

HOW DOES TEACHER PAY COMPARE? METHODOLOGICAL CHALLENGES AND ANSWERS pdf

1: How Does Teacher Pay Compare? Methodological Challenges and Answers – NYU Scholars

Methodological Challenges and Answers Book and compare teacher pay with pay in these professions as an additional way to track teachers' pay relative to that of.

Furthermore, the addition of retiree health care does not by itself close the pay gap between public school teachers and comparable private-sector workers, which the authors initially estimate at The cost to employers vs. They inappropriately equate the latter with the often much higher cost to individuals of obtaining equivalent benefits. When assessing the value of fringe benefits, researchers may be interested in the cost to employers with or without taking into account indirect costs and benefits, such as employee retention ; the value to employees; or the cost of purchasing similar benefits in the private market. Large private employers and the government are often able to provide insurance and pension benefits at much lower cost than individuals can purchase the same benefits for themselves, which is one of the main reasons these benefits are provided by employers in the first place there may also be tax advantages as well as workforce management considerations. Large employers and government entities are better equipped to assume many risks than are individuals because individual longevity and medical risks can be reduced or even eliminated by pooling. This is a basic tenet of insurance: Costs fall as pool size increases. This asymmetry, plus economies of scale in administration and the elimination of adverse-selection problems that drive up costs in the individual insurance market because insurers assume that sicker individuals are more likely to purchase health and life insurance and healthier individuals are more likely to purchase life annuities , make employer-provided pension and insurance benefits a very cost-effective component of employee compensation for large employers. That is, the value to workers is greater than the cost to employers. Though the value to workers is generally higher than the cost to employers, this does not mean that the value to employees is the relevant measure, nor that the value to employees is the same as the cost of purchasing benefits in the individual insurance market, as Richwine and Biggs seem to suggest. Many workers would purchase less-generous benefits or forgo them entirely if required to purchase them at the higher cost. It is far from clear that it is the value of benefits to workers that is of interest in this case. This is what most researchers focus on, including Richwine and Biggs – though not consistently. For example, they arbitrarily value retiree health benefits which are more common in the public sector at the higher cost of purchasing equivalent insurance in the private market. They do not, however, make the same adjustment for group health insurance for active workers, nor for disability and life insurance provided through Social Security. Since many teachers are not covered by Social Security, the latter adjustment would tend to increase private-sector pay relative to teacher pay. Richwine and Biggs do not explain this inconsistency, giving the impression that they choose among measures with an eye to inflating teacher compensation. The perceived value of benefits to workers may be relevant if, say, certain benefits are valued more than others relative to their direct cost, and if this affects recruitment and retention. In any case, the value to workers is not the same as the cost of purchasing equivalent benefits in the individual market, which is irrelevant. This also raises the issue of why public-sector employers would take greater advantage of the difference between the direct cost of providing certain benefits and their presumably higher value to workers. Advocates of high-road employment practices and social insurance might argue that the full value of employer- and government-provided benefits is not fully recognized by private-sector employers. However, this is an odd position coming from the Heritage Foundation and the American Enterprise Institute, organizations that tend to view the private sector as more efficient, and favor shifting the cost and risk of retirement and health care to individuals. The present value of future benefits The problem of distinguishing between the cost to employers and the value to workers is compounded in the case of future retiree benefits by the fact that these benefits are uncertain and that they must be translated to present values. By selectively focusing on the supposed value to workers rather than the direct cost to employers, and by placing a very high value on pension guarantees, Richwine and Biggs value

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pension benefits at triple their direct cost to employers. Admittedly, valuing retiree benefits is a complicated task. First, future benefits must be estimated, and these estimates are sensitive to underlying assumptions. The future value of pension benefits, for example, depends in part on salary projections, because service credits are usually multiplied by a percentage of final pay rather than current pay. Similarly, the future value of retiree health benefits depends not only on projected health care costs, but also on whether the benefits will even exist when workers retire. Unlike accrued pension benefits, which are generally protected by law, retiree health benefits may be reduced or eliminated at any time, with the possible exception of those covered by a collective bargaining agreement. Second, future benefits must be translated into present values. In the case of retiree benefits that are funded in advance including traditional pension benefits and some retiree health benefits, this is equivalent to asking how much employers need to contribute to a trust today to pay for benefits in the future, which depends on investment returns. Pension benefits The problem of translating future benefits to present values looms especially large in the case of pension benefits. Rather, they argue that since returns are uncertain, the yardstick should be the so-called risk-free rate—the long-run return on Treasury securities—which is roughly half the expected return on pension fund assets. Most economists, including Richwine and Biggs, agree that the risk-free rate is much lower than the expected return on actual pension fund assets, which are invested in balanced portfolios that include stocks. Neither Richwine nor Biggs denies the existence of an equity premium a higher expected return on stocks than the risk-free rate, and Biggs has been bullish on stock returns in other contexts Biggs However, Richwine and Biggs point out that economists would use the risk-free rate, rather than the expected return, to determine how much employers or workers would need to set aside to guarantee a similar retirement benefit. The question boils down to which measure is appropriate in this context. As with benefits for active workers, the issue can be framed as the difference among the direct cost to employers, the total direct and indirect cost to employers net of any benefits received, the value of these benefits to workers, and the price of equivalent benefits purchased by individuals. This is the best estimate of how much employers need to contribute today to pay for future benefits. The measure preferred by Richwine and Biggs, however, is the largest value: Richwine and Biggs also interpret this as the total cost to employers, and by extension to taxpayers, including not just the direct cost of pension contributions but also the indirect cost of assuming financial risk. The two measures would be the same if employers notably public employers were as risk-averse as other investors, and if there were no other indirect costs and benefits to consider, such as employee retention. However, neither of these conditions holds; public employers are properly less risk-averse than most investors especially individual investors, and pensions promote employee retention. Richwine and Biggs would have a stronger case for putting a high price tag on the indirect cost of guaranteeing benefits if volatility in pension fund investment returns translated into large swings in state and local taxes. But pension funds are designed to absorb financial market volatility that is, to diversify across time, not just across assets, since in any given year benefit outlays are typically a small fraction of assets. This allows pension funds to ride out bull and bear markets, unlike individual savers, who need to tap all their retirement funds over a specified time period. In the real world, when public employers face increases in pension costs large enough to warrant taxpayer concern, it is almost always because elected officials have neglected pension contributions, a problem that using the risk-free discount rate does not address. Even including funds to which elected officials neglected to make required pension contributions, as some did during the stock market bubble, a study by the Center for Retirement Research notes that contributions will need to rise by less than a third from 3. Though this is a significant increase in the wake of a severe downturn, it does not appear to justify tripling pension contributions to reduce similar risks in the future, especially considering that a significant share of current unfunded liabilities is due to underpayment as opposed to market volatility. Furthermore, some of the risk of public pension funding falls on teachers and other workers, who typically pay for a portion of their benefits out of their paychecks. Though employee contributions are generally fixed in the short run, they often rise in the event of significant underfunding. In 2011, public employees in 18 states saw increases in employee contributions, not including increases that

