

GREAT EXPECTATIONS:

**Teachers' Views on Elevating
the Teaching Profession**



Message from the CEO



At Teach Plus, we are driven to address a specific problem within the education system. Half of new teachers leave urban classrooms within their first three years, just as they are beginning to have the greatest impact on student learning.

We have developed two selective leadership programs for current teachers in urban schools to allow them the opportunity to grow professionally while remaining in the classroom. The first is the Teaching Policy Fellowship, which spans two school years, trains teachers in policy, and helps them advocate for their students and their profession. The second is T3: Turnaround Teacher Teams, which trains teams of teacher leaders (comprising 25 percent of the school faculty) to lead their peers in dramatically improving outcomes for students in historically low-performing schools. To date, almost 500 teachers nationwide have been selected and trained for these two programs, and most report that the opportunity to serve in a formal leadership role helped to extend their careers in the classroom.

Our programs address the retention of high-performing teachers and are proof points that show that the availability of leadership opportunities matters to teachers. However, leadership opportunities alone are not enough to fix the attrition problem.

We launched our first national survey to better understand the systemic issues that inhibit the retention of the incoming generation of teachers, and the results are in this report.

Decision-makers at the district, state and federal levels need a better understanding of these teachers' interests and of how their interests are similar to and different from their predecessors'. The interests of those who are the future of the teaching profession must be considered as policy is made. In many of the most contentious debates of the current era, such as the battles over the use of student growth data in teacher evaluation, the difference in opinion between newer teachers and their more senior peers has not been considered. We hope the report provides direction for policy makers in building a profession that values excellence in the classroom.

Celine Coggins
Founder & CEO

A handwritten signature in black ink that reads "Celine Coggins".

Introduction



If you are a student in an American classroom today, the odds that you will be assigned to an inexperienced teacher are higher than they have ever been.¹ In fact, right now there are more first-year teachers in American classrooms than teachers at any other experience level. This is a dramatic change from a generation ago: in 1987, an American student was mostly likely to be assigned to a 15-year veteran (see Figure 1 in Appendix A). What are these new entrants expecting of their profession? How are the interests of this incoming group different from and similar to their predecessors? What are the implications for policy making?

In early 2012, Teach Plus conducted its first national survey of teachers. One thousand and fifteen (1,015) teachers from around the country responded, forty-nine percent (49%) with 1-10 years of classroom experience and fifty-one percent (51%) with 11 or more years of experience.

The survey examined three areas of reform that are central to teachers:

- **Standards and Accountability**
- **Teacher Effectiveness and Evaluation**
- **Working Conditions**

The findings paint a picture of a new generation of teachers who have high expectations for their students and a strong desire to build a profession based on high standards. And while they are strikingly similar to their more veteran colleagues when it comes to certain traditional working conditions issues like class size, we found them to be more open to performance-driven options for how they are evaluated and paid. In this report, we unpack the data in these three key reform areas, culminating in a set of recommendations on how these perspectives could inform policies and practices that would help retain more early-career teachers.

The New Ma•jor•i•ty (noun)

1. For the first time in almost a half-century, teachers with ten or fewer years experience comprise over 50% of the teaching force. We refer to these teachers as **the New Majority**.

Summary Table



Thumbs up indicates more than half agree with the statement.
 Thumbs down indicates less than half agree with the statement.

Areas of Low Agreement	1-10 years of exp	11+ years of exp
Student growth should be part of teacher evaluations		
Student growth should be 20% or more of teacher evaluations		
Interest in changing compensation and tenure system for higher salary		
Interest in changing pensions to pay for higher salaries*	/	
Licensure tests covered skills I need to succeed in the classroom		

Areas of High Agreement	1-10 years of exp	11+ years of exp
More time to collaborate with peers is the best way to improve student outcomes		
Clear measurable standards needed for teaching to be recognized as a profession		
Current evaluations are very helpful in improving practice		
Longer school day is needed to support students more effectively		
Increasing class size is a viable strategy to pay teachers more		

* Almost double the number of early-career teachers were interested in this option as compared to their more veteran peers. Please see data in Appendix A.

Context & Need



Three themes define the urgent need for this research. First, early-career teachers today are the first to enter the profession during the accountability era. Second, demographics within teaching are changing dramatically. Third, teacher turnover is expensive both in terms of real dollars and in terms of student learning.

The imprint of the accountability era. Perhaps the greatest distinction between early-career teachers and their more veteran colleagues is the context of their entry into the profession. Those who have come into teaching in the last decade have done so in the era of No Child Left Behind (the name of the 2001 version of the federal Elementary and Secondary Education Act). NCLB emerged after most states had developed basic standards and student assessments, and it solidified a federal emphasis on regularly monitoring the progress of students and schools. Though much maligned, NCLB certainly changed the expectations placed on new teachers in their training programs and schools from those of a generation ago, and put test-based accountability at the forefront of their experience.

