


CTOQ

**CENTER FOR
TEACHING QUALITY**

**SREB Presentation
May 12, 2016**



A photograph of a teacher and three students in a classroom. The teacher, a man with a beard, is leaning over a table, looking at a project. Three students are gathered around the table, looking at the project. One student is pointing at something on the table. The scene is dimly lit, and the overall tone is blue. The text "So how do school leaders hire and retain effective teachers?" is overlaid in white, bold, sans-serif font in the center of the image.

**So how *do* school
leaders hire and retain
effective teachers?**



**Those who
do not remember
the past
are condemned
to repeat it.”**

**—George Santayana,
philosopher**

1986

Why Bright College Students Won't Teach

Barnett Berry

A case study of the career expectations of noneducation college seniors (primarily in high demand fields) reveals that present policies, such as career ladders, merit pay, and traditional college loan programs, may have little positive impact on their consideration of teaching as a career alternative. For the brightest of the students, the most significant reasons why they won't teach relate not to the lack of financial reward in teaching, but to frustrating working conditions, bureaucratic requirements, the lack of professional control, and few opportunities for intellectual growth, as well as their intolerance for diversity in the workplace and their perception of teaching as a "boring job." In most cases, these negative "lessons" about teaching were learned while they were public school students. The recent movement to professionalize teaching would appear to be an important step in luring these bright students into teaching. However, professionalism alone will not ensure a school district's ability to attract and retain bright college students as teachers.

When I was in junior high and high school, I thought I might be a teacher. I had these real neat teachers—who were active thinkers. . . . One of my best was in history—he took time to really sit and talk with us during lunch. . . . I thought teaching would be neat—a thinking job. . . . dealing with problems and helping people. . . . But, then I got into math, and I thought I was going to be an engineer. They design things, and you don't teach that in the public schools. . . . Then, I got into debate, and when I got into psychology and we had a subject that was not good for teaching. . . . I don't want to deal with people who want to learn.

1996

What Matters Most: Teaching for America's Future

Report of the National Commission on
Teaching & America's Future

Teachers Matter: Attracting, Developing and Retaining Effective Teachers

POINTS & FOR POLICY DEVELOPMENT



1986

Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive

RICHARD J. MURNANE
Harvard University

DAVID K. COHEN
Michigan State University and Harvard University (on leave)

2005

TEACHING: A DEVELOPMENTAL

Staffing High-Needs Schools: Insights from the Nation's Best Teachers

What will it take to entice highly accomplished teachers to work in the nation's neediest schools? Researchers from the Center for Teaching Quality decided to ask the teachers themselves.

By Barnett Berry

RECRUITING and retaining good teachers for high-needs schools may be the most vexing problem facing America's education policy makers. Study after study confirms that poor children and children of color are far less likely than their peers to be taught by good teachers — no matter how "good teacher" is defined. Teachers who are better trained, more experienced, and fully licensed in the subjects they teach are more likely to be teaching in low-poverty schools, serving more academically advantaged students.¹ The same holds true for teachers who generate higher student test scores and for those who earn National Board Certification, a credential granted by the National Board for Professional Teaching Standards (NBPTS).²

As have many businesses, education has tried a range of incentives to entice people to tackle challenging assignments. As teacher shortages have



2008

1987

Effective Teacher Selection

From Recruitment to Retention

Arthur E. Wise, Linda Darling-Hammond,
Barnett Berry
With David Berliner, Emil Haller,
Amy Praskac, Phillip Schlechty

