

Making Professional Learning Systemic to Improve Teacher Effectiveness

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October 9, 2013



Center on
GREAT TEACHERS & LEADERS

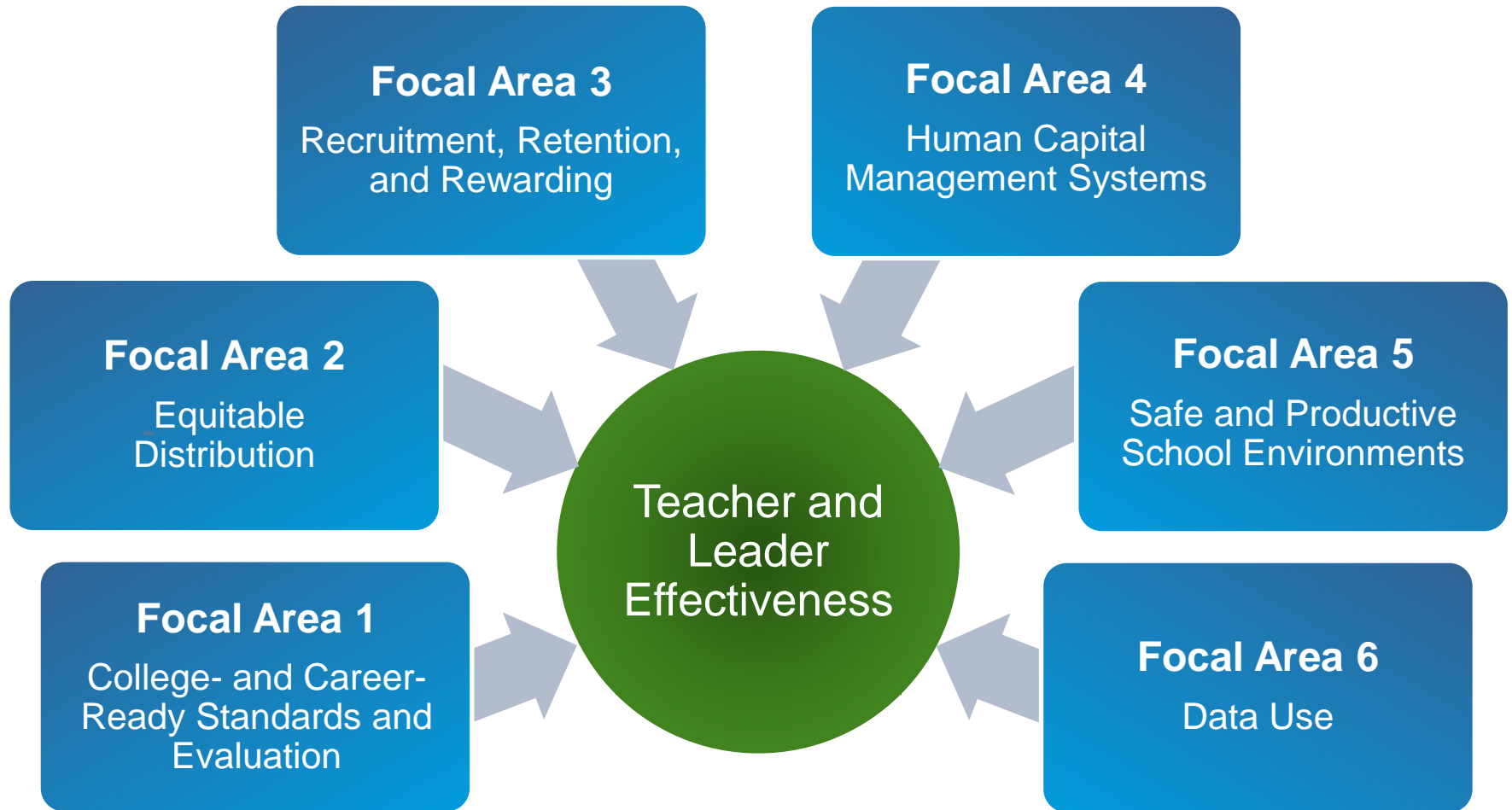
at American Institutes for Research ■

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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Focal Areas