Changing demographics. Two major demographic trends within the teaching force are rapidly changing who serves students. The first is the increasing number of retirements. 2012 is projected to be the year in which Baby Boomer retirements reach their apex.² This group, which has made up the majority of the teaching force for much of the past half-century, is no longer the dominant force in our schools. We have reached a demographic tipping point—more than half of teachers have 10 or fewer years

of experience.³ Because of the seniority-driven nature of the teaching profession, it is important that we research the interests of this “New Majority” of teachers with less than a decade of experience and ensure they have a voice in the decisions that affect their classrooms and students.

The second trend is the shrinking length of the typical teaching career. While large numbers of teachers report an interest in staying in the profession over the long term,⁴ there is a troubling gap between intent and action—especially in urban schools. Half of new teachers leave urban classrooms within three years, just as they are beginning to have the greatest impact on student learning.⁵

The need for stability and the high cost of turnover. TNTP estimates that the 50 largest school systems lose approximately 10,000 high-performing teachers each year.⁶ This turnover in large urban school systems can cost approximately \$17,000 per teacher, which translates to a loss of approximately \$7.3 billion annually on a national basis.⁷ The year-to-year staff stability of a school and its faculty cohesiveness have significant consequences for student learning.⁸ The incoming generation of teachers is motivated by the idea of changing the lives of low-income students to a greater degree than their predecessors and will not stay in a profession that does not value their contributions to students.⁹

These three themes form the backdrop for our findings. We will present the data in three categories:

1. **Belief in the need for high standards and accountability;**
2. **Support for performance-driven teacher evaluations;**
3. **Interest in maintaining traditional working conditions, but flexibility on compensation reform.**

Belief in the need for high standards and accountability



Teacher Voice

Teachers who have entered the profession over the past decade are, to some degree, the product of their environment. While they have reservations about certain elements of the standards and accountability movement, they are much more likely to value high standards and measurement of progress against clear goals than their more veteran peers. We see this in their responses to questions about their schools, their classrooms, and their preparation programs.

In their schools. The introduction of No Child Left Behind changed how many state and school systems reported student test outcomes. Instead of presenting just the average result of the building, schools were required to disaggregate results based on student subgroup performance (e.g. race/ethnicity, English language learner status, special education status, and free and reduced price lunch eligibility). We found that more than half of all teachers believe this disaggregation by student subgroups is important, though New Majority teachers are far more likely (75 percent) to prioritize this over veteran teachers (57 percent). By the time New Majority teachers entered their teacher preparation programs, data on the nature and degree of achievement gaps between subgroups of students had become a key element of the pre-service curriculum. New Majority teachers recognize the need to drill deeper into data on student performance in the interest of closing those achievement gaps (see Figure 2).

A year ago, in the *Washington Post*, I wrote a blog post called “I am a Bad Teacher,” in which I questioned education reform’s push for standardized test data. A lot has happened since then.

After writing the piece, I decided not to focus on adapting my students to the test, but rather on using the test’s requirements to meet my students’ needs.

Their needs are many. I teach in Los Angeles at a Title 1 school. My students are largely English language learners, and our school is dotted and dashed with its share of poverty-related urgencies. In the fall of 2010, my fourth grade class had come to me particularly unprepared.

Since California’s standardized test for fourth graders measured skills almost all my students needed, I analyzed its requirements, broke them down into core concepts, and then worked and reworked these concepts with the students.

It worked. The students succeeded wildly. They returned to me for fifth grade with heightened confidence.

But there was also something more. They came back to me curious about numbers and stats. They wanted to know how many more points it would take to get to the next level. Even more than that, they understood that because every fourth grade public school kid in the state had taken this very test, they could measure themselves against their peers. Testing had begun the process of networking them into the world beyond our little schoolyard.

I watched these discoveries unfold, and I learned that students could gain something from standardized tests, data, and metrics. These things could be tools for students as much as they were tools for us adults.

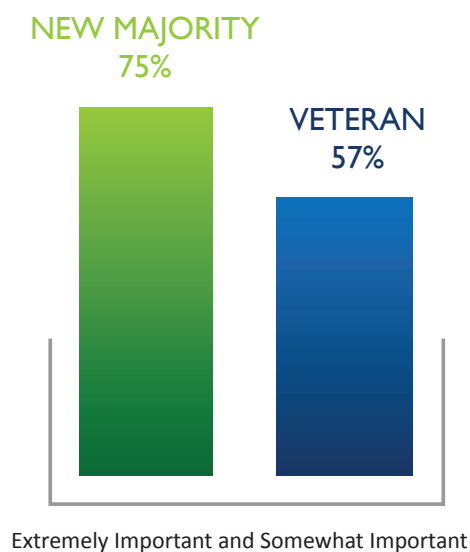
I’ve thus come to believe there’s a role for standardized testing within education. As a limited portion of a multiple measure evaluation system, it helps teachers understand how well we’ve taught over the course of a year. It also helps students understand how much they mastered over that year and makes them agents in their own learning.

Much work still needs to be done to improve both testing and test-based evaluation measures. But what I learned from my students over the past year is that it makes more sense for me to work to create better data than fight data.

—Sujata Bhatt, Teacher, Los Angeles Unified School District¹⁰

FIGURE 2

Teachers rate the importance of disaggregating student learning gains for school accountability.

