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Chart 1. PISA Results, 2015

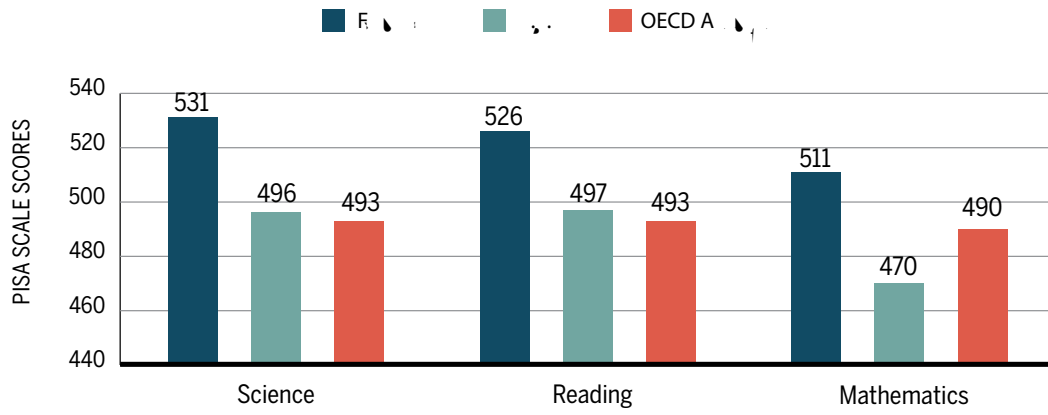
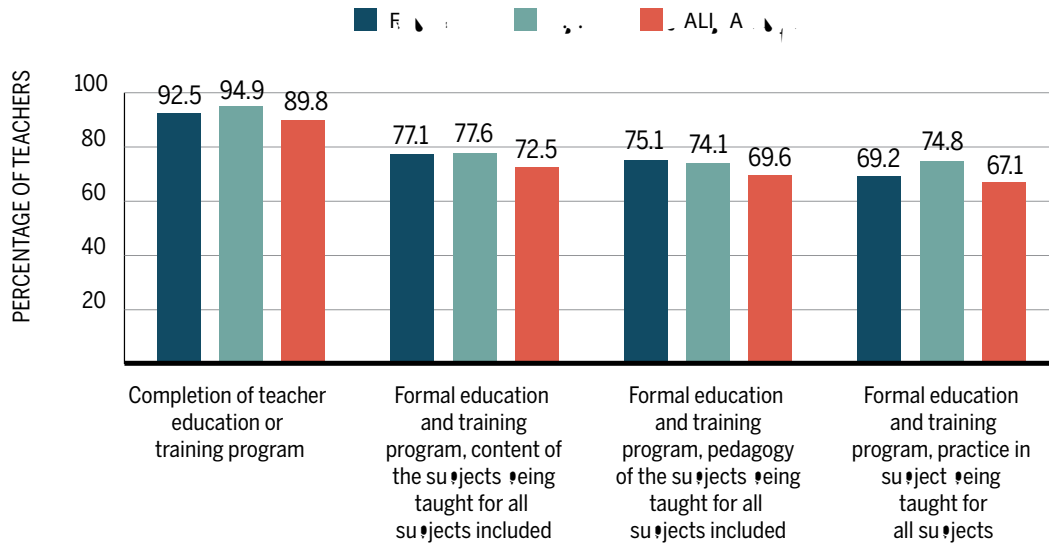


Chart 2. Completion and content of teacher education or training program



Percentage of lower secondary education teachers who completed a teacher education or training program and for whom the above elements were included in their formal education and training.

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 ... (Hanushek, 2011).
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ALTERNATIVE CERTIFICATION IN THE U.S.

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(Hanushek, 2014).

