

The Education Trust on Teacher Quality

Influence Index: 28

Selected Citations

- Carey, K. (2004). *The real value of teachers: Using new information about teacher effectiveness to close the achievement gap*. Washington, DC: The Education Trust.
- Jerald, C.D. (2002). *All talk, no action: Putting an end to out-of-field teaching*. Washington, DC: The Education Trust.
- Peske, H.G. & Haycock, K. (2006). *Teaching inequality: How poor and minority students are shortchanged on teacher quality*. Washington, DC: The Education Trust.
- The Education Trust. (2003). *Telling the whole truth (or not) about highly qualified teachers: New state data*. Washington, DC: The Education Trust.
- Haycock, K. (1998). *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap. Thinking K-16*. Washington, DC: The Education Trust.

Description

The Education Trust, an advocacy organization dedicated to closing the achievement gap, has produced a number of noted reports on issues related to teacher quality. These reports examine ways to increase the number of good teachers, focus on the impact of quality teachers on student achievement, and discuss strategies to address the unequal distribution of such instructors.

The Trust has devoted considerable effort to countering challenging the proposition that non-school factors such as poverty prevent schools from having a major impact on the achievement of poor and minority students. For example, its 1998 report *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap* makes the case that the capability of the teacher, rather than influences from outside the classroom, has the strongest effect on student learning. In addition, the report highlights data showing that poor and minority students are more likely to be taught by less qualified teachers.

Relying on evidence from research in Tennessee, Texas, Massachusetts, and Alabama, this report argues that the achievement gap between poor and minority students and their more educationally advantaged peers would be substantially reduced if all students had teachers of similar quality. It suggests that the gap could be eliminated if poor and minority students received the best teachers. The report draws upon research from several large studies to illustrate the relationship between teacher characteristics and student performance. It asserts that teachers with good verbal and math skills and strong content knowledge are more likely to produce solid achievement for all groups of students. Other Education Trust reports on teacher quality explore similar themes.

For More Information

Reports and publications from the Education Trust are available online at www.edtrust.org.