2014



RESULTS FROM TALIS 2013

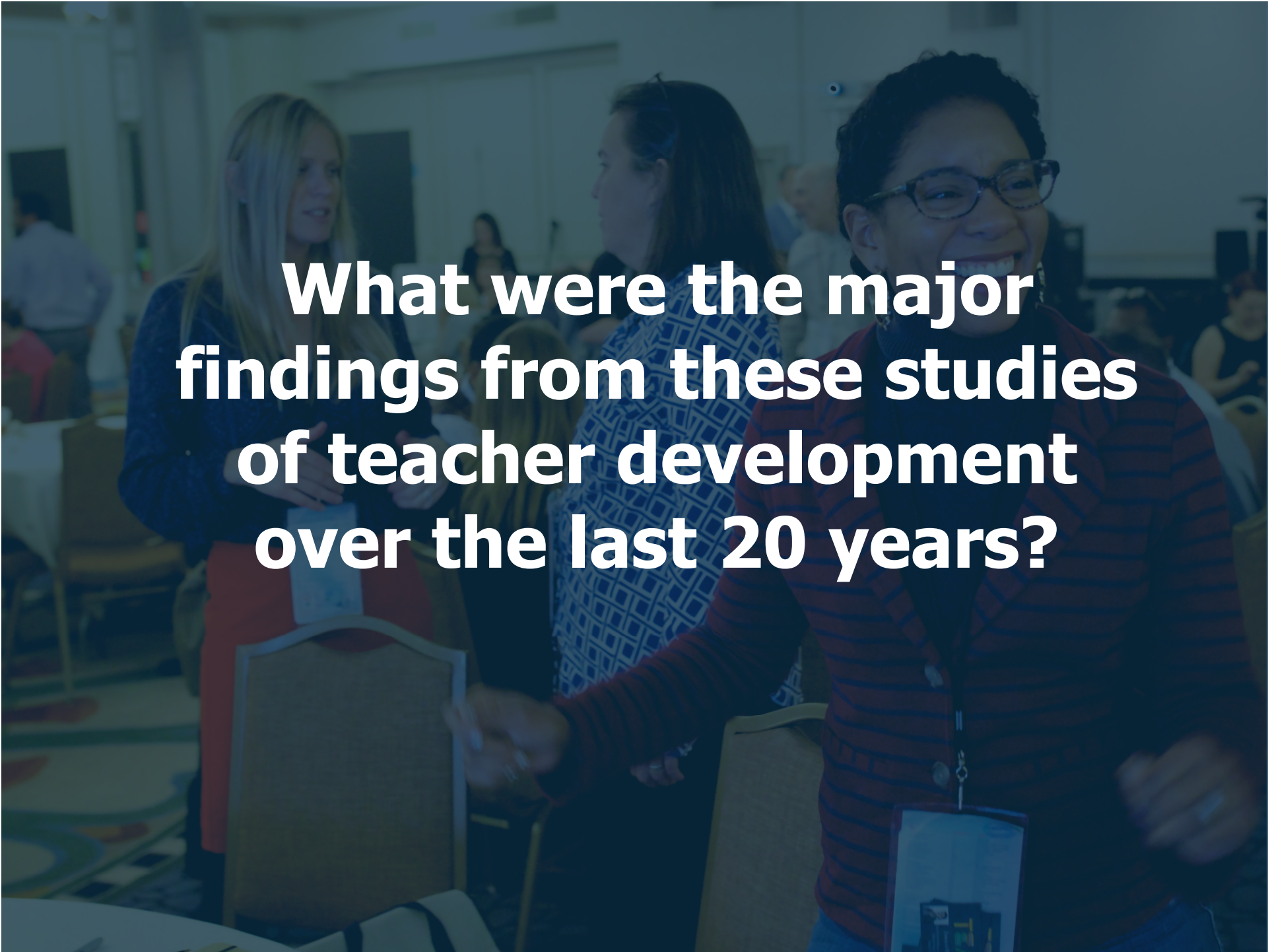
UNITED STATES OF AMERICA

Key Findings from the Teaching and Learning International Survey (TALIS)¹

- U.S. lower secondary teachers report high levels of job satisfaction and self-confidence
- The TALIS survey measures teacher job satisfaction and finds that 89% of U.S. lower secondary school teachers report being satisfied with their job overall. Likewise, more than eight in ten U.S. teachers report that they are satisfied with their current working environment, that the advantages of their job clearly outweigh the disadvantages and that, if they could decide again, they'd still choose teaching.
- U.S. teachers also report high levels of confidence in their abilities as teachers. More than eight in ten lower secondary teachers in the United States report high levels of confidence in classroom management and in the use of a variety of instructional strategies.
- But a minority believes that teaching is valued by U.S. society
- Even though U.S. teachers report being largely satisfied with their jobs and career, only 34% believe that teaching is valued by U.S. society. The perceived value of the teaching profession by society is important in attracting, recruiting and retaining high-quality teachers.
- U.S. lower secondary teachers tend to work independently
- The traditional view of teachers as working in a closed classroom in isolation from colleagues still seems to hold true for many U.S. teachers. Half or more U.S. lower secondary teachers report never teaching jointly in the same classroom with a colleague or never observing other teachers and providing feedback on their teaching.
- In addition, 42% of U.S. lower secondary teachers report never engaging in joint project across classes or age groups. Not only can these types of activities provide in-school professional development opportunities for teachers, but TALIS data also indicate that these kinds of collaborative activities can be positively related to teachers' reported job satisfaction and to the confidence they have in their own abilities as teachers.
- U.S. lower secondary teachers also report spending longer hours
- Lower secondary teachers in the United States report spending an average of 27 hours per week on classroom teaching alone, which far exceeds the average of 18 hours across TALIS countries. A teachers' main work is teaching, but such a large class load normally does not leave much time for planning, grading, working with students and parents, participating in extracurricular and leadership activities and all of the other tasks that teachers do in a week. Perhaps not surprisingly, U.S. teachers also report working more hours per week overall than their international colleagues (45 hours versus 38 hours).
