Moving Toward Equity:
Bold Strategies for Building the Educator Workforce Our Children Need Now

February 23, 2017

CENTER FOR EDUCATION EQUITY

MAEC

Webinar Facilitators

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Center for Education Equity

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CENTER FOR EDUCATION EQUITY (CEE)

CEE is a project of MAEC, Inc., in partnership with WestEd and the American Institutes for Research (AIR).

CEE is one of four regional equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964.

Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Equity, Excellence, and Opportunity to Learn
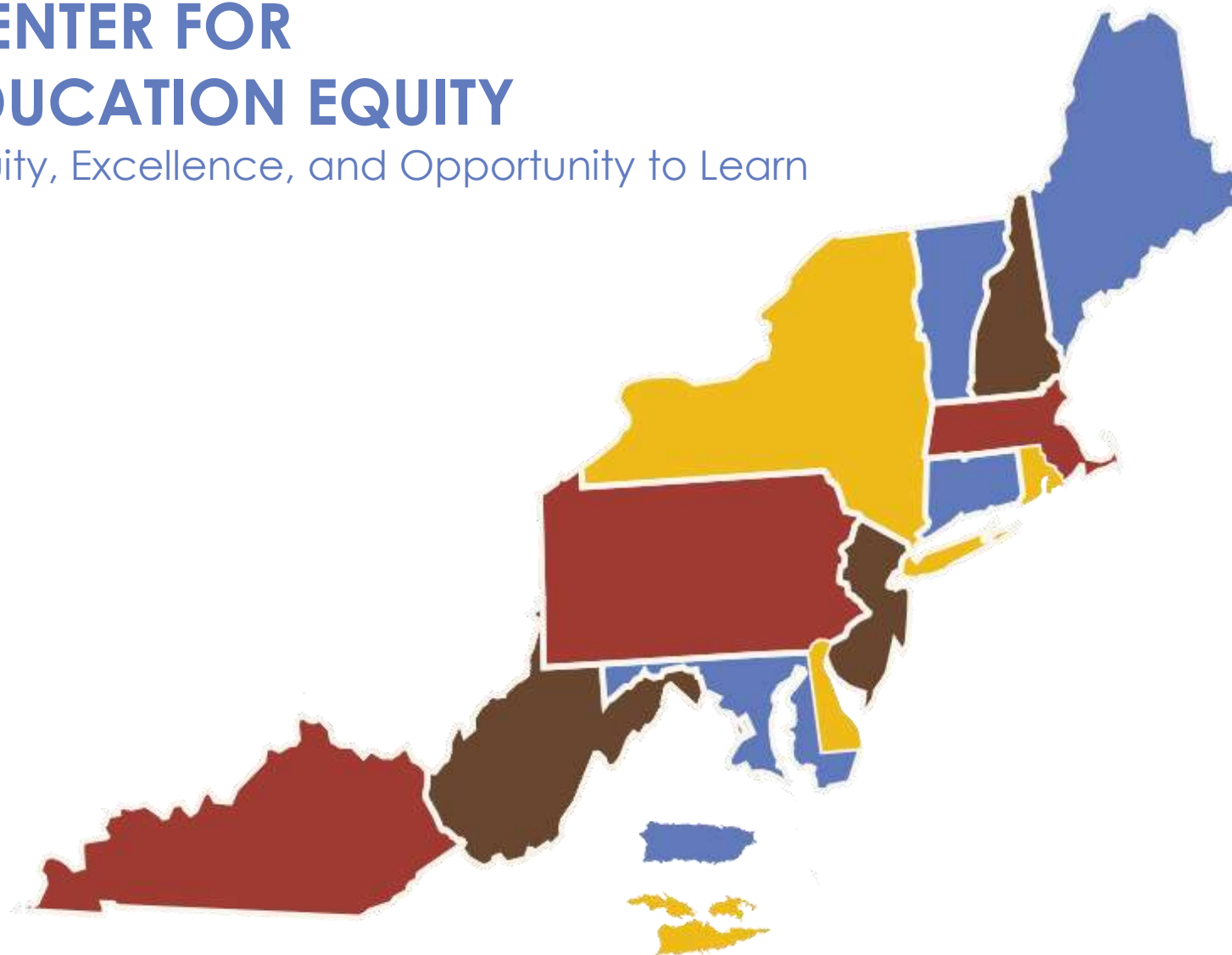
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REGION I EQUITY ASSISTANCE CENTER

