

### Teacher Licensure and Teacher Quality

1. Teacher quality is very important; no other measured factor in schools is nearly as important in determining student achievement. The variability in learning associated with high and low quality teachers is quite substantial: some teachers produce 1½ years of gain in achievement in an academic year while others with equivalent students produce only ½ year of gain (Hanushek, 1992; Hanushek and Rivkin, 2010)
2. Vermont spends over \$1.4 billion a year on education. Some 80% of that pays for staff. **We have a compelling state interest in ensuring that we support and develop teacher quality.**
3. Historically, states have attempted to ensure teacher quality through licensure. In Vermont, licensure and relicensure are the only levers the state has to ensure a minimum of quality and continuous professional learning and development by teachers.
4. More recent efforts to ensure teacher quality include use of value-added measures of teacher effectiveness and standards-based observations that capture evidence of teacher strategies and observed impact on students.
5. Many states and local districts have built or are building systems that require and support teachers' continuous professional growth:  
*"Because professional development is a significant factor for improving student learning, states must examine how their relicensure policies align with their standards for effective professional learning and how they can leverage relicensure policies to advance school improvement and increase student achievement. (Advancing High-quality Professional Learning Through Collective Bargaining and State Policy, The American Federation of Teachers, the Council of Chief State School Officers, The National Education Association, and the National Staff Development Council, p. 45)*

### Recommendations:

- That the AOE work with the NEA and the VT Standards Board to streamline the licensing process.
- That the AOE develop a Balanced Accountability Model that gathers data on teacher effectiveness using multiple measures, including standards-based observations, surveys of parents and students, test scores and student work samples.
- That the AOE work with the VPA and the PLN to help principals develop and maintain more robust systems of support and feedback, so that teachers can improve their professional practice.