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Nota di contenuto	<p>TEACHER SUPPLY, DEMAND, AND QUALITY -- Copyright -- Contents -- Contributing Authors -- Acknowledgments -- I INTRODUCTION -- Introductory Remarks -- REFERENCE -- Conference Background -- The NCES Perspective -- Choosing Teachers and Choosing to Teach -- II SUMMARY -- Summary of Conference Proceedings -- INTRODUCTION -- OVERVIEW OF TEACHER SUPPLY, DEMAND, AND SHORTAGE -- Teacher Demand -- Teacher Supply -- Sources of Supply -- Teaching Force Composition -- Teaching Force Distribution -- Teacher Shortage Issues -- Quantity: A Nonproblem -- The Problem of Composition -- The Problem of Distribution -- Equilibrating Supply and Demand -- TEACHER QUALITY: A MAJOR POLICY ISSUE -- Dimensions of Quality -- Teacher Qualifications -- Tested Ability -- Demographic Matching of Teachers and Students -- Teacher Professionalism -- Classroom Teaching Practice -- Limits of Teacher Quality -- Teacher Quality: Information Needs and Suggestions for Action -- TSDQ PROJECTION MODELS -- Types of TSDQ Models -- Teacher Demand -- Teacher Retention and Attrition -- Entering Teachers -- Projection Models: Information Needs and Suggestions for Action -- TEACHER DATA BASES -- State Data Bases -- Regional Data Base -- National Data Bases -- Data Base Comparisons -- Data Bases: Suggestions for Action -- GENERAL SUGGESTIONS FOR ACTION -- REFERENCES -- NOTES -- III POLICY ISSUES -- The Problem of Improving Teacher Quality While Balancing Supply and Demand -- INTRODUCTION -- The Contemporary Version of Teacher Supply and Demand -- The Contemporary Version of High-Quality Classroom Practice -- POLICY EFFORTS TO IMPROVE THE SUPPLY OF QUALITY TEACHERS -- SUPPLY OF QUALITY CREDENTIALS -- How Important are Credentials? -- Policy Activity in This Area -- Implications for Data Collection -- SUPPLY OF TEACHERS WITH HIGH TESTED ABILITY -- How Important is Tested Ability? -- Policy Activity in this Area -- Implications for Data Collection -- SUPPLY OF DEMOGRAPHICALLY REPRESENTATIVE TEACHERS -- How Important is Demographic Representation? -- Policy Activity in this Area -- Implications for Data Collection -- SUPPLY AS A FUNCTION OF THE QUALITY OF PROFESSIONAL LIVES OF TEACHERS -- How Important is Quality of Professional Life? -- Policy Activity Promoting Quality Professional Life -- Implications for Data Collection -- SUPPLY OF HIGH-QUALITY CLASSROOM TEACHING PRACTICE -- How Important is the Quality of Classroom Teaching Practice? -- Policy Activity in this Area -- Implications for Data Collection -- SUMMARY -- REFERENCES -- NOTES -- Discussion -- DEMOGRAPHIC QUALITY -- PROFESSIONALISM DIMENSION -- CLASSROOM PRACTICE -- TEACHER QUALITY ISSUES AT THE FEDERAL LEVEL -- 101st Congress -- 102nd Congress -- FEDERAL DATA GATHERING -- REFERENCES -- NOTE -- Discussion -- REFERENCE -- General Discussion -- IV MODELS -- Models for Projecting Teacher Supply, Demand, and Quality: An Assessment of the State of the Art -- INTRODUCTION -- Teacher Supply-Demand Models and their Characteristics -- Purpose and Scope -- Organization -- MODELS OF THE DEMAND FOR TEACHERS -- Considerations in Modeling Demand -- The Definition of Demand -- The Relationship Between Demand and Employment -- Disaggregation by Field of Teaching -- The Demand for Teacher Quality -- National</p>

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