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How to Survive (and Perhaps Thrive) on a Teacher's Salary

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Math Teacher Work Log

A Straightforward Guide to Teacher Merit Pay

The Patterns of Teacher Compensation

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Do More, Add More, Earn More

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Math and Science Teachers Dropping Out of Public Schools: A Nationwide Look at Their Lack of Retention Using Structural Equation Modeling

Salary Schedules, Teacher Sorting, and Teacher Quality

K-12 Math and Science Education

ADKINS WIGGINS

Journeys through the teacher pipeline recapitalizing American education : partial cost estimates for Road map for national security ReadHowYouWant.com

The concept of pay for performance for public school teachers is growing in popularity and use, and it has resurged to once again occupy a central role in education policy. Performance Incentives: Their Growing Impact on American K-12 Education offers the most up-to-date and complete analysis of this promising—yet still controversial—policy innovation. Performance Incentives brings together an interdisciplinary team of experts, providing an unprecedented discussion and analysis of the pay-for-performance debate by

- Identifying the potential strengths and weaknesses of tying pay to student outcomes;
- Comparing different strategies for measuring teacher accomplishments;
- Addressing key conceptual and implementation issues;
- Describing what teachers themselves think of merit pay;
- Examining recent examples in Arkansas, Florida, North Carolina, and Texas;
- Studying the overall impact on student achievement.

Performance Incentives Penguin

This presentation is based on the following principles: 1. The key accountability for schools is to improve student performance. 2. Teachers in the classroom (including those in hard-to-staff fields such as math and special education) and their instructional practice are the single most important factors that will lead to improved student performance. 3. Teacher compensation is the single biggest part of the education budget (often more than 60%). 4. Therefore, linking pay to teacher performance & instructional practice that produces student learning gains is the best way to expend money in a way that ultimately improves student performance. This book shows how the connections among those principles are playing. [Web, ed].

Teacher Compensation and Teacher Quality Createspace Independent Publishing Platform

In praise of the greatest job in the world... The right book at the right time: an impassioned defense of teachers and why we need them now more than ever. Teacher turned teacher's advocate Taylor Mali inspired millions with his original poem "What Teachers Make," a passionate and unforgettable response to a rich man at a dinner party who sneeringly asked him what teachers make. Mali's sharp, funny, perceptive look at life in the classroom pays tribute to the joys of teaching...and explains why teachers are so vital to our society. What Teachers Make is a book that will be treasured and shared by every teacher in America—and everybody who's ever loved or learned from one.

Buying Equal Student Achievement Opportunities DIANE Publishing

MY TEACHER IS THE BEST! NOTEBOOK AND JOURNAL This motivational and inspirational teacher inspired notebook is just what a teacher, teaching assistant, school education faculty or staff member needs to stay inspired and excited for the day. Even better than a teacher simply having such a book, is when it's provided to them as a gift at the beginning or end of the year, or during

Teacher Appreciation Week. Not only is this journal visually appealing, it also allows for simple note taking or writing about whatever is going on in everyday life. Teachers help make the world go round and are education our countries youth all the time. They also aren't getting the salary, love, appreciation and attention they deserve. While this book is a simple gift, it could make the world of a difference for the teacher who it might be given to. Unlike other notepads and journals that just have blank pages and nothing to work off of, this book features 150 pages of lined paper which allows for writing in any style or direction the book owner likes. The setup of this writing book is perfect for notes, reminders, creating to-do lists and highlighting your top priorities -- all of which allows for easy navigation and complete creativity. Need to take notes? Write down school education and lesson plans? Jot down a new business plan? Have a daily diary or journal? It's all possible with this inspiring notebook and journal that is completely original and customized to fit your needs. SIZE: 6 X 9 PAPER: Lined White Paper FEATURES: Original Art Cover PAGES: 124 Pages COVER: Soft Cover (Matte) Limited Time Offer Perfect for note taking, journaling and to-do lists Printed on high quality interior stock paper Premium matte finish cover with amazing art work Order your copy today!