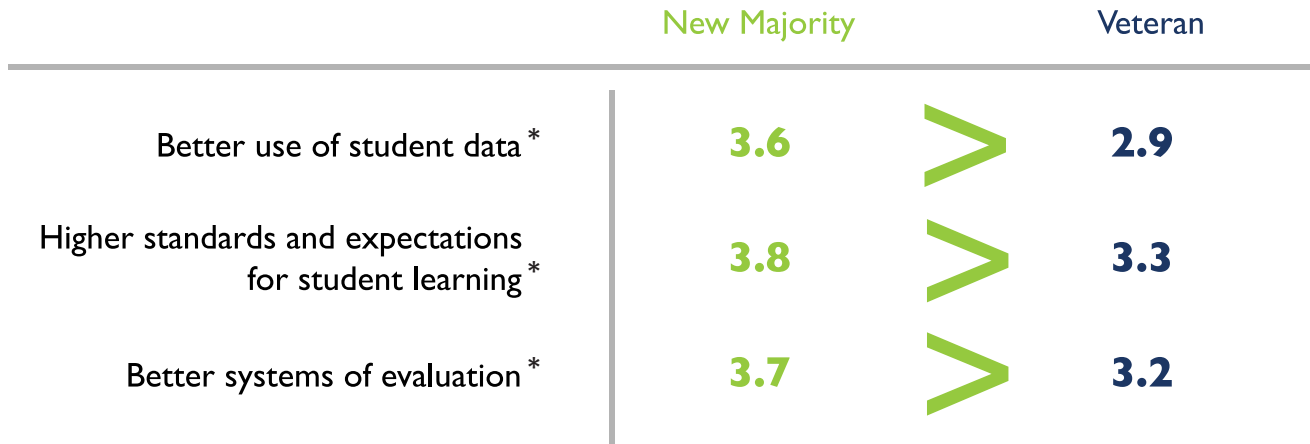


In their classrooms. When asked about serving students more effectively, New Majority teachers are more likely than veteran teachers to accord more importance to the use of data, to high standards and expectations

for student learning, and to better systems of evaluation. The statistically significant difference ($p < 0.05$) in how New Majority and veteran teachers respond to these questions suggests that among teachers who entered the teaching profession during the NCLB era, the emphasis on data and accountability has left an imprint on their perspectives (see Figure 3).

FIGURE 3

Teachers rate the importance of strategies for serving students more effectively (from 1 to 5, with 5 being extremely important).

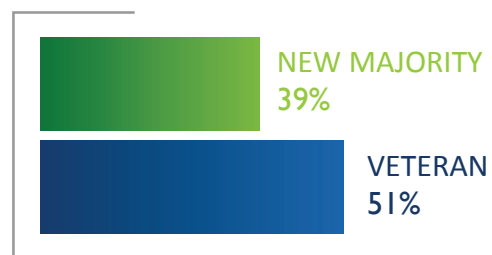


* indicates that the difference in ratings is statistically significant ($p < 0.05$)

In their preparation programs. New Majority teachers expect more of the teacher preparation and licensure process. In terms of the preparation process, New Majority teachers are more likely to indicate that better preparation is necessary to help teachers serve students more effectively. There is a statistically significant margin, at the 95% confidence level, between their responses and those of their veteran colleagues. Further, when it comes to licensure examinations, more than half of veteran teachers (51 percent) indicate that the tests adequately covered the skills necessary to succeed in the classroom. Just 39 percent of New Majority teachers agree, suggesting that this latter group believes that there is much room for improvement in how these tests prepare teachers (see Figure 4).

FIGURE 4

Teachers who agree that their licensure tests adequately covered classroom skills to be successful as teachers.



Strongly Agree & Somewhat Agree

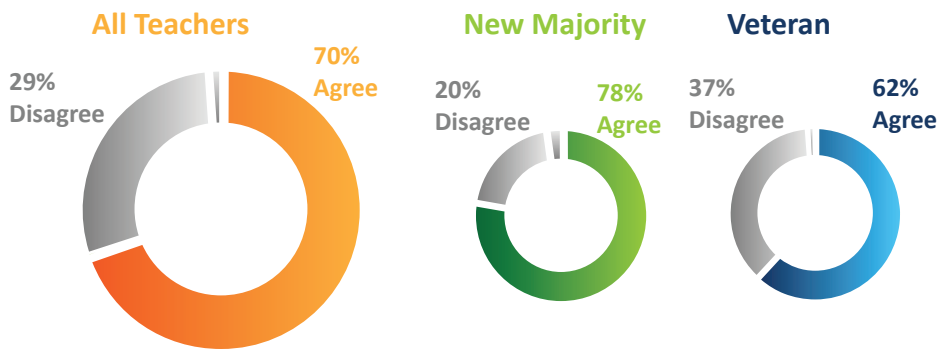
Support for performance-driven teacher evaluations



Teachers at all levels of experience agree that having clear, measurable standards of effectiveness is critical for teaching to be recognized as a true profession. In fact, 62 percent of veteran teachers and 78 percent of New Majority teachers agree that measures of effectiveness will help improve the profession (see Figure 5).