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CEE's goals are to:

- Improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.
- Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English learners).
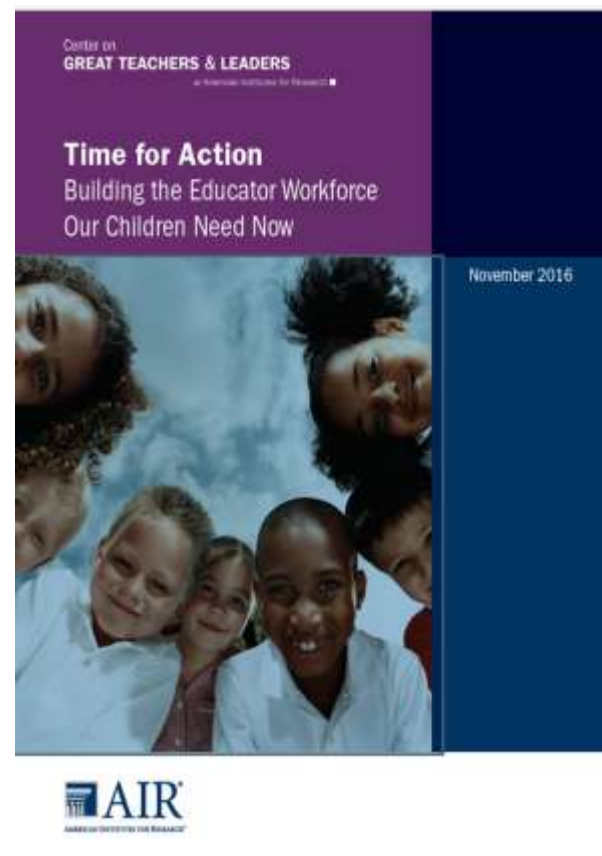
Whom we serve:

- CEE provides technical assistance and training to states, districts, schools, and community-based organizations within Region I at the request of school boards and other responsible governmental agencies.

Webinar Objectives

By the end of this webinar, participants will be able to:

- Articulate the four characteristics of a strong vision for an effective and equitable talent system.

- Use the Talent Development Framework to employ equity drivers to attract and prepare, develop and support, and retain and extend excellent educators.

- Identify bold and innovative state strategies included in the draft Every Students Succeeds Act (ESSA) plans of selected states.

- Compare high-leverage district strategies for ensuring that excellent educators reach all students.

- Determine how funding opportunities under ESSA will allow states and districts to implement the strategies they design.

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Time for Action
Building the Educator Workforce
Our Children Need Now

November 2016

AIR
AMERICAN INSTITUTES FOR RESEARCH

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Agenda and Presenters

- **Setting the Vision for Equity**, with Angela Minnici, Director of the Center on Great Teachers and Leaders and Vice President of Policy, Practice, and Systems Change at American Institutes for Research.

- **State Strategies for Equity**, with Mary-Dean Barringer, Strategic Initiative Director for Education Workforce at the Council of Chief State School Officers and a Project Lead at the Center on Great Teachers and Leaders.

- **Example: Teacher Leadership**, with Stephanie Dean, Senior Consultant and Vice President of Teaching and Learning Policy at Public Impact and a Project Lead at the Center on Great Teachers and Leaders.