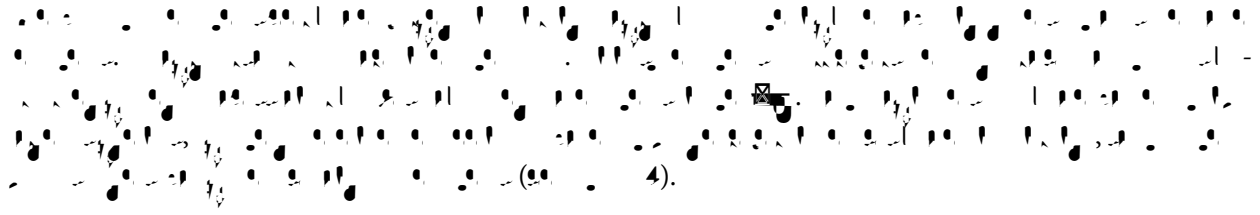
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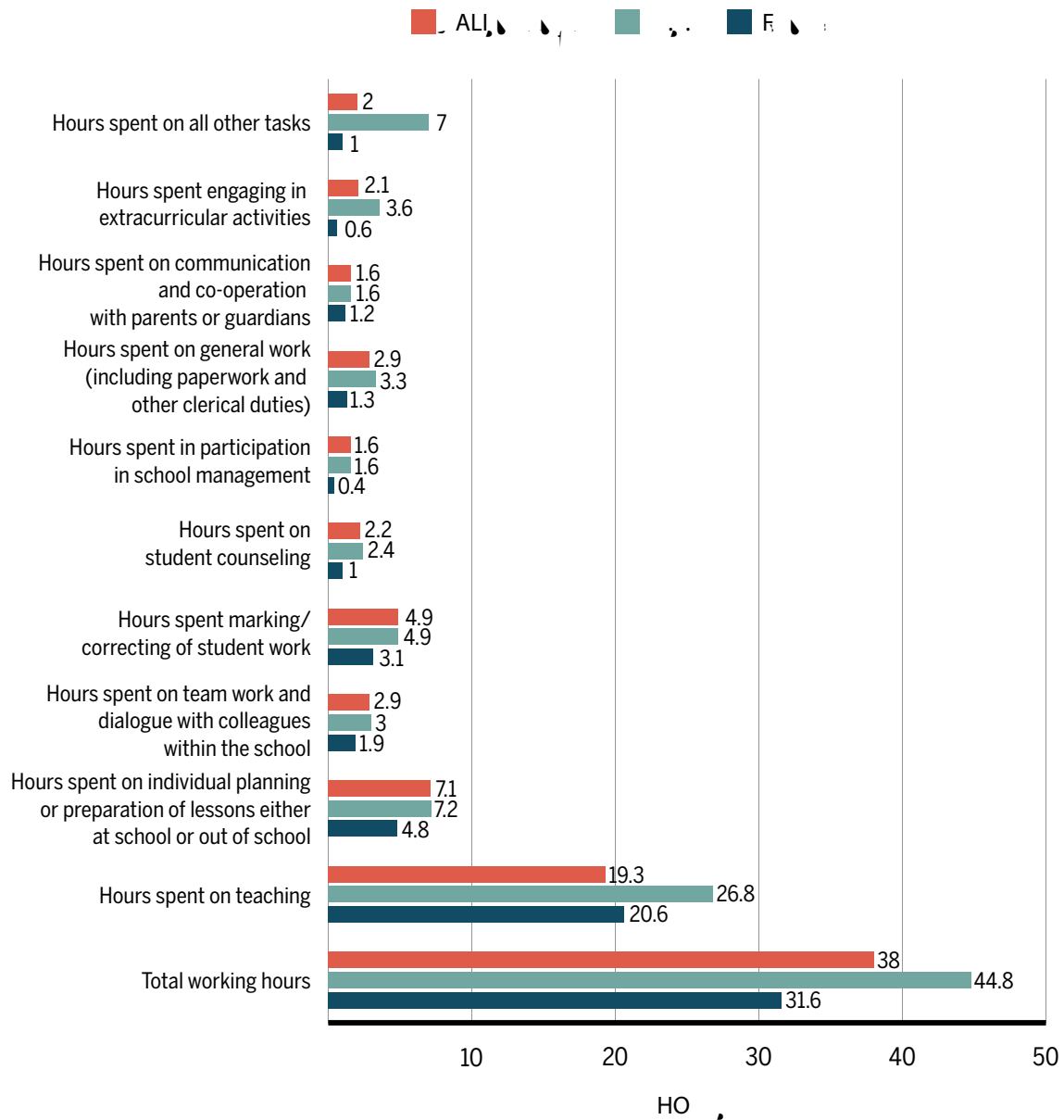
(Hanushek, 2014).