FIGURE 5

Teachers who agree that clear, measurable standards are critical for teaching to be recognized as a true profession.



While teachers agree that the profession is in need of clear standards of effectiveness, one of the key tools for establishing and communicating standards—the teacher evaluation system—is falling short for many of them. Almost half of New Majority and veteran teachers alike report that they either did not receive feedback from their supervisor through a formal evaluation within the past year or, if they were evaluated, did not find the evaluation useful in improving their instruction. In fact, only 14 percent of New Majority teachers and 15 percent of veteran teachers indicate that their most recent evaluation was very useful towards improving their teaching. For teachers for whom we have school type and location data, we find that in districts that have implemented evaluation reform, 58 percent of teachers indicated that their most recent evaluation was somewhat or very useful, as compared to 46 percent of teachers in districts that had not yet implemented evaluation reform.¹¹ These findings suggest that evaluation reform would be welcomed by most teachers.

Whereas the notion of standards of effectiveness finds broad support among all teachers, measuring teacher effectiveness sees far less support among veteran teachers. New Majority teachers are far more likely to agree that growth in student learning should be included as part of a teacher’s evaluation. When asked about the use of student growth measures in their evaluations, 71 percent of New Majority teachers agree that student gains should be included in teacher evaluations as compared to 41 percent of veteran teachers (see Figure 6).

FIGURE 6

Teachers who agree that growth in student learning should be included as part of a teacher’s evaluation.



The experience of having little to no feedback is a common one for teachers. Across the country, states and districts are working to change that. In 2011, the Massachusetts Department of Elementary and Secondary Education passed a new plan for teacher evaluation. If done right, this plan could open the door to the kind of valuable teacher evaluation that could help to provide all students with the outstanding educators they deserve, and offer a model for other teacher evaluation systems nationwide. We have three recommendations that will make this plan and others like it across the country successful:

Help the good become great: We encourage leaders to ensure that the emphasis is placed not on the small percentage of teachers who are underperforming, but on the large majority who are good ... and who can become outstanding with the right support.

Revamp professional development: Tens of millions of dollars are spent on professional development in Massachusetts and other states each year. Yet the current model of workshop-style professional development hasn’t shown dramatic results. Redesigning this time would help schools implement meaningful evaluations and give teachers the time to reflect and debrief observations with evaluators and fellow teachers.

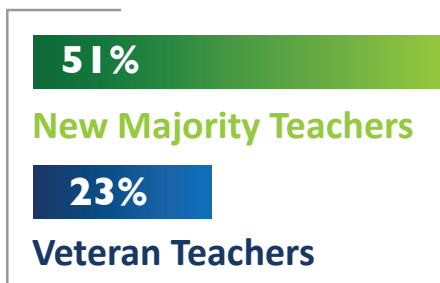
Develop peer evaluators: Principals can’t do this job alone. And as we learned early in our teaching careers, sometimes the most useful feedback comes from more experienced colleagues. Peer Assistance and Review programs -- in which experienced educators are trained to evaluate and coach fellow teachers -- have been successful in cities across the country. We urge districts to pilot such programs in order to give more extensive support to teachers who need it and make the system

—Caitlin Hollister, Teacher, Boston Public Schools & Shakera Walker, Former Teacher, Boston Public Schools¹²

Not only are New Majority teachers more likely than their veteran colleagues to support the use of student growth measures in their evaluations, but they are also more likely to want a larger proportion of their evaluation to be based on student outcomes. Specifically, 51 percent of New Majority teachers indicate that 20 percent or more of a teacher's evaluation should be linked to student gains, whereas just 23 percent of veteran teachers share the same perspective (see Figure 7).

FIGURE 7

Teachers who believe that 20 percent or more of their evaluation should be tied to student gains.



Teachers of all experience levels seem to agree that their profession will benefit from having measurable standards of effectiveness, and indicate that the current evaluation tools leave much to be desired in terms of quality and usefulness of the feedback. A sharp generational difference emerges, however, when confronted with the details about how to enact these standards and the trend towards using student growth measures as the means to include standards in teacher evaluations. As New Majority teachers see a role for the use of data and better teacher evaluation systems to improve classroom instruction (see Figure 3), it stands to reason that they are also more supportive of including student outcome results to measure their own performance in the classroom.

The concept of a metric designed to isolate the actual effects of teaching practices is intriguing, not only for me, but for the thousands of other teachers who have always known we've made an impact, but yearn to know how much.

Unfortunately, a lot of the outcry over new teacher evaluation systems misses the point. While no evaluation system will ever be perfect, this should not keep us from moving forward to develop one that actually serves the teaching profession. As teachers, we know the importance of giving our students meaningful feedback on their work -- not as judgment, but as opportunity for improvement. This same attitude should be driving the development of teacher evaluation systems. By having better data available, my district, Los Angeles Unified, will be able to learn from their own teachers what practices are working and, in so doing, develop more meaningful professional development opportunities.

