



Policy Goals

Status

1. Setting Clear Expectations for Teachers

There are clear expectations for what students and teachers are supposed to do. Guidance on teachers' use of time, however, could be more focused on tasks related to school improvement.



2. Attracting the Best into Teaching

Teachers are required to have qualifications formally on par with those of other professions. Teacher pay and career opportunities may be attractive to competent individuals, although working conditions may be less attractive.



3. Preparing Teachers with Useful Training and Experience

There is an accreditation process with specified subject content for pre-service teacher training programs, but induction programs for teachers could be strengthened, requiring new teachers to have more classroom experience.



4. Matching Teachers' Skills with Students' Needs

There are untapped incentives to get teachers to work in hard-to-staff areas and to teach critical shortage subjects.



5. Leading Teachers with Strong Principals

Principals are not explicitly expected to act as instructional leaders, and programs to support the development of principals' leadership skills could be strengthened.



6. Monitoring Teaching and Learning

There are systems in place to monitor teacher performance that rely on multiple criteria. Student achievement data are collected, but it is unclear to what extent they inform teachers about their performance in the classroom.



7. Supporting Teachers to Improve Instruction

Teacher professional development includes some activities that are associated with instructional improvement. However, until recently teachers were not explicitly required to participate in professional development.



8. Motivating Teachers to Perform

There are minimum mechanisms to hold teachers accountable, and teacher compensation and appointments are informed by performance.



Overview of SABER-Teachers

There is increasing interest across the globe in attracting, retaining, developing, and motivating great teachers. Student achievement has been found to correlate with economic and social progress (Hanushek & Woessmann 2007, 2009; Pritchett & Viarengo 2009; Campante & Glaeser 2009), and teachers are key: recent studies have shown that teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students (Hanushek & Rivkin 2010; Rivkin, et al. 2005; Nye et al. 2004; Rockoff 2004; Park & Hannum 2001; Sanders & Rivers 1996). However, achieving the right teacher policies to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, because evidence on the impacts of many teacher policies remains insufficient and scattered, the impact of many reforms depends on specific design features, and teacher policies can have very different impacts depending on the context and other education policies in place.

A new tool, *SABER-Teachers*, aims to help fill this gap by collecting, analyzing, synthesizing, and disseminating comprehensive information on teacher policies in primary and secondary education systems around the world. SABER-Teachers is a core component of SABER (Systems Approach for Better Education Results), an initiative launched by the Human Development Network of the World Bank. SABER collects information about different education systems' policy domains, analyzes it to identify common challenges and promising solutions, and makes it widely available to inform countries' decisions on where and how to invest in order to improve education quality.

SABER-Teachers collects data on ten core teacher policy areas to offer a comprehensive descriptive overview of the teacher policies that are in place in each participating education system (see Box 1). Data are collected in each participating education system by a specialized consultant using a questionnaire that ensures comparability of information across different education systems. Data collection focuses on the rules and regulations governing teacher management systems. This information is compiled in a comparative database where interested stakeholders can access

detailed information organized along relevant categories that describe how different education systems manage their teacher force, as well as copies of supporting documents. The full database is available at the SABER-Teacher website.

Box 1. Teacher policy areas for data collection

1. Requirements to enter and remain in teaching
2. Initial teacher education
3. Recruitment and employment
4. Teachers' workload and autonomy
5. Professional development
6. Compensation (salary and non-salary benefits)
7. Retirement rules and benefits
8. Monitoring and evaluation of teacher quality
9. Teacher representation and voice
10. School leadership

To offer informed policy guidance, *SABER-Teachers* analyzes the information collected to assess the extent to which the teacher policies of an education system are aligned with those policies that the research evidence to date has shown to have a positive effect on student achievement. SABER-Teachers analyzes the teacher policy data collected to assess each education system's progress in achieving 8 Teacher Policy Goals: 1. Setting clear expectations for teachers; 2. Attracting the best into teaching; 3. Preparing teachers with useful training and experience; 4. Matching teachers' skills with students' needs; 5. Leading teachers with strong principals; 6. Monitoring teaching and learning; 7. Supporting teachers to improve instruction; and 8. Motivating teachers to perform (see Figure 1).