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only affected new hires Snell In addition, other forms of compensation may be cut back, such as salaries which factor into pension benefits. Traditional pension benefit structures inhibit mobility, since teachers who move frequently will tend to receive lower pensions than those who remain within one school district. This is a plus for employers and a minus for workers, who may pay a penalty if they want to change jobs. Conversely, the fact that employers assume financial and longevity risks associated with saving and investing for retirement is a plus for workers and a minus for employers. But large employers with long-term investment horizons, especially government entities, are much better equipped to assume these risks than individuals.

Retiree health benefits While it is difficult to assign a value to future pension benefits, it is even more difficult to gauge the value of health benefits for future retirees. Richwine and Biggs correctly point out that retiree health benefits are not included in the NCS. Based on a small sample of plans, they estimate the cost of these benefits at 8 percent of pay, comparable to the 7. Richwine and Biggs ignore not just the likelihood that some retiree health benefits will be cut, but also the uncertainty of these cutbacks, which, if Richwine and Biggs were consistent in their treatment of risk, would itself impose a cost on teachers. In addition, Keefe notes that these benefits are sometimes paid for through pension contributions, so there is the possibility of double counting. Rather than adjusting their estimate downward, however, Richwine and Biggs inappropriately inflate it to 10 percent of pay based on the fact that these benefits would be more costly to purchase in the individual market. This is a grossly flawed measure, as discussed earlier. Though retiree health is the one area where the NCS does understate the cost of employee benefits, especially for teachers and other public-sector workers, Munnell et al. Admittedly, the problem of how to estimate the cost of future retiree health benefits is a difficult one, both because future health care costs are unknown and because these benefits may be cut back or eliminated at any time. For this reason, employers were not obliged to account for these future benefits as a liability on their balance sheets until recently. They value this benefit at Richwine and Biggs claim to have stumbled upon the issue of work-year leave in a footnote, even though the pertinent information is right in the body of the short Bureau of Labor Statistics article they cite Schumann They do not explain why they do this, though they imply it is because the CPS earnings data are unreliable that is, the shorter work year is not consistently taken into account. If so, this is a problem for their overall analysis. That is, they find that teachers are paid In practice, labor markets are far from perfectly competitive, and research often turns up results that seem to contradict this theory e. Richwine and Biggs treat job security as a form of compensation, akin to a fringe benefit, though many economists would treat it as a compensating differential. There are many reasons why turnover might be lower in some jobs than others, and only some of these could possibly be considered as equivalent to an employee benefit. In the case of teachers, a large body of research finds that employee retention is very valuable to schools because teachers with at least three to five years of experience are much more effective than less experienced teachers Boivie The longer a teacher stays within a school system, the easier it is for the employer to recoup the sunk costs of on-the-job training. This fact is not lost on school systems, as pensions and pay scales are designed to promote teacher retention through their years of peak effectiveness. Since reducing turnover is an explicit goal of teacher pensions, teacher retention should be counted against the cost of teacher benefits, not added to them. At the very least, it should not be considered an added cost to taxpayers. In any case, Richwine and Biggs do not come close to proving that teachers have more job security than equally skilled private-sector workers, especially given recent mass layoffs in many school districts. Though Richwine and Biggs cite anecdotal evidence about incompetent teachers who manage to keep their jobs, there are also incompetent workers in the private sector, and Richwine and Biggs offer no evidence that incompetence is more tolerated in the public sector. Richwine and Biggs also compare the drop in public education employment to the overall decline in private-sector employment in the recent downturn, but this is not a valid comparison since teachers should be compared to similarly skilled workers, not the entire private-sector workforce. Finally, Richwine and Biggs compare unemployment rates from 10 for occupations comparable to teaching. This is more pertinent than the comparison with all private-sector workers, though it still does not prove that teachers have more job security, or even job stability, than