There are still many unanswered questions regarding both the reliability and consequences of using a measure of how much value teachers add to their students' learning. While I fully believe in the value of using student growth data, LAUSD must address both concerns around the accuracy of the metric and the potential unintended consequences that a test-based metric can create. But these issues ought to be starting points for powerful conversations between districts, teachers, families, and the union about not only how we measure excellence, but what we do with the knowledge when we find out.

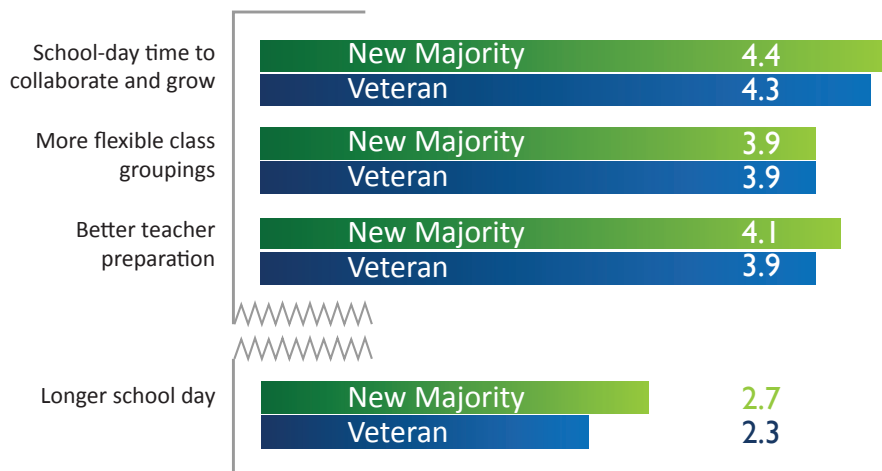
—Kyle Hunsberger, Teacher, Los Angeles Unified School District ¹³

Interest in maintaining traditional working conditions, but flexibility on compensation and tenure reform

When asked what types of working condition changes could help them to serve students more effectively, teachers across the experience spectrum are nearly unanimous in their top choices, as well as on the strategy that they believe has the least potential. The top-rated choices in order are: time in the school day for collaboration; more flexible class groupings; and better teacher preparation. A longer school day is the bottom-ranked choice for all teachers (see Figure 8).

FIGURE 8

Teachers rate the importance of strategies for serving students more effectively (from 1 to 5, with 5 being extremely important).



[Note: New Majority teachers rate better preparation slightly higher than flexible groupings. For veteran teachers the order of importance is reversed.]

When asked separately about what changes would elevate the profession, teachers frequently cite raising salaries as a key mechanism. Large numbers of teachers in this survey rate it their top choice for boosting the quality of and respect for teaching. In fact, 34 percent of New Majority teachers rank it first, as do 28 percent of veteran teachers.

Asked what steps they would be willing to take to pay for those higher salaries, teachers at all levels of experience strongly oppose raising class size. Just 4 percent of veteran teachers and 6 percent of New Majority teachers would be willing to increase class sizes in exchange for a higher salary. Slightly over half of teachers at all levels of experience suggest raising taxes as their preferred strategy for paying for larger salaries, indicating disinterest in trading off class size, a longer year, or a new pension system to pay for the potential increase (see Figure 9).

Almost twice as many New Majority teachers (41 percent) are interested in replacing defined benefit pensions with 401(k) or defined contribution plans as their veteran colleagues (22 percent), indicating a level of flexibility around this aspect of compensation reform. However, a majority of both early-career and veteran teachers do not support pursuing this option.

Finally, we asked teachers if they would be willing to replace the current compensation and tenure systems with a performance-based system with much higher starting and top salaries. Here, New Majority teachers are far more supportive of a change to the status quo; specifically, 42 percent of New Majority teachers and just 15 percent of veteran teachers support such a change.¹⁵

The conversation around teacher compensation highlights a valid critique of education: unlike fields like finance, engineering and medicine, education does not tend to attract -- and retain -- the top tier of college graduates. As a teacher, I'm interested in shifting the conversation from whether we're paid too little or too much towards how we can make education more enticing to high performers, both in our early careers and as we progress.

Part of low regard for the teaching profession, I believe, stems from the way teacher salaries are determined. Most public school teachers are paid like factory employees -- strictly based on their seniority level and educational attainment -- on a pay scale that doesn't take performance into account.

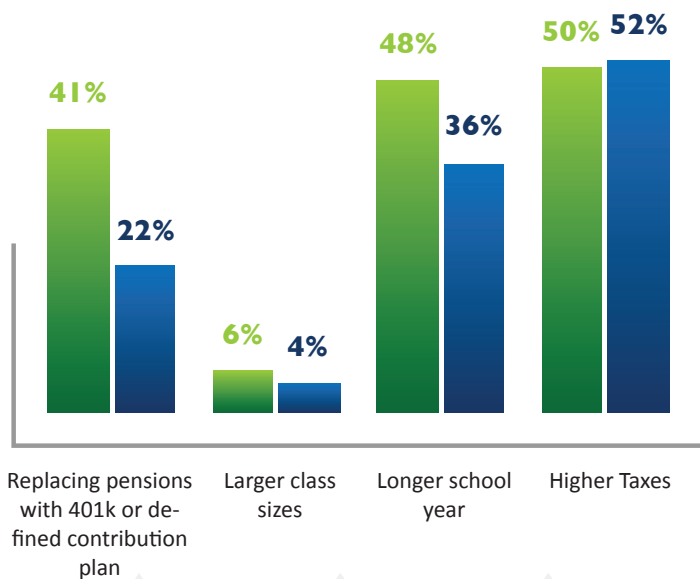
Why would a high-achieving young adult want to enter a career where hard work and high performance are devalued by a rigid compensation system in which their lifetime earning potential is exactly the same as a colleague who does the bare minimum?

