

Contents

EXECUTIVE SUMMARY	1
1 INTRODUCTION	11
2 DEFINING TEACHER QUALITY	19
3 TESTING AND LICENSING BEGINNING TEACHERS	34
4 DEVELOPING AN EVALUATION FRAMEWORK FOR TEACHER LICENSURE TESTS	70
5 EVALUATING CURRENT TESTS	83
6 USING LICENSURE TESTS TO IMPROVE TEACHER QUALITY AND SUPPLY	115
7 USING LICENSURE TESTS FOR ACCOUNTABILITY	136
8 IMPROVING TEACHER LICENSURE TESTING	147
9 CONCLUSIONS AND RECOMMENDATIONS	163
REFERENCES	173

APPENDIXES

A: Public Law 105-244 105th Congress	187
B: Teaching Standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), and National Board for Professional Teaching Standards (NBPTS)	204
C: Educational Testing Service (ETS) and National Evaluation Systems (NES) Teacher Licensure Tests	220
D: Teacher Requirements in Six States	263
E: An Economic Model of Supply and Demand for Teachers	287
F: Alternative Assessment Case Studies	298
G: Biographical Sketches of Committee Members	331

INDEX

335

BACKGROUND PAPERS PROVIDED TO THE COMMITTEE*

Test 1: Pre-Professional Skills Test (PPST) Reading Test	351
Test 2: Principles of Learning and Teaching (PLT) Test: K-6	371
Test 3: Middle School: English/Language Arts Test	393
Test 4: High School Mathematics Proofs, Models, and Problems, Part 1 Test	415
Test 5: Biology: Content Knowledge, Part 1 and 2 Tests	437