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comparable workers. Keefe points out that differences in unemployment rates reflect not just the probability of job loss, but also the probability of new entrants obtaining a job in the first place. Keefe also points out that to put a dollar value on job security, as Richwine and Biggs do, you would normally start by showing that people are willing to accept lower pay in exchange for a decreased likelihood of being laid off, though Keefe finds no empirical support for this compensating differential across occupations. Even if teachers enjoyed more job security than comparable workers and were willing to forgo some pay in exchange, this begs the question of why Richwine and Biggs only attempt to put a monetary value on this single job characteristic, especially since they allude to others in the paper. Some teachers may also prefer to teach elite students or students of the same religion. Furthermore, it would be a mistake to assume that school systems could further reduce teacher salaries or benefits relative to those of comparable occupations without affecting recruitment and retention. CPS and NCS data show that teachers earn significantly less in wage and salary compensation than comparable private-sector workers or those employed in large establishments, taking into account summer breaks and other differences in time spent at work. Meanwhile, NCS data show that they receive similar benefits to large-establishment workers, even though teachers are likely to be much better educated, on average. The NCS data does not include the cost of retiree health benefits, which is hard to project with any degree of confidence. Whether or not retiree health benefits close the pay gap, the authors certainly do not prove that teachers are overpaid, let alone overpaid by half. Even if indirect costs and benefits are taken into account, Richwine and Biggs are highly selective in which of these costs and benefits to include, and improperly conflate the cost to individuals of purchasing similar benefits with the generally much lower cost to employers. In particular, Richwine and Biggs triple the cost of teacher pensions by using a risk-free rate to value pension benefits, which they equate with the cost to individual investors of funding equivalent benefits. While employers assume financial risks with defined benefit pensions, Richwine and Biggs do not take into account other indirect costs and benefits of these pensions, such as employee retention. The difference between the cost to employers and the value to workers of some benefits may help explain why public-sector workers appear willing to work for less pay.

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2: Teaching Students with ADHD/ADD: Tips for Teachers to Help Students with ADHD Succeed at School

How Does Teacher Pay Compare? reviews recent analyses of relative teacher compensation and provides a detailed analysis of trends in the relative weekly pay of elementary and secondary school teachers. It finds that teacher compensation lags that of workers with similar education and experience, as well as that of workers with comparable skill.

Wyoming Why do effective teachers make effective principals? As a principal, communication and interpersonal skills are key to a rewarding and successful career in a leadership position. A career as a principal is somewhat similar, but on a much larger scale. Many teachers are nervous at the prospect of leaving their familiar classrooms to enter the world of administration, but the reality is that they are the ones best suited to take these roles. While focus shifts from helping students to helping teachers, principals need the same positive attitude that teachers bring to the classroom. The goal of every school is to provide quality education to every student, and principals must be prepared to promote these goals through leadership, discovering which methods best deliver on this promise. Effective principals are aware of student progress, as well as the best methods of teaching and reaching their students. As leaders of their schools, principals must help guide curriculum development with the teachers, providing insight and leadership to meet both student and teacher needs. In order to provide this insight, principals need to understand what constitutes effective and ineffective teaching methods and practices, and communicate these to the teachers. So how would a principal understand the best teaching techniques? The most obvious way is through gaining experience as teachers in the classroom. Much like teachers, principals must have strong leadership skills to harness available school resources. Effective principals understand how to direct teachers and other employees to implement school-wide programs despite challenges in budget. Teachers accomplish similar leadership goals in the classroom. Effective teachers are able to lead their students in teacher-led discussion and debate, maintaining order and keeping the class on-task. Principals exemplify these same leadership skills when helping teachers manage classroom resources. One of the major job responsibilities of principals is the management of school resources. Teachers are familiar with having to perform more with less, so principals with past teaching experience are well-suited to make difficult decisions in the face of budget cuts. When money is tight, principals must be prepared to decide which services are necessary, and how to combine programs to increase efficiency. Like their teacher employees, principals must also manage time and plan effectively to implement goals for the year. For schools in need of additional funding, the principal is at the forefront of fundraising. The principal must champion his or her school, rallying support for increases in funding or donations. By balancing class activities, group discussion, grading, and tests, teachers understand how to manage time effectively. Similarly, future principals must become even better multi-taskers, sometimes taking on multiple projects at once while maintaining their designated duties. Principals must not only prepare to manage their teachers and other staff members, but must also plan school events, call in repairs for malfunctioning equipment, ensure the smooth operation of daily school activities, engage in discipline management, participate in community relations, and deal with emergencies that crop up from time to time. Given the huge range of duties and responsibilities principals have, they also share one other major quality teachers learn through experience: Much like teachers, principals must remain positive and ready to meet challenges head-on, posing multiple solutions to problems that arise every day. Teachers understand that they must never give up on a student, and must always try their hardest to help the child learn and grow. Principals should also share that feeling of perseverance with their teachers unless the teacher is simply incompetent, supporting them during challenges, discovering new and innovative teaching methods, and implementing school-wide changes despite student opposition. Transitioning to administration For teachers looking toward the next step on their career path, school administration might seem like a natural leap forward. With their previous school knowledge and teaching experience, these individuals are perfectly suited to lead their schools to success.

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Teachers want experienced principals Even most teachers agree that previous experience as a teacher is one of the most desirable characteristics of principals. Ballou and Podgursky noted that principals who had spent more than 15 years as teachers received higher marks than principals who had spent less time. Even years of administrative experience at other schools did not score higher than previous teaching experience in terms of importance for teachers. With more teachers placing more importance on principals who can identify with their problems and concerns, while providing advice about teaching practices, the most effective principals have the necessary background to meet these needs.

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3: 5 New Approaches to Teaching and Learning: The Next Frontier | HuffPost

Methodological Challenges and Answers. Economic Policy Institute, Washington DC. Economic Policy Institute, Washington DC. Allegretto S, Corcoran S, Mishel L.