Figure 1: 8 Teacher Policy Goals



The 8 Teacher Policy Goals are functions that all high-performing education systems fulfill to a certain extent in order to ensure that every classroom has a motivated, supported, and competent teacher. These goals were identified through a review of evidence of research studies on teacher policies, and the analysis of policies of top-performing and rapidly-improving education systems. Three criteria were used to identify them: teacher policy goals had to be (i) linked to student performance through empirical evidence, (ii) a priority for resource allocation, and (iii) actionable, that is, actions governments can take to improve education policy. The eight teacher policy goals exclude other objectives that countries might want to pursue to increase the effectiveness of their teachers, but on which there is to date insufficient empirical evidence to make specific policy recommendations.

By classifying countries according to their performance on each of the 8 Teacher Policy Goals, SABER-Teachers can help diagnose the key challenges that countries face in ensuring they have effective teachers. For each policy goal, the SABER-Teachers team identified policy levers (actions that governments can take to reach these goals) and indicators (which measure the extent to which governments are making effective use of these policy levers). Using these policy levers and indicators, SABER-Teachers classifies education systems' performance on each of the eight teacher policy goals using a four-category scale (latent, emerging, established, and advanced), which describes the extent to which a given education system has in place teacher

policies that are known to be related to improved student outcomes. The main objective of this assessment is to identify the strengths and weaknesses of the teacher policies of an education system and pinpoint possible areas for improvement. For a more detailed report on the eight teacher policy goals, policy levers and indicators, as well as the evidence base supporting them, see Vegas *et al.* (2012).

The main focus of SABER-Teachers is on policy design, rather than on policy implementation. SABER-Teachers analyzes the teacher policies formally adopted by education systems. However, policies "on the ground", that is, policies as they are actually implemented, may differ quite substantially from policies as originally designed, and in fact they often do so, due to the political economy of the reform process, lack of capacity of the organizations in charge of implementing them, or the interaction between these policies and specific contextual factors. Since SABER-Teachers collects limited data on policy implementation, the assessment of teacher policies presented in this report needs to be complemented with detailed information that describes the actual configuration of teacher policies on the ground.

This report presents results of the application of SABER-Teachers in Jamaica. It describes Jamaica's performance in each of the 8 Teacher Policy Goals, alongside comparative information from education systems that have consistently scored high results in international student achievement tests and have participated in SABER-Teachers. Additional detailed descriptive information on Jamaica's and other education systems' teacher policies can be found on the SABER-Teachers website.

Jamaica’s Teacher Policy System Results

Goal 1: Setting clear expectations for teachers

Emerging ●●○○

Setting clear expectations for student and teacher performance is important to guide teachers’ daily work and align necessary resources to make sure that teachers can constantly improve instructional practice. In addition, clear expectations can help ensure there is coherence among different key aspects of the teaching profession, such as teacher initial education, professional development, and teacher appraisal.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) clear expectations for what students should know and be able to do, and how teachers can help students reach these goals; (2) useful guidance on teachers’ use of time to be able to improve instruction at the school level.

(1) In Jamaica there are clear expectations for what students and teachers are supposed to do in the classroom. Jamaica has defined a set of standards which informs teachers of required subject content and measurable indicators of learning that should be achieved by students at different grades. The tasks that teachers are expected to carry out are officially stipulated. However, performance goals for teachers have not been established.

(2) The statutory definition of teachers’ working time in Jamaica is not defined; however regulations regarding the use of teachers’ working time include tasks related to improving instruction. At present there are no expectations for what percentage of teachers’ working time should be dedicated to teaching or for other necessary activities that may contribute to instructional improvement.

Relative to other country systems, primary and secondary school teachers’ officially stipulated tasks outside the classroom only include taking part in the internal evaluation system of the school. Other activities of teachers could be expanded to include

providing support to other teachers, collaborating on school plans or designing the curriculum, all tasks that could contribute to instructional improvement of the school.

Figure 2. Teachers’ official tasks related to school improvement

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|----------------------------------|---------|--------|----------|-------|-----------|
| Mentor peers | | | | ✓ | ✓ |
| Collaborate on school plan | | ✓ | ✓ | ✓ | ✓ |
| Design the curriculum | | | | ✓ | ✓ |
| Participate in school evaluation | ✓ | | | ✓ | ✓ |

Source: SABER-Teachers data

Goal 2: Attracting the best into teaching

Emerging ●●○○

The structure and characteristics of the teaching career can make it more or less attractive for talented individuals to decide to become teachers. Talented people may be more inclined to become teachers if they see that entry requirements are on par with those of well-regarded professions, if compensation and working conditions are adequate, and if there are attractive career opportunities for them to develop as professionals.