DIANE Publishing

Adopt the investment strategy that turned a school teacher into a millionaire Millionaire Teacher shows you how to achieve financial independence through smart investing — without being a financial wizard. Author Andrew Hallam was a high school English teacher. He became a debt-free millionaire by following a few simple rules. In this book, he teaches you the financial fundamentals you need to follow in his tracks. You can spend just an hour per year on your investments, never think about the stock market's direction — and still beat most professional investors. It's not about get-rich-quick schemes or trendy investment products peddled by an ever-widening, self-serving industry; it's about your money and your future. This new second edition features updated discussion on passive investing, studies on dollar cost averaging versus lump sum investing, and a detailed segment on RoboAdvisors for Americans, Canadians, Australians, Singaporeans and British investors. Financial literacy is rarely taught in schools. Were you shortchanged by your education system? This book is your solution, teaching you the ABCs of finance to help you build wealth. Gain the financial literacy to make smart investment decisions Learn why you should invest in index funds Find out how to find the right kind of financial advisor Avoid scams and flash-in-the-pan trends Millionaire Teacher shows how to build a strong financial future today.

Teacher Quality and Education Policy in India Routledge

Economics can be a lens for understanding the behavior of schools, districts, states, and nations in meeting education needs of their populaces, as well as for understanding the individual decisions made by administrators, teachers, and students. Insights from economics help decision makers at the state level understand how to raise and distribute funds for public schools in an equitable manner for both schools and taxpayers. Economics also can assist researchers in analyzing effects of school spending and teacher compensation on student outcomes. And economics can provide

important insights into public debates on issues such as whether to offer vouchers for subsidizing student attendance at private schools. This two-volume encyclopedia contains over 300 entries by experts in the field that cover these issues and more. Features: This work of 2 volumes (in both print and electronic formats) contains 300-350 signed entries by significant figures in the field. Entries conclude with cross-references and suggestions for further readings to guide students to in-depth resources. Although organized in A-to-Z fashion, a thematic "Reader's Guide" in the front matter groups related entries by topic. Also in the front matter, a chronology provides students with historical perspective on the development of education economics and finance as a field of study. The entire work concludes with a Resources appendix and a comprehensive Index. In the electronic version, the index, Reader's Guide, and cross references combine to provide effective search-and-browse capabilities.

Moonlighting Among Public School Teachers SAGE

This important book translates evidence and examines policy, proposing a plan to save America's schools by rewarding teachers with professional-level salaries distributed wisely. Profit of Education makes it clear that rethinking the teaching profession is the key to repairing America's broken-down education system and securing our nation's future. Accomplishing that, author Dick Startz says, requires lifting teacher pay to professional levels and rewarding teachers for student success, with the goal of improving student learning by the equivalent of one extra year of schooling. Profit of Education takes the reader on a chapter-by-chapter walk through the evidence on pay-oriented, teacher-centric reform of the public school system, showing that such an approach can work. Startz translates the extensive scientific evidence on school reform into easily understood terms, demonstrating the enormous difference teachers make in student outcomes. Proposed levels of teacher salaries are established, and the difficult issue of differential pay is examined in depth, as are many of the practical and political issues involved in measuring teacher success. Last, but hardly least, Startz shows how teacher-centric school reform will pay off for the taxpayer and the economy.

Non-experimental Correlation Between the Average Teacher Salary, Percent of Teachers with Regular Certificates, Percent of Teachers with Regular Certificates, Percent of Teachers with a Master's Degrees Or Higher, Percent of Highly Qualified Teachers, Average Years of Experience, Average Student-teacher Ratio with Eighth Grade Missouri Students Math MAP Scores for 225 School Districts National Academies Press

Do you have a job? Do you keep a record of what you do on your job? Did you know that setting aside 15 minutes at the end of the day to record in a Work Log and reflect on your day can boost your efficiency and thus impact your career success? In addition to this, a Work Log is a record of actions, events, accomplishments, and incidences. Record activities in your Work Log hourly, daily, weekly or even monthly. But why is it important to keep a Work Log? A Work Log: a. Helps to keep a record of your daily activities such as clocking in and clocking out times b. Helps to record tasks that you accomplish throughout the day, c. Can be used to keep only important information, without too much detail d. Allows you to record when and who gives you a task or to whom you give a task, e. Allows for easier preparation of reports by referring to your Work Log, f. Can be used to record sick days, absences, lunch time and even your salary, g. Provides a hard copy in your own handwriting, h. Assists you in providing legal evidence in case of legal proceedings against you, Choose from our

wide selection of Work Logs and customize it to match your needs. Please leave a review or send us a copy of your customized Work Log to orangeworklogs@gmail.com so that we can improve our Work Logs to serve you better. Work Log size 6 x 9 inches (Simply click on the name Orange Logs beside the word Author to see Work Logs in other sizes)

