

## **Is There Any Use of Teacher Education? Implications from Teacher Effectiveness and Experience**

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**Abstract:** It has been long argued that it is easier to pick a good teacher than to train one, according to the findings by Chingos and Peterson (2011) on effectiveness of 46,257 (grades 6-8) and 37,774 (grades 4-5) on-the-job teachers in Florida. Observations analyzed by the two authors include the data from Florida Comprehensive Assessment Test (FCAT) required by all schoolers in Florida and the data from the Stanford Achievement Test, which is a nationally norm-referenced test. It compares teachers' experiences and observations of every student in Florida who took the state assessments from the school years 1999 to 2009, and concludes the correlates between teacher effectiveness and experience of teaching.

Based on the scores from FCAT, mathematics teacher effectiveness reaches its peak after 12 years then declines steadily, drops significantly after 20 years, and recedes to the level below average experience by 33-34 years. In reading teachers are able to maintain in the first two years, then decline slowly from there, and continue to drop to the level below average experience by 7-8 years. The two researchers conclude that neither holding a college major in education nor acquiring a master's degree is correlated with elementary and middle school teaching effectiveness, regardless of the university at which the degree was earned. Meanwhile, teachers generally do become more effective with a few years of teaching experience, but they also confirm that teachers may become less effective with experience, particularly later in their careers.

A question is - is there really no correlate of teacher effectiveness and experience? What can be inferred here is that the marginal utility of teacher effectiveness may decrease steadily alongside their teaching experience. Accompanying the increase of occupational burnout, the negative effect of teacher experience may overtake its positive effect. The effectiveness of senior teachers may be even weaker than that of less senior teachers. Therefore, how to relieve occupational burnout becomes the key to teacher development. The presenter will further detail and reflect on the practices of easing occupational burnout for on-the-job teachers in mainland China.