SABER-Teachers considers four policy levers school systems can use to reach this goal: (1) requirements to enter the teaching profession; (2) competitive pay; (3) appealing working conditions; and (4) attractive career opportunities.

(1) Primary education teachers in Jamaica are required to have the same qualifications as many advanced country systems (e.g. Japan, Singapore, or Shanghai). Both primary and secondary education teachers are trained at the ISCED 5A level, meaning that their qualifications are awarded for tertiary education programs that are largely theoretically based, mainly designed to provide participants with sufficient credentials for entry into advanced research programs or for entry into professions with high skills requirements. Only concurrent models of pre-service teacher training exist, in which prospective teachers learn content and receive training in pedagogy somewhat simultaneously.

(2) Teacher pay does not vary according to performance, although it does vary based on teachers' educational attainment and seniority. Teachers are public servants in Jamaica and they are entitled to retirement and health benefits as well as additional benefits such as paid travel expenses, annual and sick leave, payment for extra responsibilities, and scholarships for further study.

(3) There is limited information in data collected to determine the quality of working conditions. Student-teacher ratios were 27.7:1 according to UNDP (UNDP 2011). However, data are not available on the share of

schools that comply with infrastructure standards, making it difficult to assess the extent to which this factor may affect the quality of teacher entrants.

(4) Career opportunities could be strengthened to attract talented individuals to the profession and to be better linked to performance and professional standards; In particular, teacher's pay and promotion opportunities could be better linked to performance. At present teachers can advance in their careers by applying to academic or administrative posts such as lead teacher or principal. This form of advancement is similar to both Mexico, a developing education system, and Shanghai, a more advanced education system.

Figure 3. Opportunities for Career Advancement

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|--------------|---------|--------|----------|-------|-----------|
| Lead Teacher | ✓ | ✓ | ✓ | | ✓ |
| Principal | ✓ | ✓ | ✓ | ✓ | |

Source: SABER-Teachers data

Goal 3: Preparing teachers with useful training and experience

Established ●●●○

Equipping teachers with the skills they need to succeed in the classroom is crucial. Teachers need subject matter and pedagogic knowledge, as well as classroom management skills and lots of teaching practice in order to be successful in the classroom. In addition, preparation puts all teachers on an equal footing, giving them a common framework to improve their practice.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) minimum standards for pre-service training programs; (2) required classroom experience for all teachers.

(1) In Jamaica there is an accreditation process for pre-service teacher training programs, and specifications on subject content have been established. In addition primary education teachers are required to have qualifications (equivalent to a ISCED5A level). This is similar to high performing countries such as South Korea and Shanghai. However, there is no specified requirement for minimum qualifications of secondary education teachers.

Box 1. Jamaica’s Reforms—Teacher’s Council

The Jamaica Teacher’s Council is currently being established through legislation. One of the tasks of this council is to provide licensing and registration of teachers. The licensing and registration system is meant to ensure that teachers meet minimum qualifications. The Teacher’s Council is also establishing a teacher management information system that will track teachers who have been registered and licensed and ensure regular re-licensing every five years.

(2) Induction programs for teachers are sufficiently long enough, but teacher entrants could be required to have more classroom experience. Induction programs for teachers are six to twelve months. However, teacher trainees are only required to have between three and six months of classroom experience. Research has shown that practical experience is an important factor

in teaching quality (Darling-Hammond 2000). The more teachers try out their pedagogical theories, subject matter knowledge and classroom management skills on a group of students, the better prepared they will be for their job. In Jamaica, student teachers can develop classroom experience both during their teacher initial education program and during mentoring programs once they have started their first job. Such training has the potential to make teachers more effective in the classroom.

Figure 4. Required classroom experience, primary school teachers

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|---------------------|---------|--------|----------|-------|-----------|
| 3 months or less | | | | | |
| 12 months or less | ✓ | | ✓ | | |
| 12-24 months | | ✓ | | | ✓ |
| More than 24 months | | | | ✓ | |

Source: SABER-Teachers data

Goal 4: Matching teachers’ skills with students’ needs

Latent ●○○○

Ensuring that teachers work in schools where their skills are most needed is important for equity and efficiency. First, it is a way of ensuring teachers are distributed as efficiently as possible, making sure that there are no shortages of qualified teachers at any given grade, education level, or subject. Second, it is a means of ensuring all students in a school system have an equal opportunity to learn. Without purposeful allocation systems, it is likely that teachers will gravitate towards schools serving better-off students or located in more desirable areas, deepening inequalities in the system.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) incentives for teachers to work in hard-to-staff schools; and (2) incentives for teachers to teach critical shortage areas.