To be effective, any system that seeks to reward educators based on performance must be clear and fair to teachers, use multiple measures to determine teacher effectiveness, and be linked to student outcomes. Such a system should improve student outcomes.

—Jaime Siebrase Hudgins, Teacher, Memphis City Schools¹⁴

FIGURE 9

In order to pay for higher teacher salaries, would you support the following?



Conclusion and Recommendations for Policy



Teacher Voice

For teachers who entered the profession over the past decade, the achievement gap had been quantified with precise and alarming data before their classroom experience began. The achievement gap was the central problem around which their pre-service training was built. For many, the achievement gap is what motivates their participation in the profession. For these teachers, data has always been a necessary tool of the trade. So not surprisingly, several of the most contentious education battles of the current moment look different to a teacher who was in high school when No Child Left Behind was enacted, as compared to a colleague who was already in her fifteenth year of teaching. Leaders who seek to retain New Majority teachers should take the following steps:

1. Ask a better set of questions on teacher evaluation.
2. Commit to talent development.
3. Get the next stage of standards and accountability right.
4. Re-examine teacher opinion as new policies get implemented by building explicit opportunities for teacher voice.
5. Encourage New Majority teachers to seek leadership roles in their unions and districts.

Ask a better set of questions on teacher evaluation. A central policy question that has driven evaluation reform to date has been: Should teachers be held accountable for test-based student growth? While this debate continues in many parts of the nation, New Majority teachers would suggest there is a more productive set of questions: Which standardized assessments will be most useful in monitoring and improving my own practice and my students' learning? How can those assessments best play a role in my evaluation? Teachers who are most satisfied with their evaluations are the teachers who get useful feedback from them that enables them to improve their practice. Yet not all assessments are created equal in terms of the value of the information that they provide. Evaluation systems that incorporate assessments that are tightly aligned to their curricula are seen by teachers as more relevant and, therefore, have real potential to find broad support among teachers, particularly the New Majority.

Commit to talent development. The focus on evaluation reform over the past few years has been on measuring performance and identifying teacher strengths and weaknesses. This exercise can only help students if we get the “back end” right. Most school systems today have not shifted professional development offerings to align to newly identified teacher needs. Likewise, most districts are not deploying their strongest teachers to support others in instructional improvement. Both reforming professional development and expanding leadership opportunities for excellent teachers are necessary to keep New Majority teachers.

Get the next stage of standards and accountability right. With the adoption of Common Core State Standards by 45 states, and the subsequent development of new assessments aligned to those standards, our nation faces a once-in-a-generation opportunity to address the flaws of current standardized assessments that have, in the eyes of

Having just entered my eleventh year in the classroom, I understand how many of my veteran colleagues feel about the protections afforded them by the current tenure system. I understand because I've put in my time. I understand because I value my job security. Sometimes I even understand that it's easy to get comfortable and fall into doing the same old thing.

What I do not understand is settling for that. I got into this profession because I want to have a positive impact on society; because I feel confident that all children can learn. As an educator, it's my job to make that happen. I ask my students to push themselves every day. If I'm not doing that too, then I'm not just a failure to myself, but I'm also a failure to my students.

That's why I am willing to give up some of my current tenure protections in favor of a new system that emphasizes performance. I know many teachers who could be great at their jobs, but who are no longer putting in the effort to be excellent every day because the current system does not hold them accountable for their work. We have to be willing to improve constantly, and we need a tenure system that asks us to do that by making us earn our protections and keep them by maintaining our effectiveness.

As teachers, it is our responsibility to be innovative and relentless in our pursuit of excellence for the sake of our students, not just our first year in the field, not just in our first few years, but always.

—Aadina Balti, Teacher, Boston Public Schools

many educators, been a deterrent to sound practice. But, as is so often the case, the policy work of designing and implementing new evaluation systems has been done largely in isolation from the policy activities related to the implementation of the new standards. It is essential to the ultimate success of both Common Core and teacher evaluation reform that state and local leaders effectively integrate these two fundamental and sweeping changes. New evaluations that appropriately incorporate new Common Core-aligned assessments are likely to provide information that helps teachers meet their primary goal for evaluations: getting information that helps them improve their practice.