[Beating the Numbers](#) GRIN Verlag

The majority of a school system's budget is spent on personnel. In order to use this tremendous amount of money efficiently it is important educators understand the impact different spending priorities, specifically total per-pupil expenditures, teacher salary, principal salary, pupil/teacher ratio, and pupil/support personnel ratio have on student achievement and how these inputs are moderated by a district's population density and wealth. Spending data from all the school divisions in Virginia were examined using public spending data from the Virginia Department of Education, and population density and wealth statistics from the Office of Budget Management, US Census Bureau, and Commonwealth of Virginia Commission on Local Government. Bivariate correlations and linear regression slopes were examined to determine the impact of the main effects and multiple linear regression model building was used to examine how a district's wealth and population density moderate the effects of per-pupil expenditures, teacher salary, principal salary, pupil/teacher ratio and pupil/support personnel ratio. Teacher salary proved significant for both math and reading scores while principal salary was significant for math scores only. None of the other main effects had a significant impact on student achievement. A division's status as "rural" by itself proved to be correlated with both reading and math scores. Additionally, wealth by itself was a statistically and practically significant predictor of student achievement regardless of the measurement used highlighting the problems posed for education by economic inequality. When wealth was measured using either median household income or fiscal stress the correlation with student achievement was twice that of composite index indicating composite index may not be the best wealth measurement for the state to use to allocate funding in order to level the playing field. Further research is needed to determine how spending effects overall school climate, how the adverse impact of wealth can be overcome, and if making changes to the wealth measurement used will help to overcome the impact of wealth on student achievement.

Encyclopedia of Education Economics and Finance Thomson

Severe teacher shortages, caused by high attrition rates, have been the focus of attention for school districts and policy leaders for over two decades. Teacher attrition accounts for approximately 40 to 50% of new teachers leaving in the first 5 years of service. High teacher attrition rates in the United States impact tomorrow's leaders, innovators, and workers who today are struggling to succeed in math and science in a globally competitive world. By not addressing the reasons teachers leave the profession, or by not conducting further research on preservice teachers to better prepare them for the classroom, the nation will continue to be at risk. This study looks at the research on why teachers say they leave in the first 1 to 5 years of service and asks preservice teachers the extent to which they consider low salaries, working conditions that severely limit their autonomy over classroom decision-making, and the effectiveness of their teacher preparation in content areas and classroom management. Understanding whether preservice teachers considered these factors or felt they needed more effective instruction will help identify gaps in teacher education programs that

may prevent new teachers from leaving the profession in the first 5 years. This study uses a semi-structured interview process to attain the unique stories of preservice teachers and to assess their consideration of the issues that have been shown to make teachers leave the teaching profession. A combination of criterion and snowball sampling techniques were used to select a group of 12 preservice elementary education teachers. The qualitative design uses a phenomenological approach to find the main themes of the preservice teachers' stories. The study revealed that preservice teachers do not consider low salaries, working conditions that severely limit their autonomy over classroom decision-making, and the effectiveness of their teacher preparation in content areas and classroom management prior to becoming a teacher. Although the preservice teachers in this study did not consider these factors, each expressed concern about working conditions during their clinical experience and the quality of their teacher preparation programs. The stories of these preservice teachers and the recommendations for future studies will help guide the transformation of teacher education programs and the teaching profession to lower attrition rates in K-12 schools around the country.

Qualifications, Salary, and Tenure of the Teachers and Principals in the Commissioned High Schools of Indiana Independently Published

Reward your best teachers for the great work they do! Is your school system considering teacher merit pay? Now is the time to know the potential pitfalls and learn from the experiences of other districts. Respected experts Ritter and Barnett provide a step-by-step approach to merit pay that draws on best practices from effective, successful programs. You'll find: A user-friendly summary of existing merit pay programs and their strengths and weaknesses Six essential principles for designing a program that supports teacher professional development, schoolwide progress, and student achievement How-to's and tools for every phase of program development, including collaborating with teachers to create balanced assessment tools

Mathematics and Science Teacher Shortages Independently Published

This practical guide clarifies the tenure process and gives concrete advice for graduate students and junior faculty members on the strategy required to maximize the chance of achieving tenure. The authors explain the agenda of tenure decisions, emphasizing the need to think politically and focus attention on the priorities of the decision makers.