(1) In Jamaica there are no incentives for teaching in hard-to-staff schools, and teaching experience is not a factor considered when deciding transfer priorities.

Attracting effective teachers to work in these schools, which may serve students from disadvantaged populations, is a challenge for many countries, and often requires a complex set of incentives.

(2) Jamaica has identified critical shortage subjects but has not created incentives for teachers to focus on them. However, this is not widespread throughout the country. In high performing and top-improving systems, various incentives exist to attract talented professionals, particularly from high-demand fields, to teaching critical shortage subjects.

Overall, there are untapped incentives to get teachers to work in hard-to-staff areas and to teach critical shortage subjects. Jamaica could do more to provide incentives to teachers to teach in areas where living conditions may be less than satisfactory. Similarly, Jamaica could go further in attracting teachers to teach critical shortage subjects—school subject areas where there is a severe undersupply of available teachers.

Figure 5. Incentives for teachers to teach in hard-to-staff schools

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|----------------------|---------|--------|----------|-------|-----------|
| Promotion | | | ✓ | | |
| Higher basic salary | | ✓ | | ✓ | |
| Monetary bonus | | ✓ | ✓ | ✓ | |
| Subsidized education | | | ✓ | | |
| Housing support | | | | ✓ | |

Source: SABER-Teachers data

Note: Singapore has no specific incentives to attract qualified teachers to hard-to-staff schools, but it does have a centrally-managed teacher deployment system that ensures an equitable and efficient distribution of teachers.

Goal 5: Leading teachers with strong principals

Emerging●●○○

The quality of school heads is an important predictor of student learning. Capable principals can act as instructional leaders, providing direction and support to the improvement of instructional practice at the school level. In addition, capable principals can help attract and retain competent teachers.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) education system’s investment in developing qualified school leaders; (2) decision-making authority for school principals to support and improve instructional practice.

(1) In Jamaica there are programs to support the development of leadership skills through supervised internships. However, there is no specific coursework to promote leadership skills. Principals must have a minimum number of 3 years of professional teaching experience and possess educational qualifications equivalent to the ISCED 5A, meaning that principals are usually required to have an advanced research degree. High performing systems normally require specific coursework and participation in an internship or mentoring program for individuals interested in applying for a principal’s position to develop specific skills.

(2) Principals do not receive monetary rewards for their performance in Jamaica, but they are expected to participate in a wide range of activities. For instance, principals are expected to provide support and guidance to teachers for the improvement of instructional practice. This is a practice that is quite common in high performing systems.

Evidence from high-performing systems suggests that principal performance in Jamaica could be further enhanced by providing principals with specific coursework to promote leadership skills.

Box 2. Jamaica’s Reforms—National College for Education Leadership.

The National College for Education Leadership (NCEL) is currently being established under the umbrella of the Teacher’s Council. The NCEL will:

- Develop standards for school principals, including instructional leadership
- Develop leadership through supervised internships and professional development for principals
- Develop minimum standards for principals

Figure 6. Mechanisms to support the development of principals’ leadership skills

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|--|---------|--------|----------|-------|-----------|
| Courses or other training requirements | ✓ | | ✓ | | ✓ |
| Mentoring or internship program | | | | ✓ | ✓ |

Source: SABER-Teachers data

Goal 6: Monitoring teaching and learning

Established ●●●○

Assessing how well teachers are teaching and whether students are learning is essential to devise strategies for improving teaching and learning. First, identifying low-performing teachers and students is critical for education systems to be able to provide struggling classrooms with adequate support to improve. Second, teacher and student evaluation also helps identify good practices which can be shared across the system to improve school performance.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of data on student achievement in order to inform teaching and policy; (2) adequate systems to monitor teacher performance; (3) multiple mechanisms to evaluate teacher performance.

(1) In Jamaica student achievement data are collected and will soon be provided back to schools through Quality Education Cycles and the Department of School Services (DSS). The DSS is currently being established. It is unclear, however, to what extent student achievement data are made available to teachers to improve their classroom performance. Jamaica conducts annual assessments of student learning for all students in grades (classes) 1, 3, 4, and 6. However, student assessment data cannot be linked to teacher or student information, so it may not be used to inform teachers about the learning needs of their students. In addition, Jamaica has not participated in any international assessments of student achievement, thus making it difficult to assess its performance relative to other countries.

