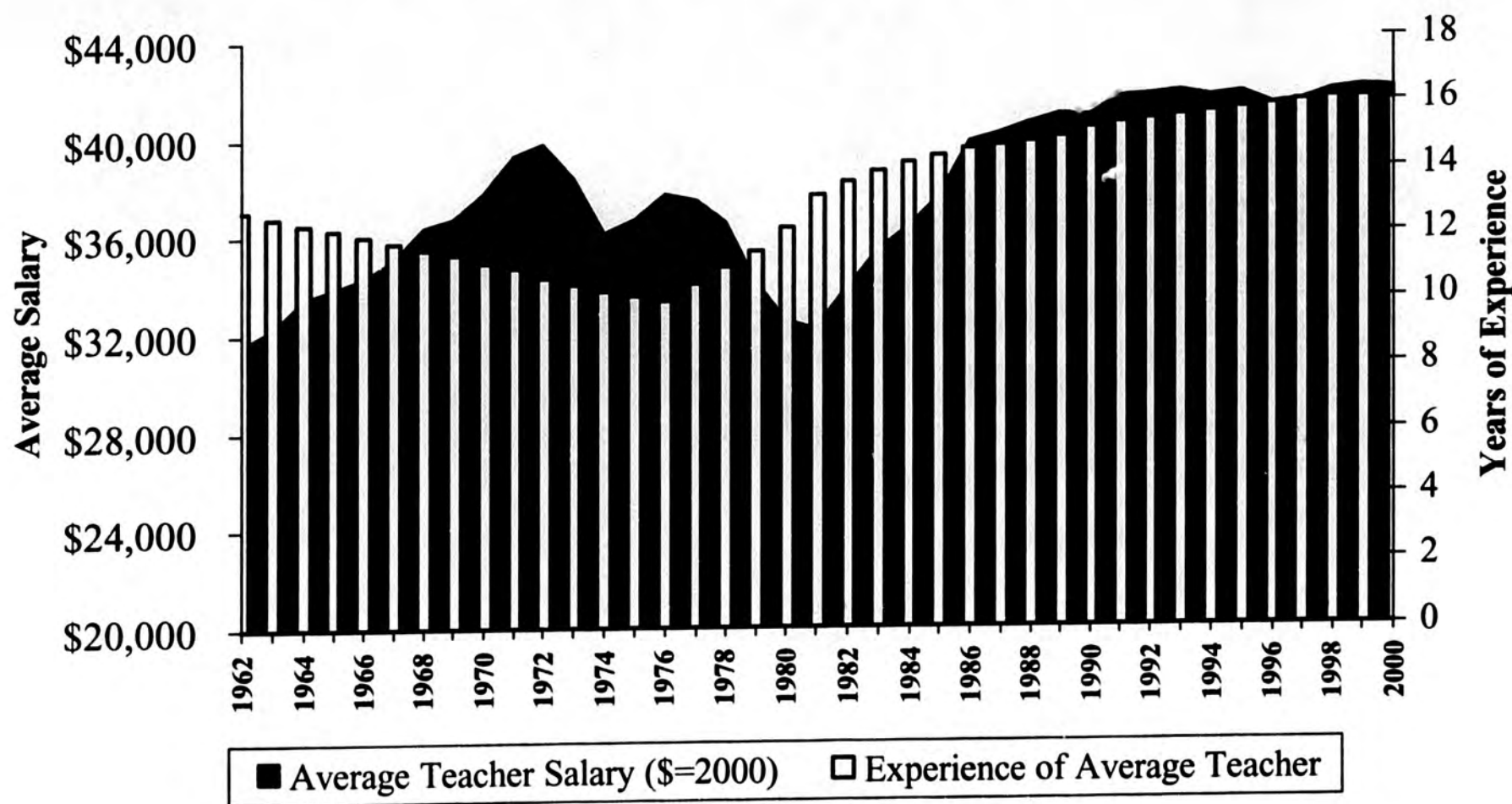


Figure II-6
Trends in Annual Earnings of Teachers
(Controlling for Work Experience)