Agenda

- What we mean by “teacher effectiveness”
- A new vision for professional learning
- Creating coherence—improving teaching and learning
- Discussion

Tackling “Teacher Effectiveness”

Teacher Quality Versus Teacher Effectiveness

Indicators of Quality

- “Highly qualified teacher” status
 - Bachelor's degree
 - Full state certification
 - Demonstrated knowledge of assigned subject(s)
- Teacher expertise
- Teacher capacity
- Teacher character
- Teacher performance

Indicators of Effectiveness

- Demonstrated contributions to student learning outcomes
 - Value-added or growth scores
 - Student work samples
 - Student learning objectives
- Demonstrated contributions to other desired student outcomes
 - Social-emotional outcomes
 - Student engagement
 - Attendance and graduation rates
 - Student and parent surveys

Why It Is So Hard to Define Teacher Effectiveness for Accountability Purposes

- The universe of what we want teachers to achieve or contribute to students is vast, changing, contested, both short term and long term, and difficult to measure.
- For example, we want:
 - All students to be proficient on academic standards.
 - All students to gain 21st century skills.
 - All students to attain high levels of education.
 - All students to be productive workers, engaged citizens, critical consumers, lifelong learners, creative thinkers, and able to engage fully in the pursuit of happiness.

What Does Research Tell Us About Effective Teachers?

Effective teachers:

- Have high expectations for all students and help students learn, as measured by student academic outcomes.
- Contribute to positive academic, attitudinal, and social outcomes for students (e.g., self-efficacy, on-time graduation, regular attendance).
- Use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.

What Does Research Tell Us About Effective Teachers?

Effective teachers:

- Contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

From Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality.



Making Professional Learning Systemic

Prevailing Practice—Fragmentation

- Educators receive mixed signals about best practice.
- Educators experience professional development as discrete “events.”
 - Undifferentiated
 - Unaligned with strategic priorities
 - Unaligned with human capital management policies

Job-Embedded Professional Learning

- JEPL is teacher learning that is grounded in day-to-day teaching practice.
 - High-quality JEPL is aligned with other school initiatives and reforms, existing teaching standards, and so on.
- JEPL is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning.
 - High-quality JEPL has both specific and clearly articulated and understood goals.

Job-Embedded Professional Learning

- JEPL usually consists of teachers collaboratively assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.
 - High-quality JEPL is a shared, ongoing process that requires active teacher involvement in cooperative, inquiry-based work.
 - JEPL leverages local knowledge rather than (necessarily) bringing in outside experts.

