



Teacher Leadership • Research • Policy

Effective Teachers

Creating the Conditions for Talented Teachers to Teach Effectively and Stay in Teaching

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NCSL Presentation - March 13, 2010



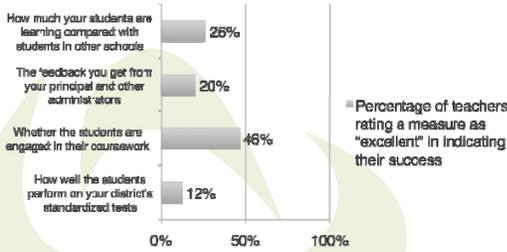
The Conventional Wisdom

1. **Effective teacher:** Produces, on average, a 1.0 year gain on standardized tests
2. **Highly Effective teacher:** Produces, on average, a 1.5 year gain on standardized tests
3. **Performance pay:** Needed to motivate teachers to teach effectively

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Effective Teachers: What Teachers Say Themselves



| Measure | Percentage of teachers rating as 'excellent' |
|---|--|
| How much your students are learning compared with students in other schools | 26% |
| The feedback you get from your principal and other administrators | 20% |
| Whether the students are engaged in their coursework | 46% |
| How well the students perform on your district's standardized tests | 12% |

Public Agenda (2009), Supporting Teaching Talent

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This Does Not Mean VAM Should Not Be Used: The Gates MET Effort

4. Teachers' ability to diagnose student misconceptions
5. Student engagement indicators
6. Supports for instructional improvement

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Conditions for Effective Teaching: The Ford Foundation Investigation

1. Specific preparation for high-needs schools
2. Staffing schools to build on collective experience and expertise (teacher involvement in staffing decisions)
3. Building skill/creating time to collaborate: horizontally and vertically

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Conditions for Effective Teaching: The Ford Foundation Investigation

4. Eliminating out-of-field assignments
5. Managing student mobility
6. Supporting students out of school

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Teacher Leadership Matters

Teacher ratings of influence on school decisions correlate with turnover.

Teacher Turnover Percentage

Teacher's rating of faculty influence in decision-making (1=low, 5=high)

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Recruiting & Retaining National Board Certified Teachers for High-Needs Schools (NEA Summits)

1. Effective principals who embrace teacher leadership
2. Opportunity to work with a skilled cadre of teachers
3. Professional autonomy to teach different students differently
4. Specific resources needed to adapt instruction for diverse students
5. Higher pay

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Views on Factors Impacting Retention

| Factor | Absolutely Essential | Very Important | Somewhat Important | Not at all important |
|---|----------------------|----------------|--------------------|----------------------|
| Pay tied to teachers' performances | 32% | 17% | 30% | 36% |
| Opportunities to alternate careers in the classroom, like mentor teaching | 17% | 35% | 40% | 10% |
| Collegial work environment | 47% | 44% | 13% | 0% |
| Higher salaries | 25% | 35% | 17% | 10% |
| Professional development that is relevant to personal and school goals | 15% | 20% | 16% | 10% |
| Clean and safe building conditions | 33% | 43% | 12% | 0% |
| Access to high-quality curriculum and teaching resources | 29% | 41% | 10% | 0% |
| Time for teachers to collaborate | 25% | 35% | 10% | 0% |
| Supportive leadership | 45% | 28% | 10% | 0% |

Source: Primary Sources: America's Teachers on America's Schools. A Project of Scholastic and the Bill & Melinda Gates Foundation

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Views on Compensation

Importance of Pay Tied to Teacher's Performance in Retaining Good Teachers

Impact Monetary Rewards for Teacher Performance Would Have on Improving Student Achievement

Source: Primary Sources: America's Teachers on America's Schools. A Project of Scholastic and the Bill & Melinda Gates Foundation
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Collaboration Is Key

91% of teachers agree that "other teachers contribute to my success in the classroom."

Source: MeLIFE Survey of the American Teacher, 2009
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Recent Research on Peer Learning:

Where teachers share expertise with colleagues, student achievement increases.

| | Reading score impacts (in standard deviations) | Math score impacts (in standard deviations) |
|---|---|--|
| As estimated value-added of peers goes up, scores improve. | + 2.6% | + 4.0% |
| Two years later, teachers who benefitted from peers still generate higher test than non-collaborating teachers. | + 7.2% | + 7.8% |

Source: Jackson, C. K. & Brugegnani, E. (2009, July). Teaching students and teaching each other: The importance of peer learning for teachers. NBER Working Paper 15202. Cambridge, MA: NBER.
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Policy Implications

1. Prepare teachers more deeply for hybrid roles and new leadership responsibility (Residencies)
2. Develop multiple measures of teaching effectiveness (need teacher involvement)

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Policy Implications

3. Develop pay systems that fuel the spread of expertise
4. Develop public accountability that holds teachers collectively responsible to improve achievement and document why students learn or not

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Policy Implications

5. Develop public accountability that holds administrators and policymakers responsible for enabling conditions necessary for effective teaching

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