

EXCELLENCE IN TEACHING

- WHEREAS, More than two decades of research proves the connection between teacher quality and student learning;^{1, 2, 3} and
- WHEREAS, Standards regarding teacher preparation, licensing, hiring, recertification and professional development make an important difference in the qualifications and capabilities that teachers bring to their work;^{4, 5} and
- WHEREAS, Increasing teacher salaries can improve efforts to recruit and retain quality teachers;^{6, 7} and
- WHEREAS, Other states have experienced success with differentiated pay strategies developed with input and participation from all public education stakeholders;^{8, 9} and
- WHEREAS, Teachers, especially less experienced ones, are positively impacted by the effectiveness of their colleagues, and parents can make important contributions in the evaluation of teachers;^{10, 11, 12} now, therefore, be it
- Resolved, That Utah PTA advocate for policies that strengthen respect and support for public education and the teaching profession; and be it further
- Resolved, That Utah PTA support high standards for teacher preparation, licensing, hiring, recertification, professional development, particularly for beginning teachers, and ongoing training as curriculum changes, in order to promote the academic achievement of all students; and be it further
- Resolved, That Utah PTA support adequate funding for and encourage consideration of financial incentives to recruit and retain highly qualified and effective educators, including appropriation of adequate funding to upgrade salary schedules; and be it further
- Resolved, That Utah PTA support a comprehensive, fair, and effective evaluation system that includes peer review and parental input so that excellent teachers can be financially and professionally rewarded, and less effective teachers can receive mentoring, professional development, and, if necessary, counseling to leave the profession.

(Combines EDU 1992-2 and EDU 1993-1)

Documentation:

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²Kenneth J. Rowe, PhD, “The Importance of Teacher Quality as a Key Determinant of Students’ Experiences and Outcomes of Schooling,” ACER: Improving Learning, February 2003.

<http://www.nswteachers.nsw.edu.au/IgnitionSuite/uploads/docs/Rowe-The%20Importance%20of%20Teacher%20Quality.pdf> [November 15, 2010].

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- ⁴Linda Darling-Hammond, “Recognizing and Developing Effective Teaching: What Policy Makers Should Know and Do,” Policy Brief, Partnership for Teacher Quality, May 2010. http://aacte.org/pdf/Publications/Reports_Studies/Effective%20Teaching%20-%20Linda%20Darling-Hammond.pdf [November 15, 2010].
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- ⁶Edward P. Lazear, “Paying Teachers for Performance: Incentives and Selection,” Hoover Institution and Graduate School of Business, Stanford University, Unpublished, August 19, 2001. <http://cee.lse.ac.uk/Conference%20Papers/teacher%20pay%20and%20incentives/lazear.pdf> [November 15, 2010].
- ⁷“Unraveling the ‘Teacher Shortage’ Problem: Teacher Retention is the Key,” A Symposium of The National Commission on Teaching and America’s Future and NCTAF State Partners, August 20-22, 2002. http://www.ncsu.edu/mentorjunction/text_files/teacher_retentionsymposium.pdf [November 15, 2010].
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- ¹¹Joyce Epstein, “A Question of Merit: Principals' and Parents' Evaluations of Teachers,” Educational Researcher, August 1985 14: 3-10. <http://edr.sagepub.com/content/14/7/3> [November 10, 2010].
- ¹²Kenneth D. Peterson, Christine Wahlquist, Julie Esparza Brown, Swapna Mukhopadhyay, “Parent Surveys for Teacher Evaluation,” Journal of Personnel Evaluation in Education, Vol. 17, No. 4, 2003, p. 317-330, <http://www.springerlink.com/content/pnj6036031087721/> [December 2, 2010]