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DEMANDS ON TEACHERS' TIME

Chart 5. How teachers spend their time



Note: All schools include public and private schools. Hours are rounded to one decimal place.

As a result of the COVID-19 pandemic, teachers' working hours have decreased significantly. In 2020, the average number of hours spent on teaching was 19.3 for all schools, 26.8 for public schools, and 20.6 for private schools. This is a decrease from 2019, when the average number of hours spent on teaching was 20.6 for all schools, 26.8 for public schools, and 20.6 for private schools. The total working hours for all schools in 2020 was 38, compared to 44.8 in 2019. The largest decrease was in the hours spent on teaching, which decreased by 1.3 hours for all schools, 0.2 hours for public schools, and 0.2 hours for private schools. The largest increase was in the hours spent on individual planning or preparation of lessons, which increased by 0.1 hours for all schools, 0.1 hours for public schools, and 0.1 hours for private schools.

All of these factors are likely to contribute to the decline in the number of students who are enrolled in public schools. The decline in the number of students who are enrolled in public schools is likely to be even more pronounced in the future.

A significant factor in the decline in the number of students who are enrolled in public schools is the increase in the number of students who are enrolled in private schools. The increase in the number of students who are enrolled in private schools is likely to be even more pronounced in the future.

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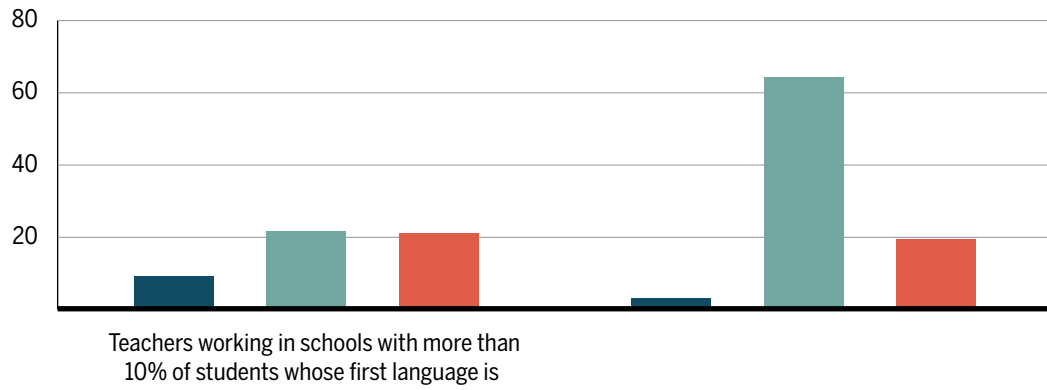
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11% of all teachers working in schools with more than 10% of students whose first language is not English. The percentage of teachers working in schools with more than 10% of students whose first language is not English is 11%.

STUDENT DEMOGRAPHICS



... 201... % 0-1 ...
 ... 0% ...
 ... 1.1% 0-1 ...
 ... (... , 201).

Al ...
 ...
 ...

