



Improving Teacher Quality: The U.S. Teaching Force in Global Context

Motoko Akiba, Gerald LeTendre

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This groundbreaking work examines teacher quality, work norms, and professional learning opportunities, using data from 15 countries. The authors compare and contrast the United States with two high-achieving countries Japan and Australia that have implemented very different approaches to improving teacher quality. Drawing on both large international data sets and ethnographic and small-scale studies, the book addresses critical questions:

- * How do teacher quality and teacher recruitment and hiring policies in the United States differ from those in other countries?
- * How do the working conditions of U.S. teachers differ from those of teachers in other countries?
- * How do U.S. teachers opportunities for professional learning differ from those of teachers in other countries?
- * How do the characteristics of the national teaching force influence student achievement?
- * What U.S. policies offer promise for improving teacher quality?

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