Little did I know I would be reading that book every. Luckily, the book itself is quite hilarious, with an imaginative premise and delightful artwork. Going Bananas with Pairs , has children consider how two things are alike With every passing night that I read this to my toddlers, I knew I wanted to use it in a compare and contrast lesson with big kids. This book is sure to please even the older crowd because of its antics, and I just LOVE incorporating picture books into lessons. The book would be perfect for an introduction to the concept of comparing and contrasting using similarities and differences. Even though it only asks for how the two items are alike, you can challenge students to think of differences too before you turn the page and get to the funny similarity. Here is an anchor chart example to use with the book: After going through the first six pages together, I made a worksheet for the students to finish out the book with less guidance. Continue reading the book, but before you reveal the funny similarity, have students brainstorm similarities and differences on their own or in their small groups. After the book, consider doing a journal entry with students in their reading notebooks! Here is an example of mine. The pool and beach comparisons would lend themselves well to learning to write a compare and contrast paragraph as well. Finally, differentiated task cards are a perfect way to transition into comparing and contrasting from longer reading passages. These differentiated compare and contrast task cards are available in my Teachers Pay Teachers store. You can purchase these task cards by clicking [HERE](#). There are five different types of cards in this set that progress from easiest to more difficult. They start having students compare pictures based solely on the qualities of the picture. Then, they look at a picture and compare it to something they know in their life. You can see in the above picture that there is a picture of the Golden Gate Bridge. Students make a list of how it is the same and different as what they see out their window right now. The third type of card has students decide whether something is being compared or contrasted--is the writer noting a similarity or a difference? The fourth card has students list similarities and differences between two things or items a pencil and a marker before finally reading a short passage and answering questions on the last type of card. This is a great way to differentiate or scaffold student learning! Here is a picture of the set up before students work on it. Each group there are enough cards for 4 or 5 groups to all have different cards if you want them to progress through the 5 task cards on chart paper. Of course this is just the tip of the ice berg of teaching this skill. Your next step is comparing and contrasting two books, including the settings, characters, ideas, changes, etc. These activities will get you will on your way to that! What ideas do you have for teaching students to compare and contrast? Please share them in the comments!

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4: What Is the Teacher's Job When Teaching?

The No Child Left Behind Act imposes sanctions on schools if the fraction of any of five racial groups of students demonstrating proficiency on a high stakes exam falls below a statewide pass rate.

Share via Email Private or state schools? The glass wall that exists between both sectors should be more open, says Orla Douglas. After teaching in private and maintained schools, I began thinking about the differences between the two. I began teaching several years ago, through a graduate programme that targeted underperforming state schools in challenging circumstances. Teach First teachers are trained to deal with poor behaviour, schools going through rapid change and also the difficulties of teaching with limited resources. Despite our training the first year of teaching was a shock to my system. The long hours I needed to plan lessons, the long working day and the tumultuous lesson-to-lesson transition made for an exhausting career choice. But like many other Teach First teachers, I really enjoyed my work. I felt so motivated by the mission of Teach First, and genuinely wanted to make a difference. I had good relationships with the children I taught, some who lived in terrible conditions, and tried to deal with the regular bad behaviour in my school with positivity and care. I was promoted and began managing a section of the citizenship department and nine other teachers. But as a trained geography teacher I yearned to teach students about my subject. The school then decided to wipe humanities completely from its curriculum. At this point I decided to leave. When I resigned there were limited jobs available, as the credit crunch had just begun to bite. Having been completely bowled over during my interview, I accepted a job in an impressive private school. This was a system completely unknown to me, and the decision to accept the job sat rather uneasily with me at the time. I had never experienced any independent education. As a complete novice, stepping into a marble hallway, enormous classrooms and beautiful grounds, I felt that I should jump at the chance to see the other side of education. I wanted to find out what all the fuss was about. By the end of my first term, I had discovered a series of clear differences between state and private schools, and over the past few years have gradually acclimatised to my new working environment. Yet I still wanted to return to the state sector, despite the lucrative pay and promotion prospects. What is it that I miss? During one lesson in my first term in the private school, having set a question for students to answer, I noticed that no one was working. I asked why, and a student replied: Quite reasonable, you might think. Teachers should provide support for students in passing exams, and help them to obtain the best grade possible. But at this school it seemed like most teachers taught direct answers to exam questions on a regular basis. They went through the answer using long sheets containing facts, details and plans for the answer they had to write. Put simply, if you wanted students to complete any work you needed to tell them exactly what to include. I had not expected such apathy, in fact, I had been given the impression that this school was high achieving. On the other hand, pastoral care was given highest priority. Every child belonged to a house. Within the house, tutors and masters gave detailed and thoughtful care to each child. Any child experiencing loss, divorce, illness or eating disorders was supported. I was so impressed by the anti-bullying initiative in place, which worked incredibly well. At the previous school I worked in, teachers looked after students. Here, the ratio was similar. In fact, 40 staff took care of over students. Fewer teachers seemed to achieve more, having proper time in the morning and afternoon to oversee each of their tutees. Report cards were read by tutors, as well as three other more senior house members and each child was interviewed once a term about each subject. Pastoral care was geared towards students becoming well-rounded young adults. Keeping the parents happy meant really nurturing students, encouraging them to enjoy and achieve at school. I certainly noticed that assemblies were geared towards developing values such as teamwork, respect and individual responsibility. Students were constantly reassured, encouraged and given guidance. My previous school had assemblies much less often, and they were usually run by a tired out deputy head who spent much of the assembly telling students off. The focus in the academy had always been on Ofsted. The senior management focused on generating outstanding lessons and good pass rates. Every C grade

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possible was crucial. Countless hours and meetings were spent devising new ways to boost grades, to boost funding, to keep Ofsted at bay. We would often meet for hours after school in departments, poring over spreadsheets and discussing endless interventions for students who might slip below a C. Weekly walkthroughs put less able teachers on their toes and any unsatisfactory observations could have result in a disciplinary. However, in the independent sector the focus is instead on the pastoral. Keeping the students and their families content was most important, providing a rounded and caring education took precedent. This interesting difference struck me as very significant. Children in state schools were used to independent learning, group work and did not expect teachers to lecture them on exam technique. In the private sector, students were surprisingly dependent on what teachers could tell them. If the private school fell down on grades, then that mattered less than how well socialised the students were. The focus from management seemed to be very different in each of the two schools. Why are the doors between teachers in private and state schools so often closed to each other? The glass wall that exists between the two should be more open, they could certainly learn a lot from each other. Orla Douglas trained with Teach First and now teaches at an independent school. She writes under a pseudonym. This content is brought to you by Guardian Professional. Sign up to the Guardian Teacher Network to get access to more than , pages of teaching resources and join our growing community. Looking for your next role? See our Guardian jobs for schools site for thousands of the latest teaching, leadership and support jobs Topics.

