

## APPENDIX 3

### A GLOSSARY OF COMMON TERMS RELATED TO TEACHER QUALITY

**Achievement Gap:** The U.S. Department of Education describes the achievement gap as “the difference in academic performance between different ethnic groups.” The gap, however, often measures the disparity in performance between groups of students defined by gender, race/ethnicity and socio-economic status.

**Attrition:** According to Boe, Bobbit and Cook (1993)<sup>39</sup>, teacher attrition is a component of teacher turnover (i.e., changes in teacher status from year to year). Teacher turnover may include teachers exiting the profession, but may also include teachers who change fields (i.e., special education to general education) or schools. The rates of attrition often depend on this definition.

**Authorization**<sup>40</sup>: Colorado Department of Education issues numerous kinds of Authorizations, including<sup>41</sup>: Adjunct Instructor, Intern, Emergency, Career and Technical Education, Substitute, Interim, School Speech-Language Pathology Assistant, Teacher in Residence, Temporary Teacher Eligibility, Educational Interpreter, Junior Reserve Officer Training Corps, Literacy Instruction, Principal.

The Interim Authorization is issued to educators who have completed an approved program and have less than three (3) years of full-time out-of-state experience. Educators who hold an Interim Authorization are given two (2) years to pass Colorado's content area exam in their area of endorsement (*see endorsement definition*).

**Endorsement:** An endorsement is the subject area the teacher has been trained to teach. Endorsements are added to a license or authorization. A Professional Teaching license would have an endorsement added to it (e.g. Elementary Education, Science, Mathematics, Linguistically Diverse). It is not uncommon for teachers to hold several endorsements. Endorsements can be added to a valid Professional license, Initial license or Interim Authorization by completing either an approved added endorsement program through a university or by meeting Colorado's added endorsement requirements based on transferred university credit and assessment.

**Highly Qualified:** Under the No Child Left Behind Act, *highly qualified* teachers must hold at least a bachelor's degree, have full state certification or licensure, and have demonstrated competence in their subject areas. The law calls for all teachers of core academic subjects to be highly qualified by the end of the 2005-06 school year - the US Department of Education gave an extension until the end of the 2006-07 school year. Each state sets its specific requirements for a teacher to be highly qualified. Colorado's definition can be found on the CDE website at: [http://www.cde.state.co.us/FedPrograms/nclb/tiia\\_hqt.asp](http://www.cde.state.co.us/FedPrograms/nclb/tiia_hqt.asp).

<sup>39</sup>Boe, E.E., Bobbitt, S. A., & Cook, L.H. (1993). *Whither didst thou go? Retention, reassignment, migration, and attrition of special and general education teachers in national perspective*. Paper presented at the Annual Convention of the Council for Exceptional Children, San Antonio, TX as reported in "Teacher Attrition: Is Time Running Out?". Croasmun, J., Hampton, D., & Herrmann, S. Educational Leadership Program, School of Education, The University of North Carolina at Chapel Hill accessed from <http://horizon.unc.edu/projects/issues/papers/Hampton.asp>

<sup>40</sup>See also *Shining the Light: the State of Teaching in Colorado*, AQT 2006. "Appendix B: Routes to Teaching", p. 55-57.

<sup>41</sup>All of these authorizations can be found on the Colorado Department of Education website at <http://www.cde.state.co.us/cdeboard/cderegs/bd.htm> under 1 CCR 301-37

**Induction:** A Teacher Induction Program involves those practices used to help new and beginning teachers become competent and effective professionals in the classroom. Induction programs also help develop an understanding of the local school, community and cultures. Colorado districts are required to have an induction program for new educators through the Educator Licensing Act.

**License<sup>42</sup>:** Colorado issues an Initial License and a Professional license, as well as alternative programs.

The Initial license is valid for three (3) years and is issued to an applicant who has completed an approved educational program and either passed the required content area exam or is an out-of-state applicant with 3 or more years of full-time experience. For this license to be considered highly qualified a teacher must be teaching in his/her endorsed area. This depends on whether two things match: teacher's license/endorsement and the district's placement. For example, a teacher who is endorsed in science but is teaching math is not highly qualified.