(2) There are systems in place to monitor teacher performance through both internal and external evaluations. Both national and sub-national authorities monitor teacher performance, though no unique identification numbers are assigned to teachers making it possible to track and monitor their performance over time.

(3) A variety of criteria are used to evaluate teacher performance. Research suggests that no single method

of evaluating teacher performance is failsafe. Most high performing systems conduct teacher evaluations using a multiplicity of mechanisms of data collection and varied criteria for assessment. In Jamaica both school principals and colleagues participate in teacher performance evaluations, and classroom observations are used. Criteria used to assess teacher performance, include: subject matter knowledge, teaching methods, student assessment methods, and student academic achievement.

Figure 7. Criteria to evaluate teacher performance

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|--------------------------------|---------|--------|----------|-------|-----------|
| Subject matter knowledge | ✓ | | | ✓ | ✓ |
| Teaching methods | ✓ | | ✓ | ✓ | ✓ |
| Student assessment methods | ✓ | | ✓ | ✓ | ✓ |
| Students' academic achievement | ✓ | | ✓ | | |

Source: SABER-Teachers data

Goal 7: Supporting teachers to improve instruction

Emerging●●○○

Support systems are necessary to help improve instruction at the school level. In order to constantly improve instructional practice, teachers and schools need to be able to analyze specific challenges they face in classroom teaching, have access to information on best practices to address these challenges, and receive specific external support tailored to their needs.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of opportunities for teacher professional development; (2) teacher professional development activities that are collaborative and focused on instructional improvement; (3) making sure teacher professional development is assigned based on perceived needs.

(1) In Jamaica neither primary nor secondary school teachers were required to participate in teacher professional development activities until recently. The Teachers Council has undertaken steps to improve professional development opportunities in the past academic year (Box 3.). In practice, many teachers also pay for their own professional development. The content of professional development for both primary and secondary school teachers is extensive, including: (i) observation visits to other classrooms, (ii) participation in teacher and school networks, (iii) opportunities for the analysis of instructional practices including research as well as mentoring. To date, it is unclear to what extent teachers benefit from the available opportunities for additional training.

(2) Teacher professional development includes some activities that have been found by research to be associated with instructional improvement. Research suggests that effective teacher professional development is collaborative and provides opportunities for the analysis of instructional practice, as opposed to one-time workshops or conferences. Professional development in Jamaica includes such activities.

Box 3. Jamaica’s Reforms—Teacher’s Council Professional Development Activities

The Jamaica Teachers Council, currently being established, will be responsible for implementing professional development activities. These activities include: (a) Carrying out of training of teachers and administrative staff; (b) orienting teachers in the new licensing process and procedures; (c) conducting a review of the existing mentoring program;(d) in-service teacher training in areas required for licensing; and (e) publishing of a journal describing best practices in teaching and school leadership. These activities are being implemented through some 60 Quality Education Circles (QECs), which are being established across the country.

Figure 8. Types of professional development

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|--------------------|---------|--------|----------|-------|-----------|
| Observation visits | ✓ | | ✓ | ✓ | ✓ |
| Teacher networks | ✓ | | ✓ | ✓ | ✓ |
| School networks | ✓ | | ✓ | ✓ | ✓ |
| Research | ✓ | ✓ | | ✓ | ✓ |
| Mentoring/coaching | ✓ | | ✓ | ✓ | ✓ |

Source: SABER-Teachers data

Goal 8: Motivating teachers to perform

Emerging ●●○○

Adequate mechanisms to motivate teachers are a way for school systems to signal their seriousness in achieving education goals, make the teaching career attractive to competent individuals, and reward good performance while ensuring accountability.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) linking career opportunities to teachers’ performance; (2) having mechanisms to hold teachers accountable; (3) linking teacher compensation to performance.

(1) Promotion opportunities are linked to performance, and open-ended appointments are informed by performance history in Jamaica. There is a mandatory probation period for teachers before they are granted open-ended appointments, and performance on the job factors into whether or not teachers receive appointments.

(2) There are hardly any minimum mechanisms in place to hold teachers accountable. Until recently, in Jamaica, primary and secondary school teachers were not required to participate in professional development or performance evaluations as a requisite to remain in the profession. Requiring teachers to meet some standards in order to remain in the teaching profession can facilitate the removal of ineffective teachers. Teachers can, however, be dismissed on several grounds, including: absenteeism, misconduct, child abuse, incompetence, and poor performance.