- **Discussion and Q & A**
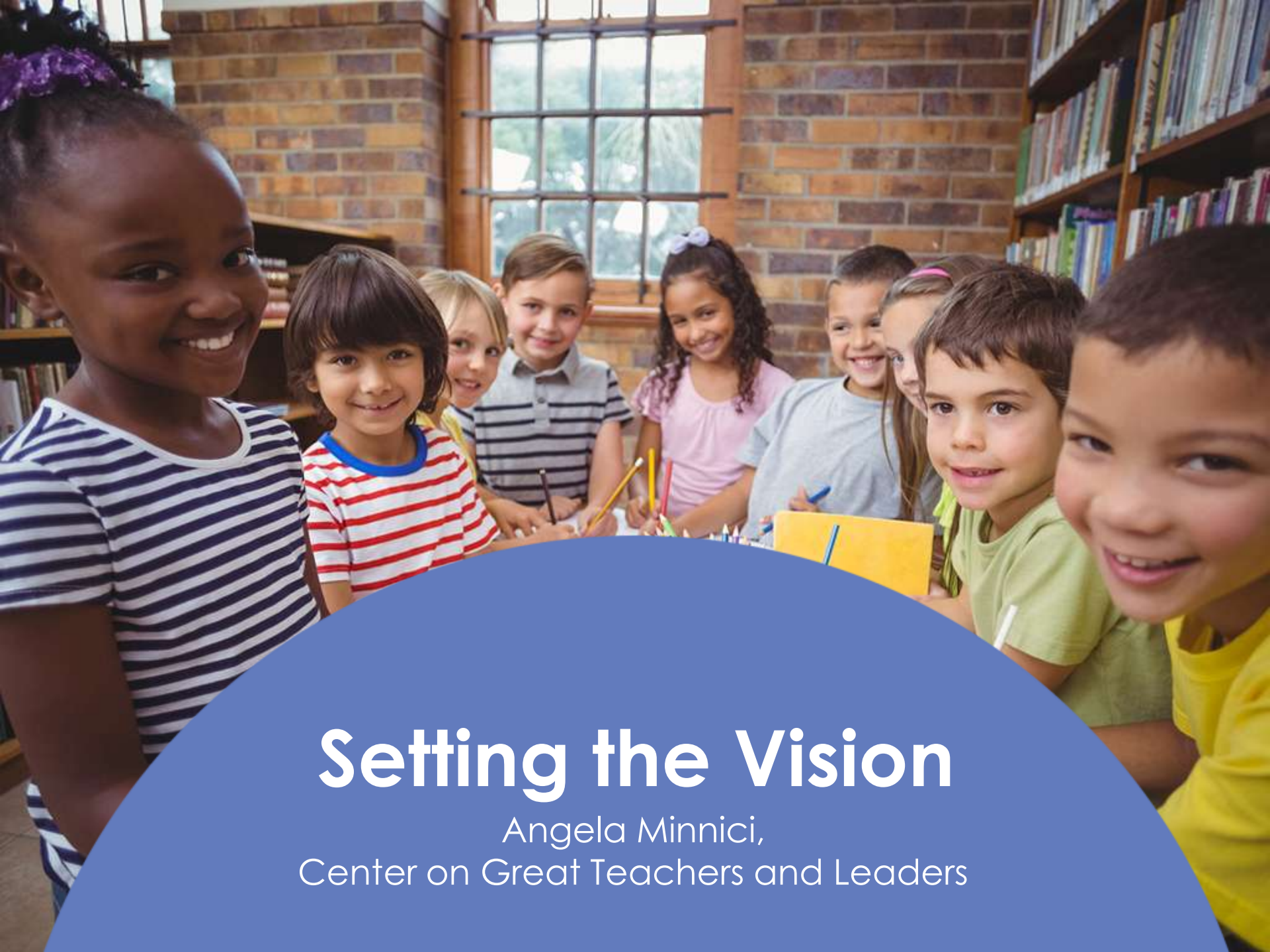
Setting the Vision

Angela Minnici,
Center on Great Teachers and Leaders

Poverty in America

- Twenty-one percent of American children live in poverty.

- 13.1 million children under 18 in the United States live in households where they are unable to consistently access enough nutritious food.

- One in 30 children experience homelessness in America each year (2.5 million).

- More than half of public school students are from low-income households and are eligible for free or reduced-priced meals.

- Upward mobility in the United States is a dream deferred for most poor children; if you are born poor, you are likely to remain poor your entire life.

Source: Cookson, 2013.

Barriers to Opportunity

- For African American males from low-income households, the school door is all too often the entrance to prison, made famous by the phrase "the school-to-prison pipeline."