- Teacher evaluation seems universal for U.S. lower secondary teachers
- Formal appraisal of teachers seems to be a universal feature of U.S. lower secondary schools, with 100% of teachers working in schools where formal appraisal is used and includes a direct observation of classroom teaching. More than nine in ten teachers also work in schools where their formal appraisal includes an analysis of their students' test scores on a discussion about feedback received from parents or guardians.



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What were the major findings from these studies of teacher development over the last 20 years?

New evidence on teacher learning & student achievement

Developing Workplaces Where Teachers Stay, Improve, And Succeed

Matthew A. Kraft and John P. Papay
BROWN UNIVERSITY

An emerging body of research now shows that the contexts in which teachers work profoundly shape teachers' job decisions and their effectiveness.

When you study education policy, the inevitable question about what you do for a living always gets the conversation going. Controversies over teacher unions, charter schools, and standardized testing provide plenty of fodder for lively debates. People often are eager to share their own experiences about individual teachers who profoundly shaped their lives or were less than inspiring.

largely absent in these conversations, and in the scholarly literature, is a recognition of how these teachers are also supported or constrained by the organizational contexts in which they teach.

The absence of an organizational perspective on teacher effectiveness leads to narrow dinner conversations and misinformed policy. We tend to ascribe teachers' career decisions to the conditions they teach rather than the conditions in which they work. We treat teachers as if their effectiveness is mostly fixed, always portable, and independent of school context. As a result, we rarely complement reforms that could benefit both teachers and students.

An emerging body of research now shows that the contexts in which teachers work profoundly shape teachers' job decisions and

their effectiveness. Put simply, teachers who work in supportive contexts stay in the classroom longer, and improve at faster rates, than their peers in less-supportive environments. And, what matters most about the school context are not the traditional working conditions we often think of, such as modern facilities and well-equipped classrooms. Instead, aspects that are difficult to observe and measure are to be most influential, including the quality of relationships and collaboration among staff, the responsive school administrators, and the valedemic and behavioral expectations of students.