Gaps persist between US English language learners and their peers

Chart 7. 4th Grade Reading, 1998-2017

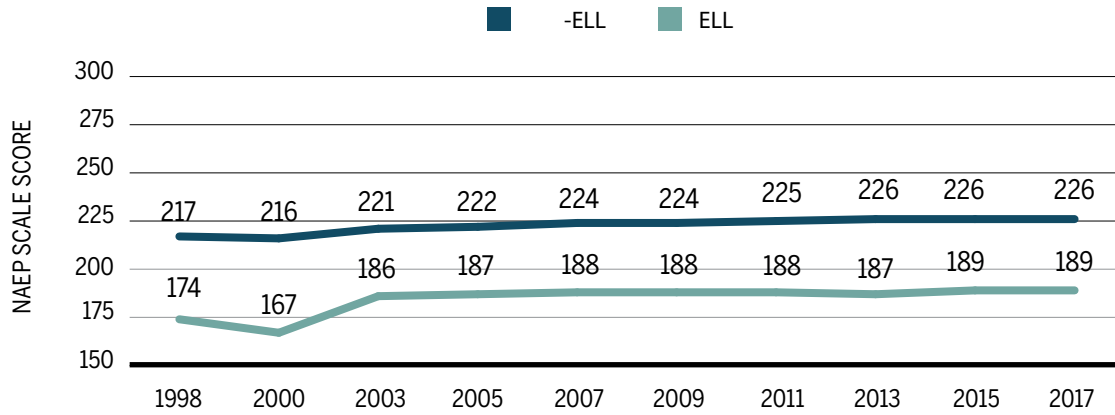
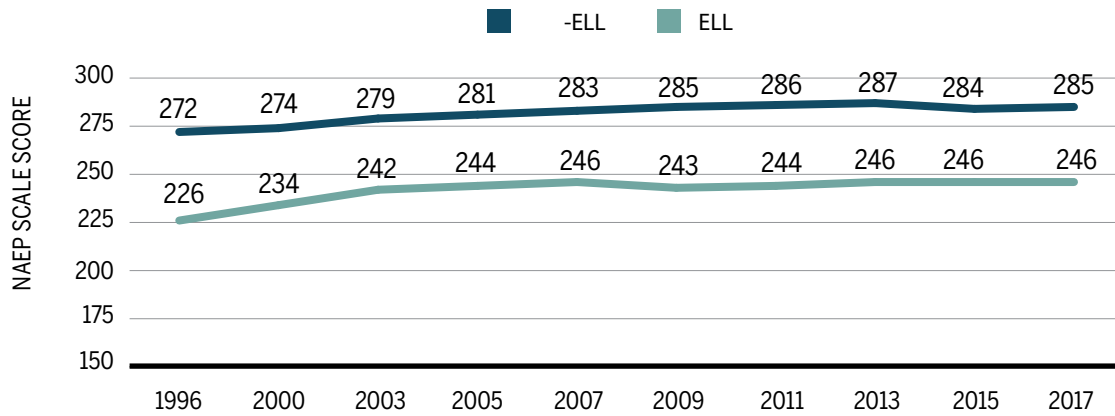