- One in three Black males born in 2013 can expect to go to prison during their lifetime.

- The dropout rate in inner cities is 40 to 50 percent.

- High school dropouts are economically a huge disadvantage, resulting in a significant loss in buying power and contributing to the tax base.
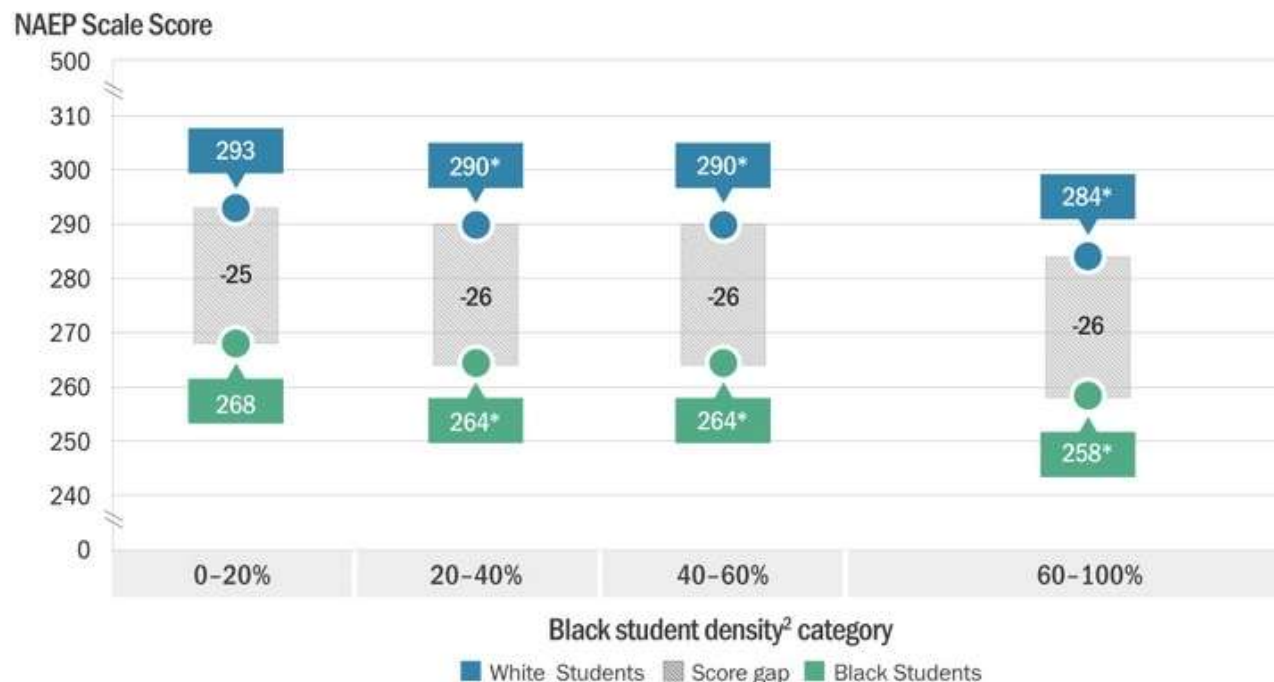
Source: Cookson, 2013.

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Segregation and the Achievement Gap

According to the 2011 National Assessment of Educational Progress (NAEP)

Achievement for both Black and White students is lower in schools with the highest percentages of Black students. But the achievement gap is not different.[1]

Source: Bohrnstedt, Kitmitto, Ogut, Sherman, & Chan, 2015.

Consistent Findings, Persistent Gaps

- Studies consistently show that students from low-income households and minority students (and often low-performing students) are more likely to be taught by less qualified or less effective teachers.

- Even very recent studies and state equity plan analyses suggest equity gaps persist.

Prevalence of Highest Performing Teachers in the Highest and Lowest Poverty Schools (10 Districts)

Figure 2. Prevalence of Highest-Performing Teachers in the Highest- and Lowest-Poverty Schools

Percentage of teachers who are highest performing.