School Context and Teacher

Schools are complex organizations. Classic studies by Dan L. Moore Johnson, based on observations and interviews, described the "constellation" of features that shape students' daily experiences. Large-scale teacher studies have replicated these or these data have shown that teachers who work in schools that v

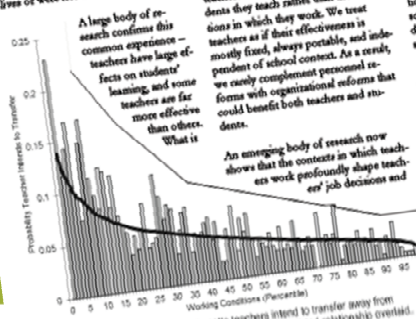


Figure 1: Probability that Massachusetts teachers intend to transfer away from their school by percentile of working conditions with predated relationship overlaid.

Improving Teaching Through Collaboration

Matthew Ronfeldt
UNIVERSITY OF MICHIGAN

Learning to teach is an ongoing process. To be successful, then, schools must promote not only student learning but also teacher learning across their careers. Embracing this notion, policymakers have called for the creation of school-based professional learning communities, including organizational structures that promote regular collaboration with teams of colleagues. As the use of instructional teams becomes increasingly common, it is important to examine whether and how collaboration actually improves teaching and learning. The growing evidence, summarized below, suggests that it does.

For many decades, educational scholars have conducted qualitative case studies documenting the nature of collaboration among particular groups of teachers working together in departmental teams, reading groups, and other types of instructional teams. This body of work has demonstrated that the kinds and content of collaboration vary substantially across contexts, but shed light on the elements and structures that promote more promising collaboration, and has set the stage for today's policy focus on "professional learning communities." However, these studies rarely connected collaboration to teachers' classroom performance. Thus, they provided little information on whether

teachers actually got better at teaching as a result of their participation in collaboration.

More recently, a number of large-scale studies have looked across many schools to investigate whether teacher collaboration specifically improves teaching and learning. Goddard et al. (2007) found that elementary schools in which teachers reported more extensive collaboration on surveys also had better student achievement, even after controlling for a set of student and school characteristics. In a follow-up study, Goddard and colleagues similarly found a direct relationship between collaboration and achievement and an indirect relationship, mediated by teacher collaborations, between principal leadership and achievement.

Though these correlational studies provide initial, suggestive evidence that teacher collaboration causes student achievement to improve, other explanations are also possible. First, unobserved factors could explain observed relationships; for example, schools that are better at retaining teachers may be likely to have both better achievement and better collaboration. Second, more collaborative teachers might not only score into higher achieving schools. Finally, it is possible that stronger achievement causes teachers to collaborate rather than the other way

around. To rule out these alternative explanations, experimental and quasi-experimental research is needed.

A pair of recent, quasi-experimental studies provide credibly causal evidence that supporting instructional teams to engage in inquiry around student data increases student achievement. The researchers designed a school-level intervention that trained instructional leaders to promote frequent teacher collaboration based upon an inquiry-focused protocol. Treatment schools showed substantially greater achievement gains than control schools. These studies begin to build the case that collaboration causes instructional effectiveness to improve, but it is difficult to ascertain whether collaboration specifically, other aspects of the intensive intervention (e.g., trained instructional leaders, structured protocols), or both caused the observed improvement. Even if collaboration were responsible, finding such carefully orchestrated collaboration to spur improvement does not necessarily mean that more typical forms of collaboration are equally beneficial.

My colleagues and I investigated the various, naturally occurring forms of collaboration that exist among teachers in instructional teams across Mendocino County Public Schools, one of the largest, urban districts in the U.S. Our goal was to better understand the