Re-examine teacher opinion as new policies get implemented. The past few years, thanks in large part to the federal Race to the Top competition, have seen sweeping changes to teacher quality policy across many states. This survey was taken before most respondents had experience with the new evaluation and compensation systems that have been the result of those policy changes. On issues like compensation reform, where teacher opinion is mixed, it might be expected that new experiences will shift opinion over time. It is noteworthy that teachers in districts that have implemented new evaluation systems (e.g. Washington, D.C. and Memphis, TN) were, on balance, more satisfied with their evaluations than teachers who are still using traditional evaluation systems.

Encourage New Majority teachers to seek leadership roles in their unions and districts. Teaching remains largely a seniority-driven field, with few newer teachers serving as leaders on influential district and state committees or within their unions. More veteran teacher leaders must take responsibility for encouraging New Majority colleagues to get involved and bridge the demographic shift that is occurring. New Majority teachers must step to the plate and “be the change they seek” in education decision-making.

Figure 1: Teaching Experience of Public School Teachers, 1987-88 and 2007-08



Figure from Ingersoll, R. & Merrill, L. (2012). Seven Trends: The Transformation of the Teaching Force. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Summary Table

Areas of Low Agreement	1-10 years of exp	11+ years of exp	Notes
Student growth should be part of teacher evaluations	71% in support	41% in support	
Student growth should be 20% or more of teacher evaluations	51% in support	23% in support	
Interest in changing compensation and tenure system for higher salary	72% in support	41% in support	
Interest in changing pensions to pay for higher salaries	41% in support	22% in support	Almost double the number of early-career teachers were interested in this option as compared to their more veteran colleagues
Licensure tests covered skills I need to succeed in the classroom	39% in support	51% in support	
Areas of High Agreement	1-10 years of exp	11+ years of exp	Notes
More time to collaborate with peers is the best way to improve student outcomes	Ranked first among 8 strategies	Ranked first among 8 strategies	When given the choice of 8 strategies, both groups of teachers chose time to collaborate as the most important.
Clear measurable standards needed for teaching to be recognized as a profession	78% in support	62% in support	
Current evaluations are very helpful in improving practice	14% in support	15% in support	
Longer school day is needed to support students more effectively	Ranked last among 8 strategies	Ranked last among 8 strategies	When given the choice of eight strategies, both groups of teachers chose longer school day as the least important.
Increasing class size is a viable strategy to pay teachers more	6% in support	4% in support	

Appendix B: End Notes



- 1 Ingersoll, R. & Merrill, L. (2012). *Seven Trends: The Transformation of the Teaching Force*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- 2 See Ingersoll & Merrill (2012).
- 3 Coggins, C., & Peske, H. (2011, January 19). New Teachers are the New Majority. *Education Week*, Retrieved from: <http://www.edweek.org/ew/articles/2011/01/19/17coggins.h30.html>
- 4 Learning Point Associates and Public Agenda (2010). *Retaining Teacher Talent: The View from Generation Y. Learning Point Associates and Public Agenda*. Washington, D.C.: Learning Point Associates and Public Agenda.
- 5 Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009) *Who Leaves? Teacher Attrition and Student Achievement*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research; Ingersoll, R. (2003) *Is There Really A Teacher Shortage?* Seattle, WA: Center for the Study of Teaching and Policy
- 6 The New Teacher Project. (2012) *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*. Washington, DC: TNTP
- 7 Barnes, G., Crowe, E., & Schaefer, B. (2007). *The cost of teacher turnover in five school districts: A pilot study*. Washington, D.C.: National Commission on Teaching and America's Future.
- 8 Ronfeldt, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011) *How Teacher Turnover Harms Student Achievement* (Working Paper 17176). Cambridge, MA: National Bureau of Economic Research.
- 9 See Learning Point Associates and Public Agenda (2010).
- 10 Bhatt, S. (2012, October 18). The Quantified Student. *Huffington Post*, Excerpted from http://www.huffingtonpost.com/teach-plus/the-quantified-student_b_1975052.html
- 11 For this comparison, we looked at 345 teachers for whom we had specific city and school type information. 142 were in Memphis, TN or Washington, DC while 203 were in Los Angeles, CA or Chicago, IL. When the survey was administered in January, 2012, Memphis and Washington, DC had implemented reforms to their teacher evaluation systems while Los Angeles and Chicago had not. For further information on these evaluation reforms, please see Turque, B. (2012, March 31). Memphis Tries D.C.-style Teacher Evaluation. *The Washington Post*. Retrieved from http://www.washingtonpost.com/local/education/memphis-tries-dc-style-teacher-evaluation/2012/03/31/gIQA7Ee7nS_story.html and The Aspen Institute. (2011). *District of Columbia Public Schools: Defining Instructional Expectations and Aligning Accountability and Support*. Queenstown, MD: Curtis, R.
- 12 Hollister, C., & Walker, S. (2012, January 4). Teachers want to Learn, Too: Evaluations We Believe In. *Huffington Post*, Excerpted from http://www.huffingtonpost.com/teach-plus/post_2793_b_1181968.html
- 13 Hunsberger, K. (2011, December 22). The War Over Teacher Evaluations Misses the Point. *Huffington Post*, Excerpted from http://www.huffingtonpost.com/teach-plus/the-war-over-teacher-eval_b_1162891.html
- 14 Hudgins, J. (2012, January 11) The Compensation Conversation: A Teacher's Two Cents. *Huffington Post*, Excerpted from http://www.huffingtonpost.com/teach-plus/the-compensation-conversa_b_1197586.html
- 15 See Appendix A for data