Job-Embedded Professional Learning

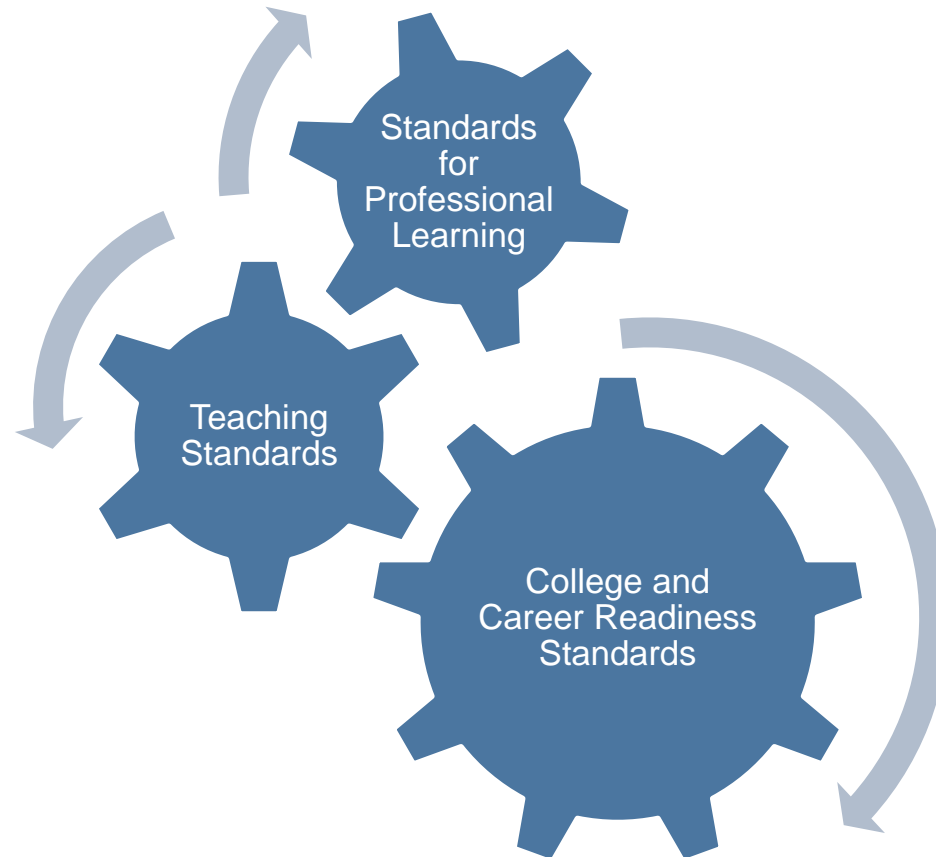
- JEPL is *primarily* school- or classroom-based and is integrated into the workday.
 - JEPL can vary in the extent to which it is situated “on the job.”

Takes place in the classroom, in real time, with students, centered on issues of actual practice	Takes place in the classroom, nearly real time, away from students, centered on issues of actual practice	Takes place in the school, shortly before or after instruction, away from students, centered on issues of actual practice
An instructional facilitator conducts a demonstration lesson. A group of teachers observes the lesson and takes notes describing and analyzing what they see. During small-group work, the teachers talk with students about what they are learning. Just after the students leave, they discuss the specific teaching moves the facilitator made.	Fourth-grade teachers meet with a facilitator to develop a science lesson they all plan to implement the following week. One teacher volunteers to implement it in his classroom first while the other fourth-grade teachers observe how it goes. They then adjust their plans based on what they learned and consider applications for other lessons.	In their professional learning community, English language arts teachers analyze their students' essays and discuss needed changes to their instruction as well as needs for additional support and resources.