- Elementary Schools (Reading and Math): Highest-Poverty Schools = 19, Lowest-Poverty Schools = 22
- Middle School English/Language Arts*: Highest-Poverty Schools = 12, Lowest-Poverty Schools = 32
- Middle School Math*: Highest-Poverty Schools = 15, Lowest-Poverty Schools = 29

Highest-Poverty Schools / Lowest-Poverty Schools
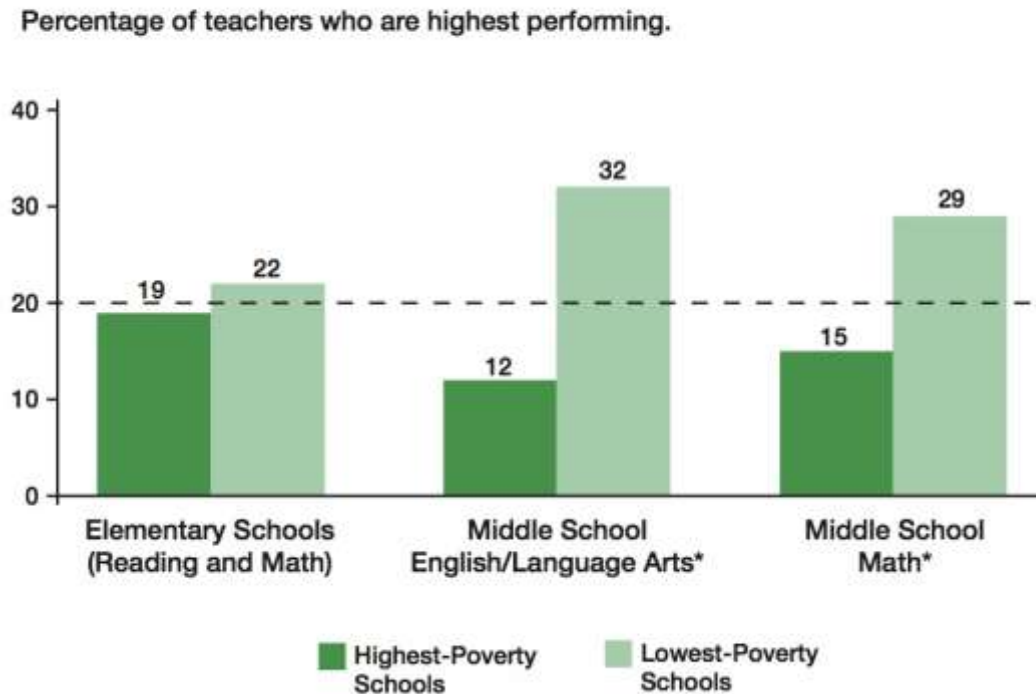
Source: Glazerman & Max, 2011, as shown in Institute of Education Sciences, 2014, p. 6.

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Teacher Evaluation Ratings in Louisiana, 2012–13: Top Versus Bottom Quartile Schools by Minority Enrollment

FIGURE 2

Teacher evaluation ratings in Louisiana, 2012-13

Top versus bottom quartile schools by minority enrollment

Legend:
- Lowest percent minority schools (N = 316 schools)
- Highest percent minority schools (N = 316 schools)