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5: Motivating teachers to improve instruction

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Yet, mounting evidence suggests that many U. The widespread desire in recent years to cut class sizes while simultaneously raising the quality of teachers through such measures as No Child Left Behind has made the recruiting task only that much more difficult. For decades, researchers have asked whether teacher compensation has kept pace with outside job opportunities, and whether compensation is sufficiently competitive to attract the quality of instructors desired. While the popular view is that teacher pay is relatively low and has not kept up with comparable professions over time, new claims suggest that teachers are actually well compensated when work hours, weeks of work, or benefits packages are taken into account. In this report, we review recent analyses of relative teacher compensation, examine some of the ways in which the conclusions of these analyses differ, and provide our own detailed analysis of trends in the relative weekly pay of elementary and secondary school teachers. Last, we examine the data on hourly wages for teachers and other occupations found in the new National Compensation Survey NCS , which is the basis for some new claims that teacher pay matches or exceeds the pay of comparable professions. Our examination of the NCS methodology for determining hourly wages concludes that it is an inappropriate source of data for comparing teacher pay to that of other professions. Since teacher wages relative to those of other similar workers have dropped Because teachers worked more hours per week, the hourly wage disadvantage was an even larger Teachers have less premium pay overtime and shift pay, for example , less paid leave, and fewer wage bonuses than do other professionals. Teacher benefits have not improved relative to other professionals since the earliest data we have on benefits , so the growth in the teacher wage disadvantage has not been offset by improved benefits. Based on a commonly used wage measure that is similar to the W-2 wages reported to the IRS and used in our analyses , teachers in received These better benefits somewhat offse t the teacher wage disadvantage but only to a modest extent. Our examination of these data show that the vast differences in the way work time is measured in the NCS for teachers K, as well as university professors, airline pilots, and others and workers following a more traditional year-round schedule preclude an accurate comparison of teacher hourly wages relative to those of other professionals. These inconsistencies in work hour measurement hours per week, weeks per year in the NCS are so large as to obscure a About the Authors Sylvia A. Allegretto is an economist at the Economic Policy Institute. Her areas of research include unemployment, income inequality, and family budgets, and she is a co-author of The State of Working America She received a Ph. Corcoran is an assistant professor of economics at California State University, Sacramento and a research associate of the Economic Policy Institute. His research interests include state and local public finance, the economics of education, and applied econometrics. Lawrence Mishel joined the Economic Policy Institute in and has been its president since His areas of research include wage determination, industrial relations, productivity and competitiveness, income inequality, and growth.

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6: How Does Teacher Pay Compare? Methodological Challenges and Answers | Economic Policy Institute

Sylvia A. Allegretto, Sean P. Corcoran and Lawrence Mishel, How does teacher pay compare? Methodological challenges and answers, Economic Policy Institute, Washington, DC () ISBN 58pp.

For many students, art classes provided in school are the primary source of art education and are therefore an essential part of public school core curriculum. In many schools, art programs seek to establish skills in crafts, design, painting and other forms of visual expression. For elementary school students, art classes seek to foster interest as well as skill in many different forms of art. The art teacher usually has the freedom to design their own classes, but in general, classes will include basic drawing, painting and crafts. In middle school, classes continue to help students improve basic artistic skills, while introducing concepts in art history. At this level, lessons are still basic and intended to establish a solid foundation in skill and history. In high school, art classes expand to include other visual medium, such as video, photography and even graphic design. Art theory is also introduced at this level, and the subject becomes more of a serious academic study than an activity. Still, it is equally important to the development of a well-rounded student. Dance is usually offered as an elective, and a number of new initiatives have helped to strengthen the place of dance in schools and have led to an increase in extracurricular dance clubs. Dance can additionally be taught as part of a physical education program. Teaching Drama Like dance, drama is a form of art that is not a mandatory part of the curriculum, but still can play a very important roll in the development of students. Drama, or theater, is usually offered as an elective or an extracurricular activity, and is concerned with instilling students with an aptitude for acting in a variety of styles, methods and techniques. Drama teachers train students to communicate, control and project their voices, and present themselves. In elementary school, drama usually takes the form of school pageants or skits organized by teachers to educate students about teamwork, creativity and oftentimes literature. In middle school or high schools, full-length plays or musicals are orchestrated by students and their drama teachers in cooperation. Here, students can be exposed to drama as an elective or as part of an English class. Many drama clubs are supervised by an instructor who teaches in another subject and volunteers for the role. This is often an English teacher or other educator who has a measure of experience with literature and drama. Some schools, however, employ a drama teacher on a full-time basis.

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7: Becoming a School Principal | Transitioning from Teaching to Administration

compare teachers with private-sector workers with much lower educational attainment How Does Teacher Pay Compare? Methodological Challenges and Answers.