A Professional license is valid for five (5) years and is issued to an applicant who qualified for an Initial License and has completed an approved Colorado induction program or is issued to an out-of-state applicant who has completed an approved educational program and has 3 or more years of full-time continuous experience in his/her endorsement area. This license is considered highly qualified if the educator is teaching in their endorsed area.

There are three State-approved alternative educator preparation programs in Colorado: Alternative licensing, Teacher in Residence and the alternative principal program. All alternative programs meet State law and highly qualified standards. All programs require a bachelor's degree or higher, 30 semester hours in the specified content area, and a passing score on the corresponding content test (either PLACE or Praxis II). The alternative licensure program and alternative principal program are one year programs. The Teacher in Residence program is a two year program. Once a candidate has met the requirements of the program, secured a position, and begun working with a designated agency, he/she is issued an authorization. Upon successful completion of an approved alternative program the candidate is issued a Colorado license. All State approved alternative programs lead to a Colorado initial or professional license. The professional license is issued to Teacher in Residence candidates that complete induction during their two year program.

**Longitudinal Growth:** One measure of school or student performance over time. For example, students' performance in grade 4 in 2005 compared to the performance of the same students in grade 3 in 2004. As of 2007, the Colorado Department of Education is providing this as a new measure on the Colorado Student Assessment Program.

**Mentoring:** Mentoring is when a role model, or mentor, offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. For example, an experienced teacher might mentor a student teacher or beginning teacher. Some schools or districts have formal or informal mentoring programs to support novice teachers.

<sup>42</sup>ibid.

**NCLB:** Federal No Child Left Behind Act; The NCLB Act, which reauthorizes the Elementary and Secondary Education Act (ESEA), incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and schools (e.g., adequate yearly progress [AYP], highly qualified teachers); greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.

**Teacher gap:** Inequitable distribution of teachers, with poor and minority students assigned less qualified teachers than non-poor and non-minority students.

**Teacher Quality:** There is no single agreed upon “definition” of teacher quality. However, research lays out a number of attributes of quality teachers, among them: experience, education, subject matter knowledge. When asked, teachers listed a number of additional characteristics of quality including: Ability to identify the appropriate curriculum, Ability to use his/her professional skills to help child achieve his best, Lifelong learner, High expectations for all students, Able and willing to differentiate instruction, Student need focused, Collegial and collaborative, Has a passion for teaching and makes the classroom come alive, Has initiative and perseverance. See Chapter II of *Shining the Light II* for more in depth discussion of teacher quality.

**Unique Teacher Identifier:** A unique teacher identifier consists of a unique form of identification that is permanently attached to each individual during his/her career as an educator in a state and is commonly used throughout the state's educational data systems. This concept is not novel as every American citizen is already issued a permanent unique identifier - a Social Security Number (SSN) - that is used by the government and other agencies to identify an individual. A unique teacher identifier operates like a SSN, but, unlike sensitive SSNs, the teacher identifier is specific to education data systems.

**Value-added:** As reported in the Analytic Quality Glossary (Harvey, 2004) value added is a 'measure' of quality in terms of the extent to which the educational experience enhances the knowledge, abilities and skills of students (Harvey and Green, 1993). Exactly how much is added, however, depends on the methodology (Barnett, 1988; CNA, 1990) and what is defined as being of value in the first place.

#### **Definitions provided based on information from:**

Alliance for Quality Teaching (2006) *Shining the Light: the State of Teaching in Colorado*.  
[www.qualityteaching.org](http://www.qualityteaching.org)

Alliance for Quality Teaching (2007) *Addressing the Need for Better Data on Teaching in Colorado*.  
[www.qualityteaching.org](http://www.qualityteaching.org)

Association for Supervision and Curriculum Development. [www.ascd.org](http://www.ascd.org)

Center for Assessment, “Using Student Longitudinal Growth Measures for School Accountability Under *No Child Left Behind*: An update to inform design decisions” by Brian Gong, Marianne Perie, and Jenn Dunn