Rating	Lowest percent minority	Highest percent minority
Ineffective	2.9%	6.9%
Effective: Emerging	6.0%	12.2%
Effective: Proficient	55.4%	58.9%
Highly Effective	35.7%	22.0%
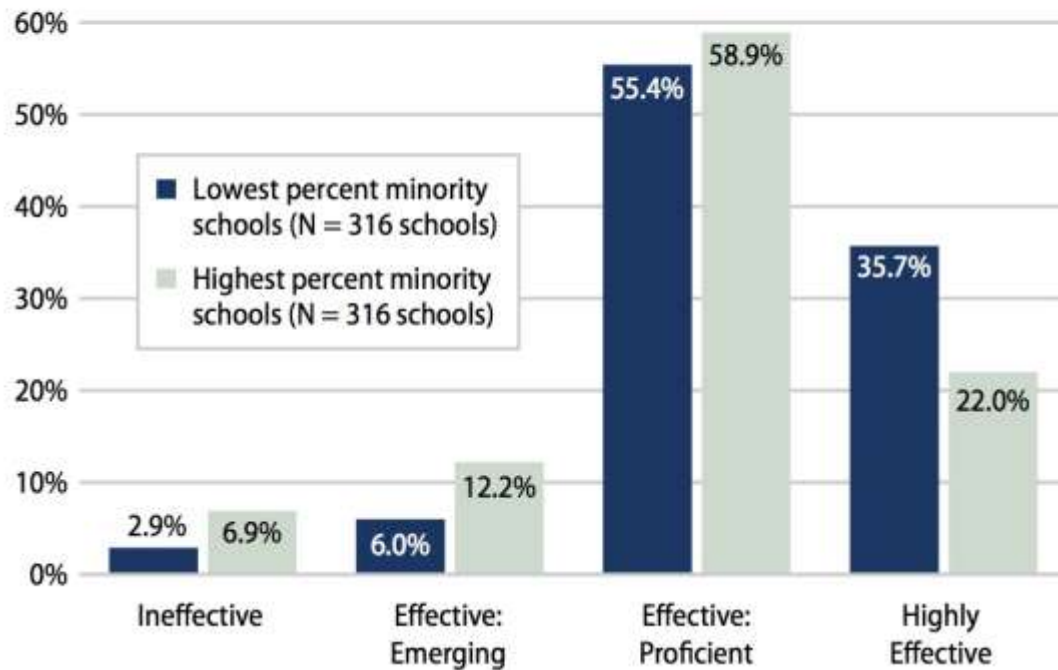
Source: DeMonte & Hanna, 2014, p. 4.

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Impacts of Rapid Social and Economic Change

Technology

Increased Connectivity

Globalization

Addressing our Educator Workforce Needs

Can our education system change, evolve, and adapt to meet society's demands?

- What knowledge and skills do educators need today?

- What will our educator and workforce needs be in 10-15 years?

- How do we know when an educator is doing a good job?

Two Key Observations

1. Currently, we are neither **strategic** nor **proactive** in our efforts to strengthen the educator workforce:
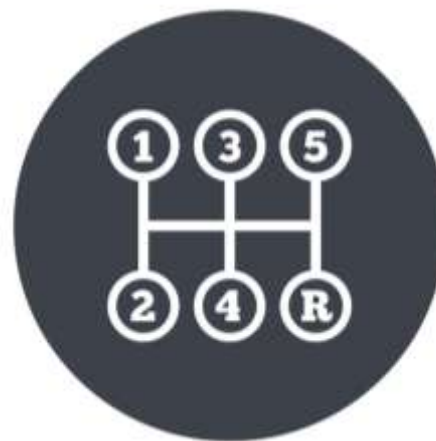   - We are mainly reactive.

Example: teacher shortages

Two Key Observations

2. We *observe* change rather than *drive* change.

versus

Example: changes in the teaching profession

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Systematic Approach to Strengthening Our Educator Workforce

Qualities of an Effective Educator Talent Management System

- Ambitious
- Comprehensive and coherent
- Attuned to change and innovation in the field
- Focused on high-leverage strategies
- Differentiated for our lowest performing schools

Comprehensive Educator Talent Management for School Improvement

State Strategies
Mary-Dean Barringer,
Council of Chief State School Officers

ESSA Highlights

- Funding is flexible
  - "Braiding" funds for greater impact
  - Title II Part A: Moving SEA Title staff from "no" to "yes"
- Fewer statutory requirements
  - For example , requirement for teacher and leader evaluations gone
- Fewer federal regulation
  - Secretary DeVos letter to chiefs
  - States have great authority and accountability
- Equity plans are part of ESSA plans
- Title IV can support equity goals

From Your Perspective…

Are state education agencies going to take the three percent set aside for school leaders?

❑ Yes

❑ No

❑ Unclear

Please submit your response to the poll question on the right-hand side panel.

What two or three educator workforce strategies will states support with their Title II Part A dollars?

Please submit your response in the chat box on the right-hand side panel.