Chart 8. 8th Grade Math, 1996-2017



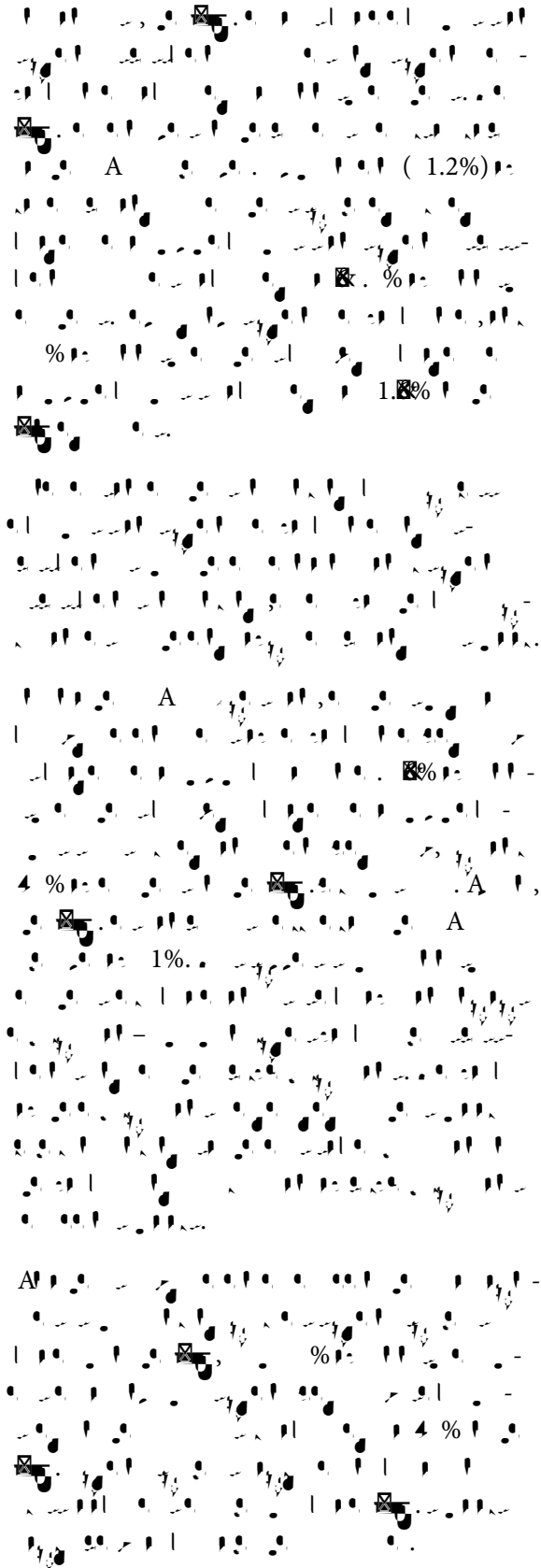
SOURCE: NCES, NAEP 2017

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METHODS OF FORMALLY APPRAISING TEACHERS AND USING STUDENT SURVEYS