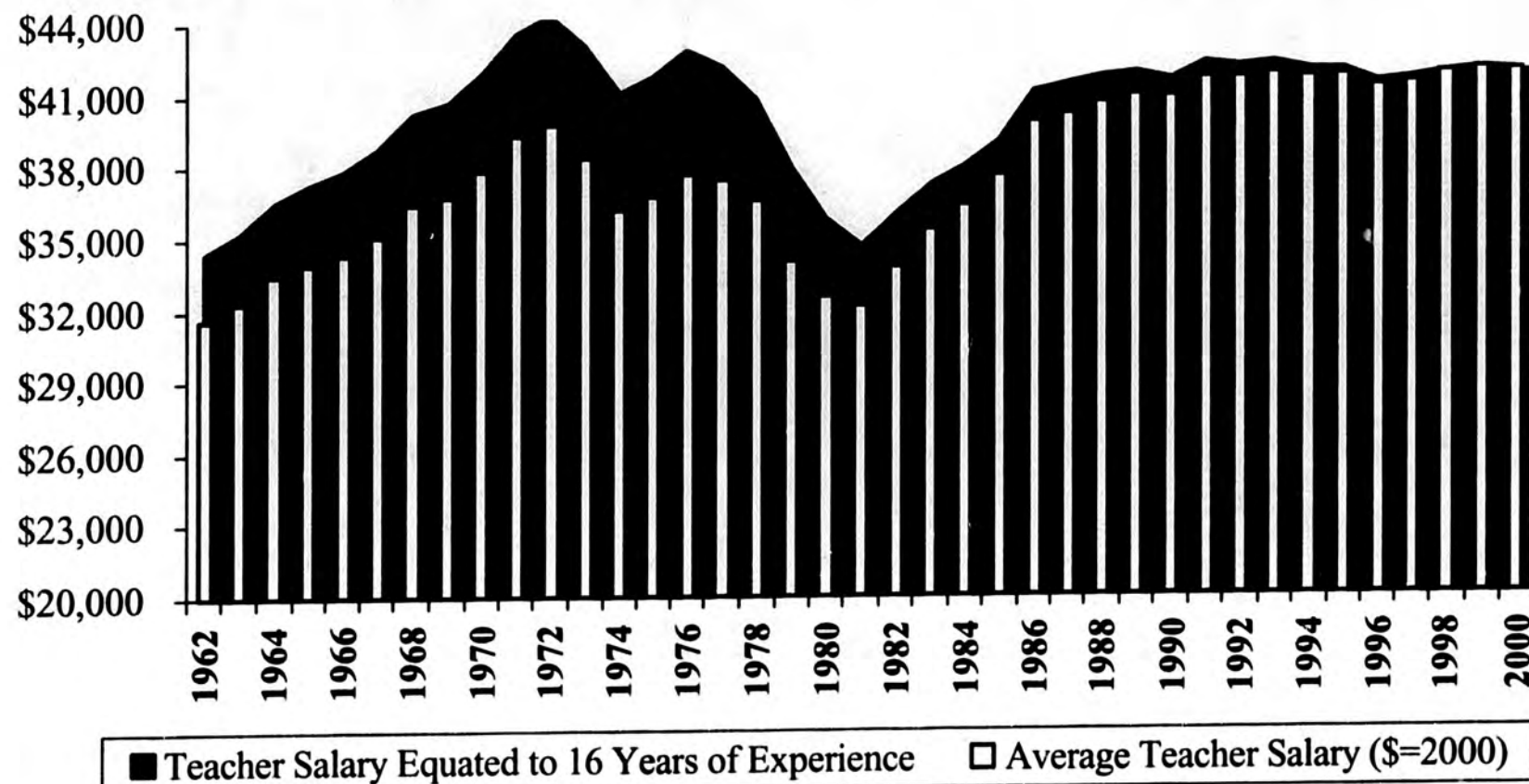


Figure II-7
Average Teacher Salary in 2000 Falls Short
of Earnings in Other Professions