Getting Tenure Rowman & Littlefield

This report explains the growing evidence that investments in teacher knowledge are among the most productive means for increasing student learning. The creation of rigorous professional standards for teachers is one sign of progress in this area. However, new teaching standards will have little import for students, particularly the most vulnerable ones, if school districts continue to hire teachers who are unprepared and assign many teachers outside their fields of expertise. The report discusses whether it is possible to raise standards and have enough teachers. It describes recruitment initiatives to address the problems of teacher supply, demand, and the need to achieve greater equity in all students' access to high-quality teaching. It also examines variations in standards across states and discusses what states and school districts can do to raise teacher standards while equalizing teacher salaries, establish license reciprocity across states, and expand teacher education programs in high-needs fields. The report offers action steps for governors and

state legislators as well as state boards of education, state education agencies, and professional standards boards. An appendix presents the basis for cost and attrition estimates. (Contains 10 charts and 28 references.) (SM)

Millionaire Teacher Freeload Press, Inc.

By drawing on quantitative data and qualitative analyses of five major national education policies implemented in India over the last 15 years, this comprehensive volume explores their impact on teacher quality and perceived effectiveness, explaining how this relates to variations in student performance. Responding to a national agenda to increase the quality of the Indian teacher workforce, Teacher Quality and Education Policy in India critically questions the application of human capital theory to Indian education policy. Chapters provide in-depth and strategically structured analyses of five national policies – including the recently approved National Education Policy (NEP) 2020 – to see how Indian policymakers use teacher quality as a driver and measurement of education and national economic development. Ultimately, the text offers evidence-based policy recommendations to improve teacher quality in India, suggesting that while all five policies have contributed significant frameworks and recommendations for teacher quality reform, they have failed to move beyond a symbolic function. Given its rigorous methodological approach, this book will be a valuable addition to the under-researched question of education policymaking in postcolonial contexts. It will be an indispensable resource not only for scholars working on policymaking in the Indian context, but also for those working at the intersection of education, teacher development, and policymaking in developing countries.

Recruitment and Retention of Quality Teachers Bloomsbury Publishing USA

For example, in judging whether a certain student (University customer) described in a profile is, say, a psychology major or computer science major, the student decides how well the profile matches the psychology or computer science career to the student generally. So, University can read the student profile to predict whether the student will choose to study psychology subject more prefer or computer subject more prefer to predict whose computer or psychology student numbers more accurate in the year. So, such as university cause, if the university can apply (AI) technology to predict or evaluate whether the student will choose which subject to study, then they can make more accurate subjects arrangement to let students to study more easily. So, (AI) can be applied to education aspect to help teacher to predict or evaluate whether whom every student ought to choose which subjects to study in order to raise every learning ability. Every teacher can cooperate with robotic to gather every student's interest or past learning performance or learning experience to evaluate whether which subjects that who ought choose to study in order to raise higher mark for every subject, even help them to choose the most right occupation to do when they choose the right subject to study. So, school can evaluate the most reasonable salary level determination to pay whom teacher when robotic participation to teachers' teaching. For example, two math teacher teach two differnt math classes. When the teacher can not teach the class students to earn higher mark or fail, although he has robotic teaching assistant. Otherwise, the another teacher can teach the another class students to earn higher mark, even pass. Then, the school can decide whom ought pay higher salary. Of course, the class math students who can earn higher mark or pass, the math teacher ought need to pay higher salary. So, (AI) robotic can participate to school teaching jobs to

assist teachers to determinate whom ought pay higher or lower salary more reasonable.