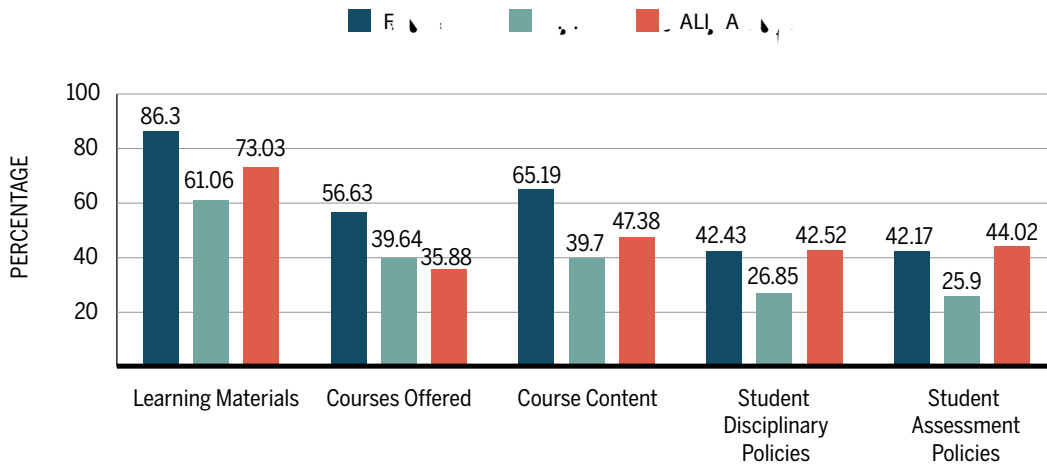


STUDENT SURVEYS PROVIDE TEACHER FEEDBACK

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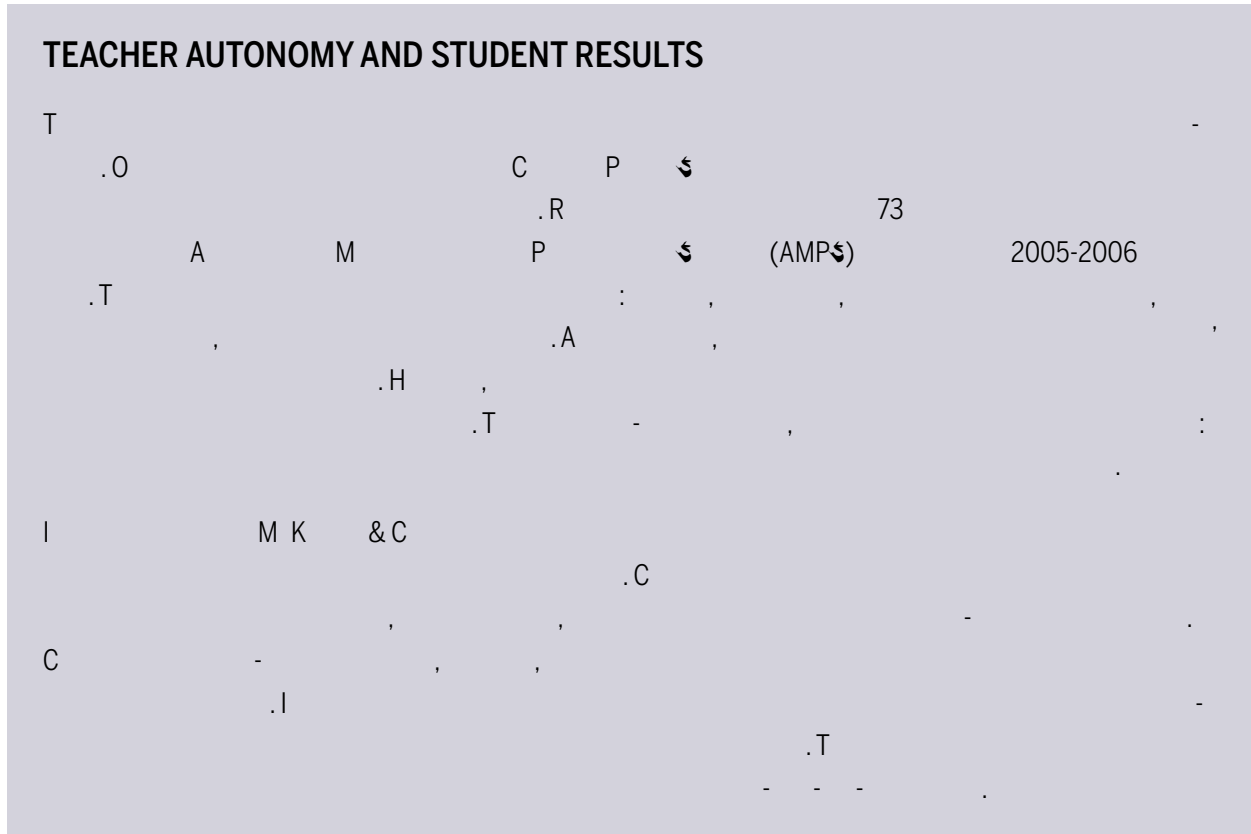
TEACHER AUTONOMY