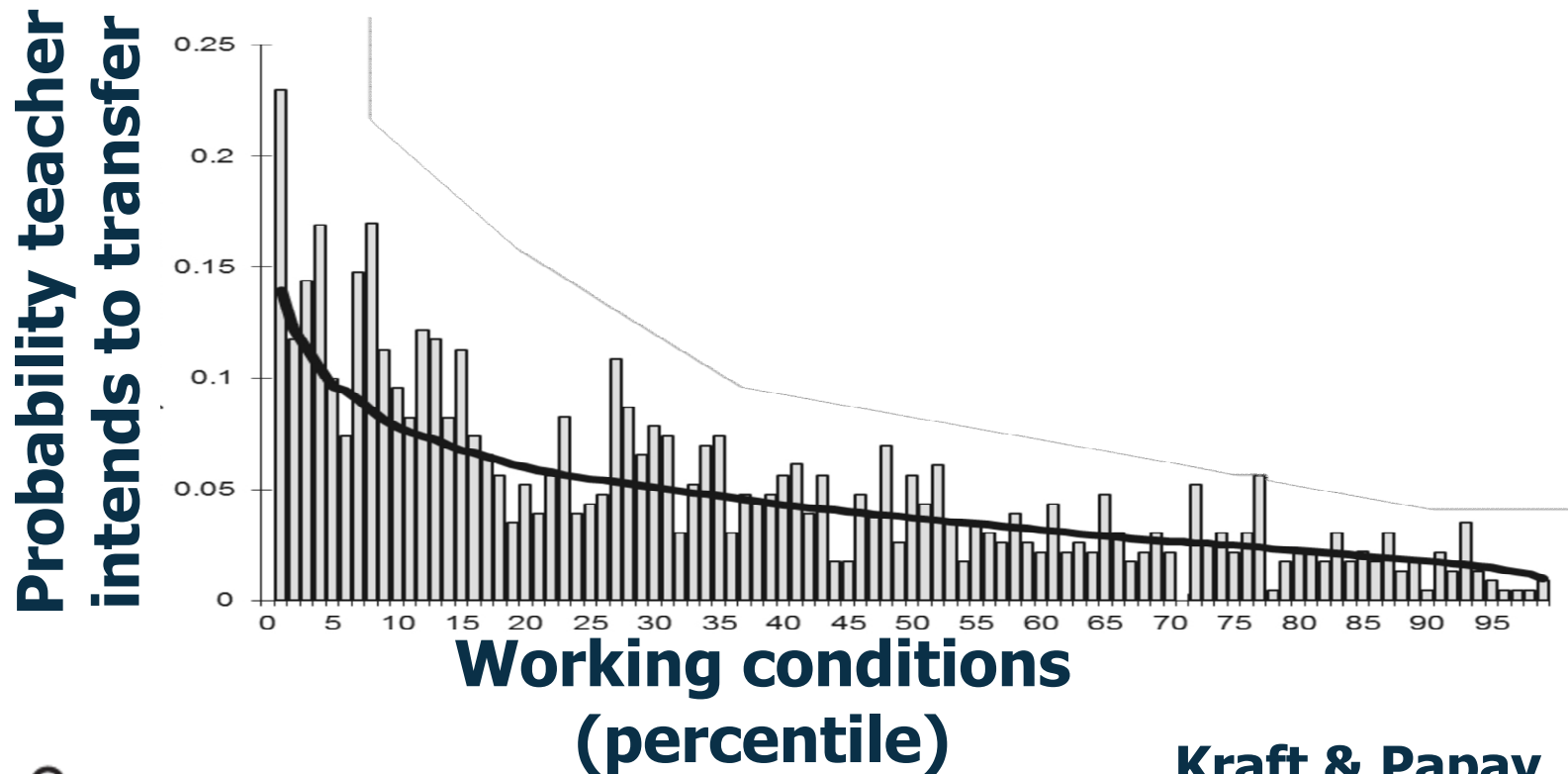
Learning to teach is an ongoing process. To be successful, then, schools must promote not only student learning but also teacher learning across their careers