(3) Teacher compensation is somewhat linked to performance. Performance reviews do not carry salary implications, but do matter for teacher promotion. High performing teachers do not receive monetary awards.

Figure 9. Mechanisms to hold teachers accountable

| | Jamaica | Mexico | Shanghai | Japan | Singapore |
|--------------------------|---------|--------|----------|-------|-----------|
| Professional development | | | ✓ | | |
| Performance Evaluations | | | ✓ | | ✓ |

Source: SABER-Teachers data

Policy Options

This SABER country report has offered a snapshot of Jamaica's key policies on teachers and how they compare with those of top global performers in education. Building on that diagnosis, this section offers some options for further strengthening the teacher policy framework.

Goal 1: Setting clear expectations for teachers

There are clear expectations for what students and teachers are supposed to do. Guidance on teachers' use of time, however, could be more focused on tasks related to school improvement.

- Define a statutory definition for teachers' working time. In accordance with the practice in higher-performing systems, this definition should include both time in the classroom and time spent on nonteaching activities, such as tasks related to improving instruction. Such activities might include providing support to other teachers, collaborating on school plans, or designing the curriculum—all tasks that could contribute to instructional improvement of the school.
- Set expectations for what percentage of teachers' working time should be dedicated to teaching and what percentage should be used for other necessary activities that may contribute to instructional improvement.

Goal 2: Attracting the best into teaching

Teachers are required to have qualifications formally on par with those of other professions. Teacher pay and career opportunities may be attractive to competent individuals, although working conditions may be less attractive.

- Career opportunities could be strengthened to attract talented individuals to the profession. In particular, teacher's pay and promotion opportunities could be better linked to teacher performance.
- Improve data collected on teachers' working conditions. Understanding teachers' working environments is imperative to understanding

teacher's classroom needs and improving the quality of teaching.

Goal 3: Preparing teachers with useful training and experience

There is an accreditation process with specified subject content for pre-service teacher training programs, but induction programs for teachers could be strengthened, requiring new teachers to have more classroom experience.

- Continue to support and strengthen the Teacher's Council and its efforts to improve teacher preparation.
- Ensure that the teacher management information system covers all teachers and tracks their performance over time.
- Teacher preparation needs to include more experience in the classroom. The more teachers are able to try out their pedagogical theories, subject matter knowledge, and classroom management skills on students, the better prepared they will be for their careers.

Goal 4: Matching teachers' skills with students' needs

There are untapped incentives to get teachers to work in hard-to-staff areas where living conditions available to teachers are less attractive and to teach critical shortage subjects.

- Work to continue identifying hard-to-staff schools and critical shortage subjects.
- Provide more incentives to teachers to teach and work in hard-to-staff schools. Incentives could include: promotion, higher salary, scholarships for education, or housing.
- Provide more incentives to teachers to teach critical shortage subjects in which there is an undersupply of available teachers.

Goal 5: Leading teachers with strong principals

Principals are not explicitly expected to act as instructional leaders, and programs to support the

development of principals' leadership skills could be strengthened.

- Continue to strengthen the National College for Education Leadership and the supervised internships for instructional improvement.
- Principal performance in Jamaica could be further enhanced by providing principals with specific coursework to promote leadership skills.

Goal 6: Monitoring teaching and learning

There are systems in place to monitor teacher performance that rely on multiple criteria. Student achievement data are collected, but it is unclear to what extent they inform teachers about their performance in the classroom.

- Ensure that Quality Education Cycles continue to provide student achievement data back to schools. In particular, data on student achievement should be provided to teachers, to improve their classroom performance.
- Ensure that the Teacher's Council assigns unique identification numbers to teachers to track them and their performance over time.

Goal 7: Supporting teachers to improve instruction

Teacher professional development includes some activities that are associated with instructional improvement. However, until recently teachers were not explicitly required to participate in professional development.

- Continue to require that primary and secondary school teachers participate in professional development activities each year. Research suggests that effective teacher professional development is collaborative and provides opportunities for the analysis of instructional practice, as opposed to one-time workshops or conferences.

Goal 8: Motivating teachers to perform

There are minimum mechanisms to hold teachers accountable, and teacher compensation and appointments are informed by performance.

- Improve mechanisms for holding teachers accountable. Continue requirements for professional development or additional performance evaluations for teachers who underperform who need it.
- Reward high-performing teachers with desirable incentives—monetary or otherwise.

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The Systems Approach for Better Education Results (SABER) initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of teacher policy.

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