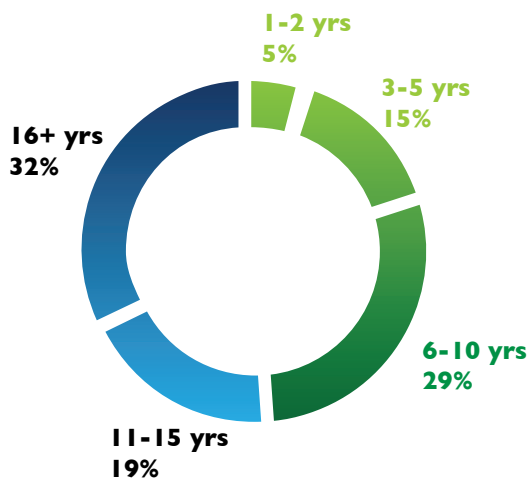
Appendix C: Methodology



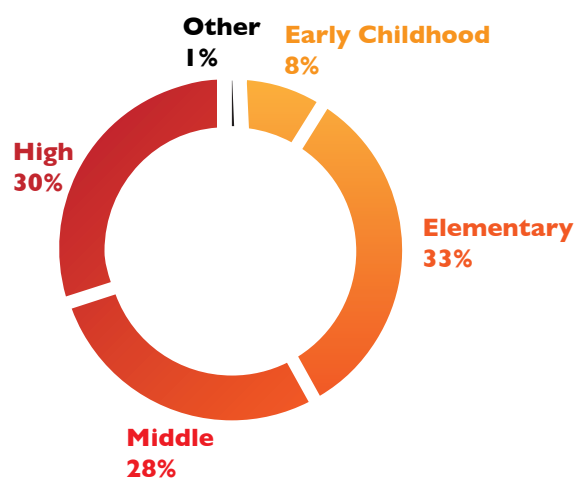
This report is based on data collected through an online survey Teach Plus administered in January, 2012 and distributed through social media sites and education organizations. The survey was directed towards current classroom teachers; 1,015 complete responses were collected.

Among the group of survey respondents, 500 or 49% had 10 or fewer years of teaching experience while 515 or 51% had more than 10 years of teaching experience, which is reflective of the national population of teachers. Seven percent of the teachers reported working in an early childhood setting, 34% with elementary students, 30% with middle grade students, 29% with high school students, and less than one percent within another setting (see Figure 1).

Distribution of survey respondents by years of classroom experience



Distribution of survey respondents by grade level



Throughout this report, we refer to teachers with more than ten years of classroom experience as “veteran teachers.” We recognize that teachers with five, eight, and ten years of experience can rightfully be referred to as veterans themselves; for the purposes of our study, we have chosen the term “veteran” as a convenient label for the group of teachers who have more than ten years of experience.

The 2008 Schools and Staffing Survey shows that nationally, 63% of public school teachers (non-private) are teaching in kindergarten to 8th grade, 32% are in grades 9 to 12, and 5% are in combined grade classrooms.

In this sample, 87 percent of respondents indicated they taught in district schools, 10 percent from charter schools, and three percent in other types of schools.

To help interpret results from the survey, we used a t-test to determine if differences between the New Majority and veteran groups of teachers were statistically significant at the 95% confidence level.

Authorship

This report is written by Mark Teoh, Director of Research & Knowledge, and Celine Coggins, Founder and CEO. Mark holds a doctorate in education policy from the Harvard Graduate School of Education and Celine holds a doctorate in education policy from the Stanford Graduate School of Education.

Acknowledgements

Many members of Teach Plus contributed to this report. The authors would like to especially thank Alice Johnson Cain, Ali Fernandez, Anna McCallie, Kate McGovern, Heather Peske, Lindsay Sobel, and Will Wiggins.

We would also like to recognize and thank the teachers who lent their voices in the form of written contributions to the report, including Aadina Balti, Sujata Bhatt, Caitlin Hollister, Jaime Siebrase Hudgins, Kyle Hunsberger, and Shakera Walker.

We are grateful to our partner education organizations who helped distribute this survey.

We thank our funders for their generous support, The Noyce Foundation and the Bill & Melinda Gates Foundation.

Finally, we thank all of the approximately 1,000 teachers who took the time to complete our survey. Their aspirations for the teaching profession and commitment to their students inspire us in our work to create opportunities for teachers that will lead to results for urban students.

For more information about this report, please contact Mark Teoh at research@teachplus.org.



The mission of Teach Plus is to improve outcomes for urban children by ensuring that a greater proportion of students have access to effective, experienced teachers. It is founded on the premise that teachers want to learn and grow in the profession, and want to ensure that their development results in increased learning among their students. In order for schools to continuously improve student achievement, teaching must become a career that motivates and rewards continuous improvement among practitioners.



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