Motivating Teachers to Improve Instruction Motivating teachers to improve instruction In the last two decades of education reform, teachers have been viewed as central to both the problems of education and their solutions. Education researchers and school leaders have faced the challenge of motivating teachers to high levels of performance. Because of this organizational structure, teachers are difficult to supervise, do not receive regular feedback from others, and often find it hard to collaborate. Perhaps as a result of these circumstances, the research also shows that many good teachers leave teaching in the first three years Frase Clearly, education leaders need to find ways to keep teachers in the profession and keep them motivated. A motivated teacher, as described here, is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice. This issue looks at teacher motivation and considers how it has been treated historically, how it is affected by external and internal factors, and how new directions in professional development, teacher evaluation, new teacher induction and school reform are currently creating opportunities for more effective teacher motivation. Merit pay and career ladders were intended to provide financial incentives, varied work, and advancement opportunities for seasoned teachers. These, along with across-the-board pay raises, work environment premiums for difficult assignments, and grants or sabbaticals for research and study, were expected to improve teacher performance and motivation. According to Johnson , measures developed to boost teacher motivation are based on three theories of motivation and productivity: Individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none. Individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments. Workers are more productive when their work is varied and challenging. The first two theories are justification for merit pay and career ladders, and the third suggests differentiated staffing, use of organizational incentives, and reform-oriented staff development. Merit Pay The idea of merit pay has a straightforward appeal: Some researchers have warned, however, that merit pay may change the relationships between teachers and students: Another concern is that merit pay plans may encourage teachers to adjust their teaching down to the program goals, setting their sights no higher than the standards Coltham Odden and Kelley reviewed recent research and experience and concluded that individual merit and incentive pay programs do not work and, in fact, are often detrimental A number of studies have suggested that merit pay plans often divide faculties, set teachers against their administrators, are plagued by inadequate evaluation methods, and may be inappropriate for organizations such as schools that require cooperative, collaborative work Lawler However, many of these programs have faltered for largely the same reasons that merit pay plans have failed - unanticipated costs, teacher opposition, inadequate evaluation methods, and dissension Freiberg They were meant to provide external incentives - financial rewards, advancement opportunities, workplace variety - but did not adequately resolve the problem of teacher satisfaction. Frase offers one reason why measures relying on external rewards have been insufficient. There is overwhelming research evidence, he says, that teachers enter teaching to help young people learn, that their most gratifying reward is accomplishing this goal, and that the work-related factors most important to teachers are those that allow them to practice their craft successfully see also Frase ; Lortie ; Mitchell, Ortiz, and Mitchell Work Context Factors Work context factors are those that meet baseline needs. In general, context factors clear the road of the debris that block effective teaching. In adequate supply, these factors prevent dissatisfaction. But these factors may not have an extended motivational effect or lead to improved teaching. For example, a survey conducted by the National Center for Education Statistics found that teacher compensation, including salary, benefits, and supplemental income, showed little relation to long-term satisfaction with teaching as a career NCES According to Frase , content variables are the crucial factor in

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motivating teachers to high levels of performance. Work Content Factors Work content factors are intrinsic to the work itself. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment, and authority. Some researchers argue that teachers who do not feel supported in these states are less motivated to do their best work in the classroom. NCES Data from the National Center for Education Statistics confirm that staff recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the classroom are the factors most strongly associated with teacher satisfaction. Other research concurs that most teachers need to have a sense of accomplishment in these sectors if they are to persevere and excel in the difficult work of teaching. Frase and Sorenson studied work content factors in a questionnaire administered to 73 San Diego School District teachers. Feedback is the factor most strongly related to job satisfaction, yet teachers typically receive very little accurate and helpful feedback regarding their teaching. Autonomy is strongly related to job satisfaction for many, but not all, teachers. Autonomy is not necessarily defined as freedom from interference in the classroom; rather, the majority of teachers view autonomy as freedom to develop collegial relationships to accomplish tasks. Collegiality is also important for teachers. Collegiality can be expressed through experiencing challenging and stimulating work, creating school improvement plans, and leading curriculum development groups. The literature suggests that collegiality is directly linked to effective schools Johnson ; Glatthorn and Fox , where "teachers valued and participated in norms of collegiality and continuous improvement experimentation " Little , 1. Some research shows that when principals effectively used shared governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases Blase and Blase Well-implemented school improvement plans can increase collegiality and give teachers the satisfaction to committing themselves to school improvement goals. Some practitioners believe that such rewards may be more effective in motivating teachers and improving teaching practices than individual, extrinsic rewards Johnson However, Frase and Sorenson caution that not every teacher will respond positively to educational reform approaches. Autonomy for one may be isolation for another; one teacher may welcome feedback, another may see it as infringement on his or her professionalism; and while one may welcome collaboration, another may see it as stressful imposition. Opportunities for participatory management must be differentiated for each teacher. Professional Development The interrelation of teacher motivation and school reform efforts has also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including inservice programs. However, many leading school reformers have called for new forms of professional development. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry. Darling-Hammond and McLaughlin suggest that staff development also means "providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners" p. Monahan describes a new concept, Comprehensive Professional Development CPD , that focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to schoolwide change. Unfortunately, he reports, principals and teachers still regard CPD like activities for continuing professional development to be less important than traditional methods. Problem-based school development PBSD is an approach that takes staff development and school form to the next level by creating a professional community capable of sustaining longterm educational reform Clarke et al. Inspired by a year partnership between the University of Vermont and school districts, PBSD consists of teams that consider problems, search for new information, and organize local inquiry projects in their respective schools. Many teachers respond with great energy when they are immersed in new perspectives on their own teaching and learning abilities and provided with opportunities to express themselves honestly. The National Foundation for the Improvement of Education offers several recommendations for establishing

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professional development programs that result in teacher growth and motivation. Find the time to build professional development into the life of schools. Reorganize the school day to enable teachers to work together as well as individually, both daily and weekly, and throughout the year. Help teachers to assume responsibility for their own professional development, based on an analysis of the needs of students in their own schools. Professional development goals, standards for student learning, and standards for professional practice should be decided locally by the school community of teachers, administrators, and parents. In addition, teachers and administrators should collaborate in each district to create peer assistance and review to nurture the practice of all teachers. Work with the community to provide high-quality professional development. Induction and Support of New Teachers New teachers enter the profession for intrinsic rewards, but the negative effect of extrinsic conditions may overwhelm them. They face new and difficult challenges: Key ideas for supporting new teachers include: Relocation and acclimation assistance can help the new teacher with locating housing, can share information about the community, and can introduce the recruit to other new teachers. In addition, the mentor teachers themselves gain the satisfaction of sharing their knowledge and experience and helping their new colleagues grow professionally. Teacher Evaluation Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement Frase However, the most common practices in evaluation are limited in their capacity to improve teaching, and chiefly serve as monitors of minimal competency for retention Loup et al. Peterson calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform: Emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists. Place the teacher at the center of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation from that point. Use the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems. Extrinsic rewards that have been tried in the past have generally not produced the desired results. Research and experience show that teachers are most likely to value intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. One clear finding of the research points in a hopeful direction - helping young people to learn is the central goal of both those who enter the teaching profession and those who are working to reform public education. Blase, Joseph and Jo Roberts Blase. What Successful Principals Do. Real Questions, Real Answers: Focusing Teacher Leadership on School Improvement. Association for Supervision and Curriculum Development. An English Experiment and its Outcome. Maximizing People Power in Schools: Motivating and Managing Teachers and Staff. Impact on Participatory Management. Lessons from the Past. Quality Teaching through Professional Development. A Place Called School. What Motivates, What Matters. Joyce, Bruce and Beverly Showers. Student Achievement through Staff Development: Fundamentals of School Renewal. Mills, and Mariam L. Lawler 11, and L. Workplace Conditions of School Success. University of Chicago Press.