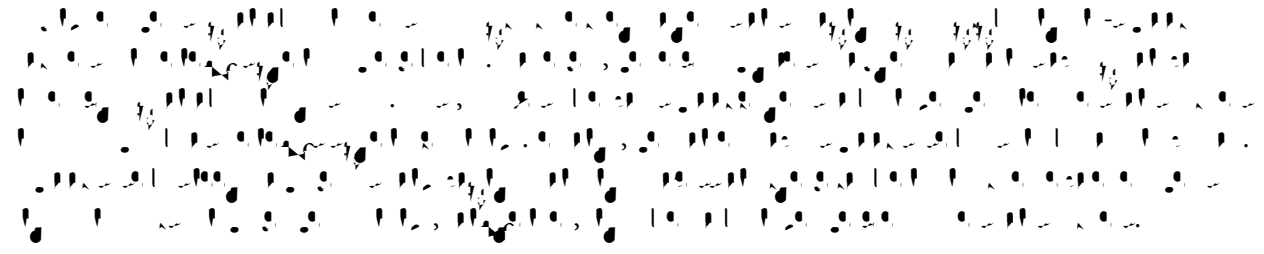
Chart 10. Teacher Autonomy



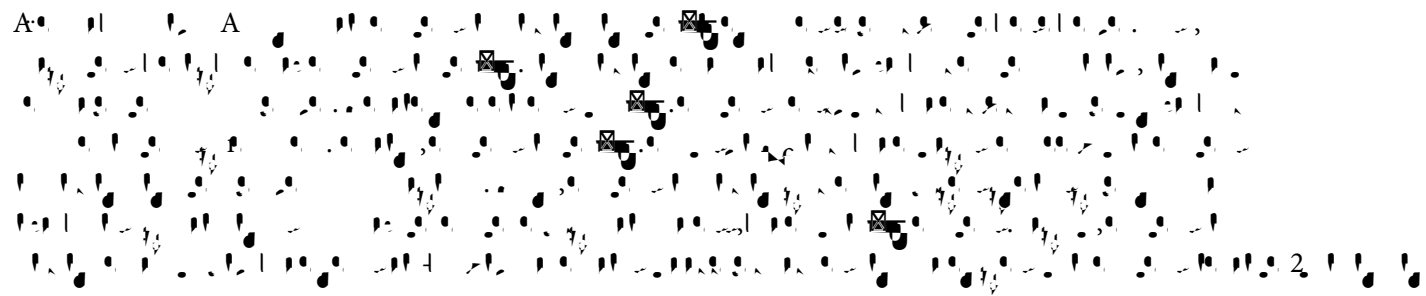
Percentage of lower secondary education teachers who decide the above instructional and organizational aspects for their school.

ALL





LESSONS FROM FINLAND



QUESTIONS FOR SCHOOL DISTRICT LEADERS:

1.  Musical notation for question 1, including a treble clef, a key signature of one flat, and a 4/4 time signature. The notation consists of a single staff with various notes, rests, and accidentals. A circled 'A' is present at the end of the staff. Below the staff, the number '40' is written.
2.  Musical notation for question 2, including a treble clef, a key signature of one flat, and a 4/4 time signature. The notation consists of a single staff with various notes, rests, and accidentals. A circled 'A' is present at the end of the staff.
4.  Musical notation for question 4, including a treble clef, a key signature of one flat, and a 4/4 time signature. The notation consists of a single staff with various notes, rests, and accidentals.

 Musical notation for the text at the bottom of the page, including a treble clef, a key signature of one flat, and a 4/4 time signature. The notation consists of a single staff with various notes, rests, and accidentals.

REFERENCES

Al-Sayid, M. (2000). The Role of the Teacher in the Development of the Learner's Self-Concept. *Journal of Educational Research*, 100, 2, 2-21.

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Al-Sayid, M. (2002). The Role of the Teacher in the Development of the Learner's Self-Concept. *Journal of Educational Research*, 102, 2, 2-21.

Al-Sayid, M. (2002). The Role of the Teacher in the Development of the Learner's Self-Concept. *Journal of Educational Research*, 102, 2, 2-21.

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The image shows three staves of handwritten musical notation. The notation is somewhat faint and appears to be a student's work. The first staff begins with a treble clef and contains several notes and rests, with the text "-Al" written to the right. A circled "1" is written below the first few notes. The second staff also begins with a treble clef and contains more notes and rests, with the text "(1)" written above the first few notes. Below the second staff, the letter "A" is written, followed by a circled "2". The third staff begins with a treble clef and contains notes and rests, with the text "(2012)" written above the first few notes. Below the third staff, a circled "2" is written.

About CPE

First system of musical notation. It consists of a single staff with a treble clef and a key signature of one flat. The music is written in a rhythmic style with many eighth and sixteenth notes. There are three square boxes with an 'X' inside, placed above specific notes in the first, second, and fourth measures. Below the staff, the lyrics ".c b, c d ca" are written.

Second system of musical notation. It consists of a single staff with a treble clef and a key signature of one flat. The music continues with a similar rhythmic style. There are two square boxes with an 'X' inside, placed above notes in the second and fourth measures. Below the staff, the lyrics "1 40, A (A) 0,000 A ba," are written.