Math Teacher (Noun) 1. Similar To A Normal School Teacher But Way Cooler Corwin Press

William Taylor, 29, a third generation Washington, D.C. resident stands out for a number of reasons. For one, he is an African American man who taught math at an elementary school for many years. Taylor excelled in the role, so much so that he now coaches his fellow math teachers at Aiton Elementary School, which is located in a high-poverty Washington D.C. neighborhood. He has also been profiled in the national news--specifically in "The Atlantic"--where it was noted that, in a typical school year, 60 percent of Taylor's students start their first day in his class doing math below grade level, but by the end of the year, 90 percent of his students are performing above grade level. For his exemplary work Taylor earned \$131,000 in 2013--another factor that makes him stand out as a public school teacher. In 2013, after seven straight years of extraordinary performance reviews Taylor received a base salary of \$96,000, a \$25,000 bonus for being a highly effective teacher in a high-poverty school, and a \$10,000 award for outstanding teaching and dedication to his work. With the money he's saved since he started teaching, Taylor recently bought a house in Washington, a city that annually ranks as one of the most-expensive cities in America. He also purchased his dream car: a black Chevrolet Camaro. Taylor's financial success was made possible by the District of Columbia Public Schools', or DCPS, revamped teacher compensation system known as IMPACTplus. Introduced in 2009, IMPACTplus redesigned the step-and-lane pay scale--which rewarded teachers solely for years of experience and degree attainment--to include measures of performance and school leadership. Before the implementation of IMPACTplus, Taylor earned \$42,000 a year as a teacher and gave serious consideration to changing to a more lucrative profession. "The [increased] compensation has made me more inclined to stay in education," Taylor says now. "It also makes me more inclined to be a teacher in DCPS because if I go to other districts, I'm not making that type of money." Through IMPACTplus, teachers like Taylor who earn highly effective ratings on IMPACT--the DCPS teacher evaluation system that evaluates teacher performance through multiple measures, including student performance and observation of practice--receive substantial raises to their base salaries in addition to annual bonuses. Early data from DCPS show this strategy of financially rewarding high-performing teachers more may be starting to pay dividends. A recent study found that DCPS has retained 92 percent of its highly effective teachers and 86 percent of its effective teachers between the 2010 and 2012 school years. By contrast, only 59 percent of the district's minimally effective teachers are still in DCPS during the same time period. In addition, another recent report found that while compensation was one of the top three reasons cited by high-performing teachers for leaving the classroom in other districts, in DCPS, high-performing teachers who left the district ranked compensation at the bottom of the list--20th out of 20 reasons--for ceasing to teach. Furthermore, over the last several years, the number of DCPS applicants for teaching positions rose by 45 percent. "We have effectively eliminated compensation as a reason our top teachers leave--and we're increasingly seeing great teachers coming to DCPS because they want to teach in a district where they can be paid what they deserve," said Scott Thompson, DCPS's deputy chief of human capital for teacher effectiveness. DCPS is not the only district that has overhauled its compensation system with the aim of paying effective educators substantially more than they earned in years prior, yet it is still an unusual practice. In nearly 90 percent of districts

across the nation, teachers are not recognized for their effectiveness through increased compensation. This report reveals the key policy decisions undertaken by 10 districts that have made it possible to revamp their compensation systems and, at the same time, both keep their systems solvent and achieve district goals. While the specific goals of each district vary, all 10 districts used compensation to attract, retain, and leverage high-performing teachers. The 10 districts presented in this report have been among the first in the nation to redesign their teacher compensation systems. These so-called first-mover districts include: Baltimore City, Maryland; Denver, Colorado; Douglas County, Colorado; Harrison School District 2, Colorado; Hillsborough County, Florida; Lawrence, Massachusetts; New Haven, Connecticut; Pittsburgh, Pennsylvania; Putnam County, Tennessee; and Washington, D.C. First-mover districts vary in location, size, governance structure, and student academic performance, proving that diverse districts throughout the country can find ways to reform teacher compensation systems regardless of context. The first-mover districts considered the following key components during the teacher compensation redesign process. Not all districts altered each.