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8: Answers - The Most Trusted Place for Answering Life's Questions

Teacher salaries, Teacher benefits packages, Teacher bonuses, Teacher job descriptions, Teacher statistics and Teacher job openings. Please select a specific Teacher job from the list below for additional information or search Teacher salaries.

The Next Frontier This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist, dropout rates remain high, and teacher retention is a perpetual issue. I describe five approaches that have a proven record of being successful in the many schools. To meet these goals, I was provided with a curriculum, a school rulebook, test prep materials, and was wished good luck. The curriculum I was given consisted of a set of lessons that were organized like a script. The formula was simple: Teacher asks this, students say that. Write this on the blackboard, students will write that. On any given day, there was a document I could reference that detailed exactly what I was going to be teaching, and when I was going to teach it. The document was complimented by a margin on the left side of my teachers manual that told me what assignments to give, when to give them, and what responses I should expect from students. In addition to the curriculum, I was given the school rulebook. This small manual documented what was appropriate for student behavior, and what punishment would be given when the school "code of conduct" was violated. There were two warnings for small infractions, calls home for others, and an elaborate protocol for "major infractions. Technically, all I had to do was follow the instructions, and my class would run perfectly. The final set of tools I was armed with were a set of test prep materials. They consisted of slim booklets that looked just like the ones students would receive at the end of the year when they took their standardized exams. I also received thick books that consisted of past standardized tests questions, and a schedule for when to assign test prep. Students were to be given mock exams once a week. These exams would prepare them for another set of sporadic exams that would be given throughout the year. At the end of the year, they would all sit for a final standardized exam. For anyone on the outside looking in, all the materials I was given meant that I was well-prepared. Technically, I was given all that I needed to succeed. Unfortunately, none of the tools I was given considered the complexities of teaching that I faced once I entered the classroom. The curriculum was so scripted that it allowed little to no time or space for me to be creative in teaching. For students who asked a lot of questions, thought deeply, and wanted to create a true connection to what was being taught, my classroom did not work. The script I was given was so structured that it forced me to ignore students who were asking brilliant questions. These students quickly grew frustrated, and before long, became increasingly disengaged. As they grew more disengaged, they began to feel disconnected from the classroom. Before long, their frustration turned into either behavior problems or complete disinterest or behavior problems. As behavior problems rose, I was forced to pull out the school rulebook. They would talk to each other in class just to get their voices heard, and I would follow the rulebook and call their parents to report inappropriate behavior. I ended up spending so much time during and after class punishing students for breaking small infractions that it was virtually impossible to stay on the schedule of the curriculum. My school administrators would then come into my class to see how close I was to script, and reprimand me for being behind. In just a few weeks, teaching became a battle to stick to the curriculum, a constant fight with students who no longer liked school, practice for weekly mock exams, and anticipation for weekends and days off. This cycle of dysfunction is a reality for educators across the country, and is part of the reason why achievement gaps exist because classes who follow this model are overwhelmingly present in urban schools populated by youth of color, dropout rates remain high, and teacher retention is a perpetual issue. In response, I describe five approaches to teaching that engage and motivate students and teachers, and have a proven record of being successful in the many schools that I have worked with across the country. Hip-Hop Education HipHopEd HipHopEd is an approach to teaching and learning that focuses on the use of hip-hop culture and its elements in teaching and learning both within and outside of traditional schools.

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HipHopEd is also a Twitter chat where educators convene every Tuesday night at 9 p. EST to discuss this approach to teaching. HipHopEd involves the use of hip-hop music, art and culture to create philosophies for teaching. It also uses hip-hop to develop and implement teaching tools and helps to create contexts for teaching and learning that youth are comfortable in. In its simplest form, HipHopEd involves the use of rap lyrics as text to be used in the classroom. In a more complex form, it involves raps created by students as classroom assignments that are used to measure knowledge. Most recently, the use of hip-hop in education has included elements of hip-hop culture like the rap battle to enhance learning and create competitions that spur on learning. This approach has been used to increase student attendance, motivation and content knowledge. In other words, it focuses on using the real life experiences of the learner to create knowledge and considers how students relates to the environment where they are taught. In this process, the teacher has to fight the urge to give students any answers or facts to memorize. Their main role is to pose questions that provoke the students to look more deeply at the text they are given. In a POGIL classroom, students develop conclusions about the text they are interrogating that will increase their knowledge. As students answer questions, teachers "guide the inquiry" by asking supplemental questions that will eventually move the students towards thinking deeply and drawing more complex conclusions. This approach has resulted in increased student interest in the subject being taught and increased mastery of content in the science classes where it is mostly used. Project Based Learning PBL Project-based learning is an approach to teaching that focuses primarily on having students engage in explorations of real-world problems and challenges. Through these explorations, they develop their content knowledge, but also develop solutions to problems. This approach to teaching functions to engage students that may be disinterested in traditional content because it allows them to identify problems in their community or the world at large that they want to solve. It also provides teachers and students with opportunities to be creative. In schools that commit to project based learning, students can engage in a project, and learn all subjects as they complete their project. In this process, the teacher looks for ways to connect the subject to the project. In turn, students look to the teacher for content knowledge so they can complete their project. Reality Pedagogy Reality Pedagogy is an approach to teaching and learning that focuses on teachers gaining an understanding of student realities, and then using this information as the starting point for instruction. It begins with the fundamental premise that students are the experts on how to teach, and students are the experts on content. Where teachers and students discuss the classroom and both suggest ways to improve it. Where students get opportunities to learn content and then teach the class. Where students have a role in how the class operates and in what is taught. Where the neighborhood and community of the school is seen as part of the classroom. Flipped Classroom One of the most popular new approaches to teaching is the flipped classroom. This approach involves a process where the typical lecture that happens in the classroom occurs at home. Students watch lectures on video, and then return to school to engage in the exercises they would traditionally have for homework, and to ask questions based on the lecture they watched on their own at home. When students watch videos at home, they can stop and go and at their own pace, and take notes a their leisure. In this process, students create, collaborate and learn at their own pace, and apply what they have learned at home in the classroom. In all of these approaches, the most powerful thing to recognize is that they focus explicitly on engaging both the student and the teacher. When teachers are treated like the intelligent professionals that they are, and given the flexibility to engage in approaches to teaching and learning that go beyond archaic models that they are often bound to, students respond differently, and education is improved.