ESSA Plans: Emerging Themes

- Three percent School Leader set-aside

- Investments supporting school leaders are tied to the school improvement strategies

- "Rural" is priority in a majority of plans

- Many states articulate a vision for their workforce and connect proposed strategies

- Top strategies for supporting educators: mentoring and coaching, professional development, alternative pathways to preparation, teacher leadership

Insights From ESSA Draft Plans: Attract and Prepare

- Residencies and induction programs for principals

- Aspiring Principal Academies (tied to teacher leader career options)

Novel:

- Using most of the funds for financial incentives

- Performance assessment for licensure

- Grow-your-own programs (various models)

- Induction

- Teacher preparation program reform (reporting, support)

- Licensure reform (mobility, efficiency)

Novel:

- Innovation grants to build better district and Education Preparation Program clinical experience

Insights From ESSA Draft Plans: Develop and Support

- Coaching

- Developing the role of principals in teacher evaluation

- Networks and professional learning communities

- Professional development (multitiered system of support and Universal design for learning, literacy, socio-emotional learning, cultural competency, transformational leadership, early childhood)

- Turnaround

- Teacher evaluation systems that support growth

- Professional development (multitiered system of support and Universal design for learning, special education, cultural competency, literacy, early childhood)

- Training for teachers as mentors and supervising student teachers

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Insights From ESSA Draft Plans: Retain and Extend

- Financial incentives

- Networks

- Facilitators of professional learning (Professional Standards for Educational Leaders (PSEL) 2015)

- Develop principal supervisors

- Teacher Leadership
  - Credentials and micro-credentials
  - National Board Certification
  - Teachers as action researchers
  - Teacher leadership corps
  - Create content and deliver state wide professional development (multitiered system of support, English learner, students with disabilities)

Questions?

Please type your questions in the chat box.

Example: Teacher Leadership

Stephanie Dean,
Public Impact

Teacher Leader Model Standards

- Domain I: Fostering a Collaborative Culture

- Domain II: Accessing and Using Research to Improve Practice, Learning

- Domain III: Promoting Professional Learning for Continuous Improvement

- Domain IV: Facilitating Improvements in Instruction and Learning

- Domain V: Promoting the Use of Assessments and Data for School and District Improvement

- Domain VI: Improving Outreach and Collaboration With Families and Communities

- Domain VII: Advocating for Student Learning and Profession

. Teacher Leader Model Standards, NNSTOY 2008: http://www.nnstoy.org/teacher-leadermodel-standards/

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Envisioning High-Leverage Teacher Leadership

Low Leverage	High Leverage
• Role without authority • Removed from classroom instruction • Role with no or insufficient pay • Short-term role	• Has authority to lead peers • Greater responsibility for student learning • Earns significantly more • Role designed to last

Envisioning High-Leverage Teacher Leadership

Prepare & Support

Retain & Extend

Attract

High Leverage

- Supports small group of peers

- Has authority to lead peers

- Greater responsibility for student learning

- Earns more

- Role designed to last

What States and Districts Can Do

Which ESSA funds can states use to pursue an ideal talent system?

	Available State Set-Aside	What Could States Do With These Funds?
Title I, Part A	States must reserve 7% of these funds to support **school improvement** activities.	■ Provide technical assistance to help schools and districts redesign roles and schedules to retain great teachers and carve out time for professional learning ■ Invest in the pipeline of great leaders for high-need schools ■ Direct additional funds to districts and schools that pursue the state's preferred talent strategies ■ Evaluate whether strategies are working
Title II, Part A	SEAs may retain 5% of these funds for state activities related to **supporting effective instruction.**	■ Fund or offer technical assistance to help districts and schools design school models that pay great teachers more and offer job-embedded professional learning for all teachers ■ Align educator evaluation with opportunities for professional growth ■ Improve the preparation of teacher and school leaders
	States may retain an additional 3% of these funds for state activities related to **principals and other school leaders.**	■ Fund training for teacher leaders and school leader to use distributed leadership to improve instruction
Title IV, Part A	States may retain 5% of these funds for state activities related to **student support and academic enrichment.**	■ Use technology to extend instruction by great teachers to students, wherever they reside in the state

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Discussion/Q&A

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