Teachers Have it Easy SAGE Publications

This book is about mathematics where topics of this subject that is of utmost importance for everyday life will be addressed, so it will also be in Braille as in common physical character in the bookstore as well as in digital and will be in the following languages which are Spanish, English, French and also in Italian, so I recommend you to have it in your home and support us with its dissemination. So it will have 30 chapters that are very comprehensive as they offer the development of exercises and also has many examples of the topics before you go to check the exercises as the same examples found in each topic were proposed by the author of this book as well as the resolution of these exercises and problems that you will find in this book so peculiar, the topics covered in this book are basic topics as there are also topics that are very complicated to people so this book was designed to help people with visual impairment to learn better math topics. If you are a math teacher or a person of the common society, encourage students with visual impairment to learn mathematics better, because the visually impaired student has the ability to learn mathematics, but they usually have several difficulties in their learning process, so you are invited to take a little awareness and if you really want to support a student with visual impairment to learn mathematics in the best way and be successful in this field; What are you waiting for? Start training if you are a math teacher, so you are also invited to become aware and put yourself in the shoes of a visually impaired student at least one day of your life. If you are a math teacher who has worked with a visually impaired student at some point, you will understand what I am talking about; If you are a math teacher at whatever level you are, don't be a selfish teacher who only thinks about his miserable salary and if the visually impaired student doesn't care if he learns or not, find a way to help him and if you don't know how to support him, look for support in other countries where there are math teachers who are blind or visually impaired because there are, if you don't know them it is because you haven't investigated them in depth, just to name a few countries in which there are some math teachers is in the country of Costa Rica as well as in Spain, do not be one of those people or teachers who only say that a visually impaired student can not study mathematics because he is blind or visually impaired so you are in error, the visually impaired student can

achieve it, just that you as a math teacher do not give those tools so that the student can overcome for example that you drive the training, If you think that there is only the Cranmer Abacus, the talking scientific calculator, the geoplane, the tangram, you are very wrong because there are many more, sometimes regular school teachers do not have the knowledge that there are some of these tools because they do not usually investigate it or because most of the time they have never worked with a student with visual impairment so regular school teachers say why training if we do not work with such students so in this project I invite you to promote training if you are a teacher of mathematics or other

[The Transformation of Title IX Attracting Science and Mathematics Ph.D.s to Secondary School Education](#)

Designed to give school district administrators and policymakers a basic understanding of those factors that affect the present and future teacher compensation.

[Is there a relation between the salary of teachers and the performance of students?](#) Brookings Institution Press

Since its initial publication and multiple reprints in hardcover in 2005, *Teachers Have It Easy* has attracted the attention of teachers nationwide, appearing on the New York Times extended bestseller list, C-SPAN, and NPR's Marketplace, in additio...

[Intl Stdt Ed-a Mathematical View of Our World](#) John Wiley & Sons

This report presents information regarding the patterns of variation in the salaries paid to public and private school teachers in relation to various personal and job characteristics. Specifically, the analysis examines the relationship between compensation and variables such as public/private

schools, gender, race/ethnic background, school level and type, teacher qualifications, and different work environments. The economic conceptual framework of hedonic wage theory, which illuminates the trade-offs between monetary rewards and the various sets of characteristics of employees and jobs, was used to analyze The Schools and Staffing Survey (SASS) database. The national survey was administered by the National Center for Education Statistics during the 1987-88, 1990-91, and 1993-94 school years. Findings indicate that on average, public school teachers earned between about 25 to 119 percent higher salaries than did private school teachers, depending on the private subsector. Between about 2 and 50 percent of the public-private difference could be accounted for by differences in teacher characteristics, depending on the private subsector. White and Hispanic male public school teachers earned higher salaries than their female counterparts. Hedonic wage theory would predict that teacher salaries would be higher in schools with more challenging, more difficult, and less desirable work environments. Schools with higher levels of student violence, lower levels of administrative support, and large class sizes paid higher salaries to compensate teachers for the additional burdens. However, some of the findings contradict the hypothesis. For example, public school teachers working in schools characterized by fewer family problems, higher levels of teacher influence on policy, and higher job satisfaction also received higher salaries. In conclusion, the results are consistent with the hypothesis that a complex array of factors underlie the processes of teacher supply and demand and hence the determination of salaries. Teachers are not all the same, but are differentiated by their attributes. At the same time, districts and schools are differentiated by virtue of the work environment they offer. Seventeen tables and two figures are included. Appendices contain technical notes, descriptive statistics and parameter estimates for variables, and standard errors for selected tables. (Contains 84 references.) (LMI)

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