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9: Teaching With a Mountain View: Teaching Children to Compare & Contrast

Merit pay is an approach to compensation that rewards higher performing employees with additional pay, sometimes called incentive pay. Merit pay has advantages and disadvantages for both employees and employers.

The one who stares out the window, substituting the arc of a bird in flight for her math lesson. M, do you dye your hair? Plus, their behaviors take time away from instruction and disrupt the whole class. ADHD and classroom challenges Think of what the school setting requires children to do: Students with ADHD pay the price for their problems in low grades, scolding and punishment, teasing from peers, and low self-esteem. Demand attention by talking out of turn or moving around the room. Often forget to write down homework assignments, do them, or bring completed work to school. Often lack fine motor control, which makes note-taking difficult and handwriting a trial to read. Usually have problems with long-term projects where there is no direct supervision. Then you can develop strategies that will help students with ADHD focus, stay on task, and learn to their full capabilities. Successful programs for children with ADHD integrate the following three components: How you head off behaviors that disrupt concentration or distract other students. Your most effective tool, however, in helping a student with ADHD is a positive attitude. Finally, look for ways to motivate a student with ADHD by offering rewards on a point or token system. Dealing with disruptive classroom behavior To head off behavior that takes time from other students, work out a couple of warning signals with the student who has ADHD. Put the student with ADHD right in front of your desk unless that would be a distraction for the student. Seats in rows, with focus on the teacher, usually work better than having students seated around tables or facing one another in other arrangements. Create a quiet area free of distractions for test-taking and quiet study. Information delivery Give instructions one at a time and repeat as necessary. If possible, work on the most difficult material early in the day. Create outlines for note-taking that organize the information as you deliver it. Student work Create worksheets and tests with fewer items, give frequent short quizzes rather than long tests, and reduce the number of timed tests. Test students with ADHD in the way they do best, such as orally or filling in blanks. Divide long-term projects into segments and assign a completion goal for each segment. Accept late work and give partial credit for partial work. Organization Have the student keep a master binder with a separate section for each subject, and make sure everything that goes into the notebook is put in the correct section. Color-code materials for each subject. Make sure the student has a system for writing down assignments and important dates and uses it. Allow time for the student to organize materials and assignments for home. Post steps for getting ready to go home. Teaching techniques for students with ADHD Teaching techniques that help students with ADHD focus and maintain their concentration on your lesson and their work can be beneficial to the entire class. Starting a lesson Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn. You can use subsequent cues to show how much time remains in a lesson. Establish eye contact with any student who has ADHD. List the activities of the lesson on the board. Conducting the lesson Keep instructions simple and structured. Use props, charts, and other visual aids. Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense. Try not to ask a student with ADHD perform a task or answer a question publicly that might be too difficult. Ending the lesson Summarize key points. If you give an assignment, have three different students repeat it, then have the class say it in unison, and put it on the board. Be specific about what to take home. Center for Parent Information and Resources Authors: Skills to build mental, emotional and social intelligence.

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The Quick Stop 5 Sam Weller The Little Mermaid (Walt Disney Classic) The First Book of Tenor Solos Part III (Book/CD) Art and Time in Mexico To kill a mockingbird harper lee Our s their s Applied optimization with matlab programming V. 10 Essays from / Learning to have faith. Presidential vetoes and public policy Was Iraq a humanitarian intervention? And what are our responsibilities today? Kenneth Roth Radical discourses on religious subjects. Delivered in Music hall, Boston, Mass. Microsoft office templates Editing Shakespeare. CHAPTER 2 THE ROLLING STONES Million Dollar Nightmare (The Hardy Boys #103) Ing assessment high school Soft Computing in Software Engineering (Studies in Fuzziness and Soft Computing) Transplantation Drug Manual (Landes Bioscience Medical Handbook (Vademecum)) Volcanic activity and climate Ncert exemplar class 11 physics pioneer Intimation of the death of Moses The dinosaurs of The Lost World Jurassic Park The Gospels in the Schools, C. 1100-C. 1280 (History Series (Hambledon Press), V. 41.) The Analysts Journal 1945 Commemorative Edition Value at risk (VaR) Charlie brown theme piano The Complete Poetry of Edgar Allan Poe Slang and cant in Jerome K. Jeroms works Clariant annual report 2015 Technological change, employment, and spatial dynamics Truth and the ethics of criticism Elementary mathematical programming. Dawnland encounters Jeffrey archer books 31 days toward overcoming adversity Unstowed: escaping gravity on board NASAs C-9 Little Miss Dotty William Wordsworth travel Paradigmatic Effects