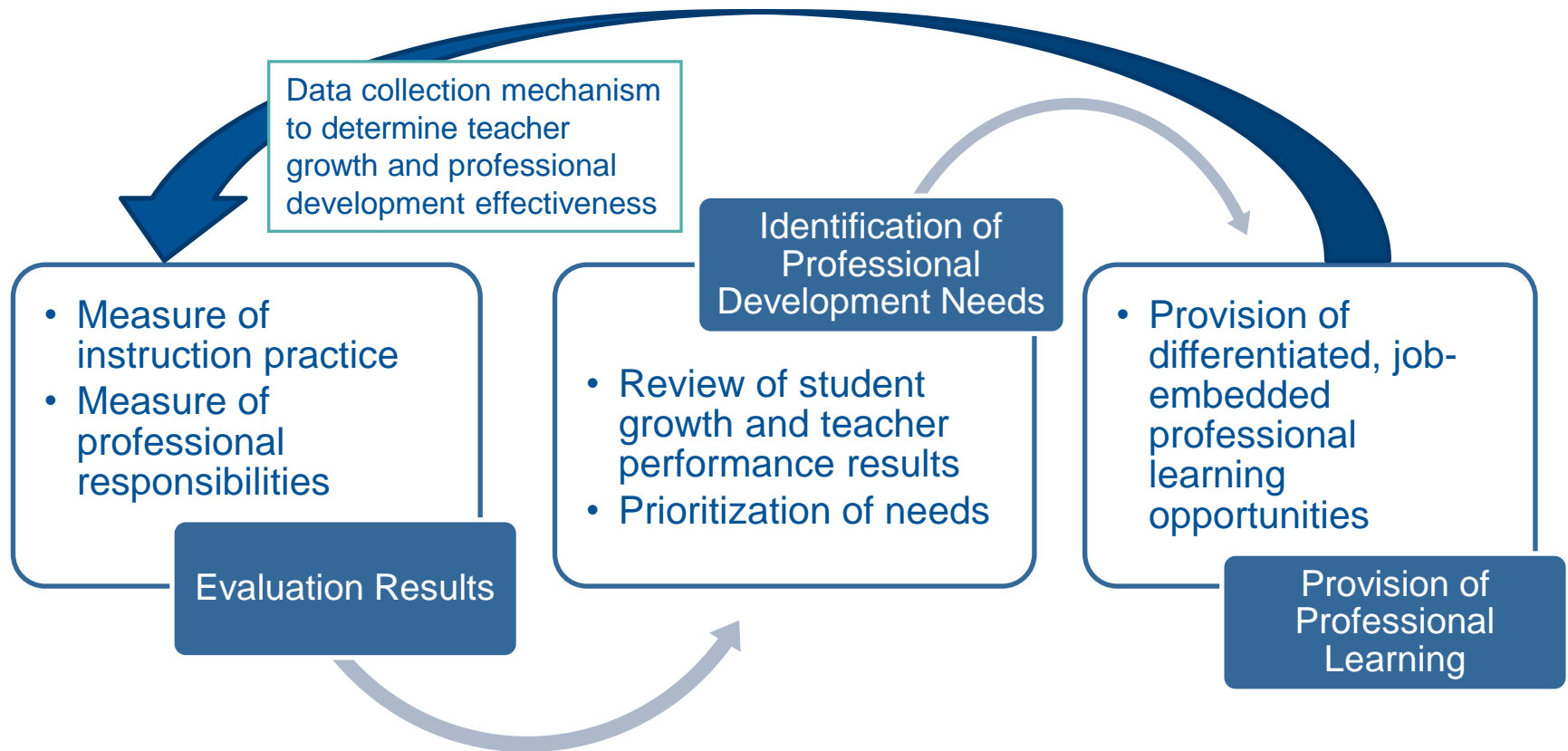
Seize the Moment

The move to new teacher evaluation systems and college and career readiness standards offers an opportunity to build system coherence for bringing effective professional learning designs to all teachers and instructional support providers.

Creating Coherence



Making the Connection to Professional Learning in Teacher Evaluation



Building a System to Support and Sustain Change



What We Are Asking Teachers to Do Is Difficult

- People will not do what they cannot envision.
- People cannot do what they do not understand.
- People cannot do well what is not practiced.
- Practice without feedback results in little change.
- Work without collaboration is not sustainable.

Our job as professionals, at its core, is to help teachers envision, understand, practice, receive feedback, and collaborate.

From Leinwand, S. (2012). *Sensible mathematics: A guide for school leaders in the era of Common Core State Standards*. New York: Heinemann.



GTL Tools and Resources

Equitable Access

Great Teachers and Leaders for All Learners Blog

Dedicated to exploring ways to ensure ALL students have access to truly great teaching and leading...

in every classroom
in every school
every day



Featured Posts

- **Do Financial Incentives Work to “Re-Distribute” Teachers?—**by Jane Coggshall, GTL Content Lead, June 13, 2013
- **What’s Driving Teachers Away from High Poverty Schools?—**by John Papay, Brown University, July 25, 2013
- **Quality, Clinical Preparation is Nonnegotiable: Let’s Figure This Out—**by Dan Brown, National Board Certified Teacher, July 9, 2013

Moving Toward Equity Online Resource

- An online resource that takes users through a process of “movement towards equity” by providing strategies and resources for key education stakeholder groups under each content area (*Will be released 10/13*).
- Users can also filter strategies and resources by stakeholder group (**Regional Centers, States, Districts, Schools, or Educator Preparation Programs**) to get examples of action they can take to address equity issues.



Questions?



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▶ *Advancing state efforts to grow, respect, and retain great teachers
and leaders for all students*