Albert Shonk



Developing workplaces where teachers stay, improve & succeed

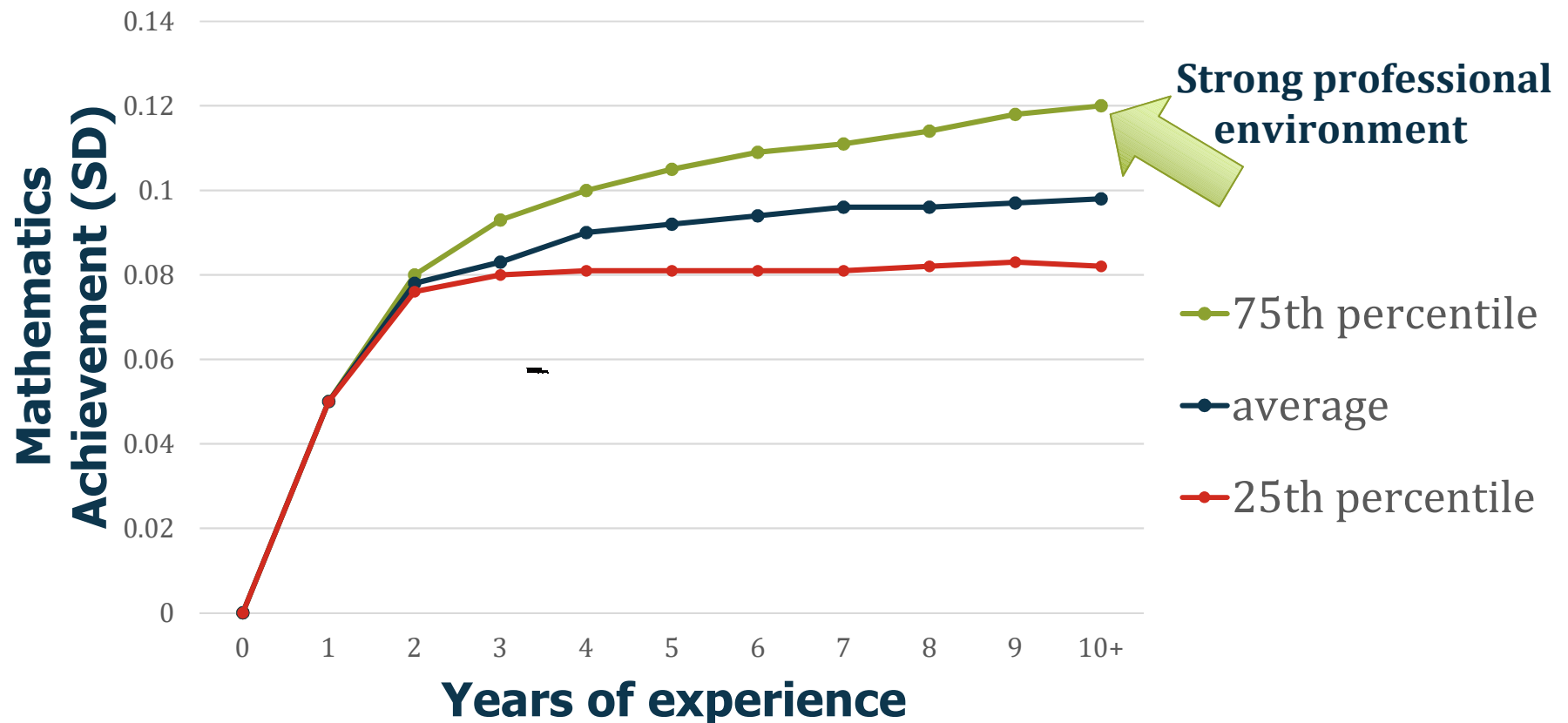
Probability that Massachusetts teachers intend to transfer away from their school percentile of working conditions with predicted relationship overlaid.



Kraft & Papay, 2016



Estimated returns for teachers at different points



Kraft & Papay, 2014





Teachers working
in schools
with **strong**
professional
environments
improved 38%
more over ten
years than
teachers working
in weak
professional
environments.

Kraft and Papay, 2016



Schools in
which teachers
reported better
quality
collaboration
had better
average
achievement
gains in math
and reading.

Kraft and Papay, 2016

School-level value added as result of instructional collaboration

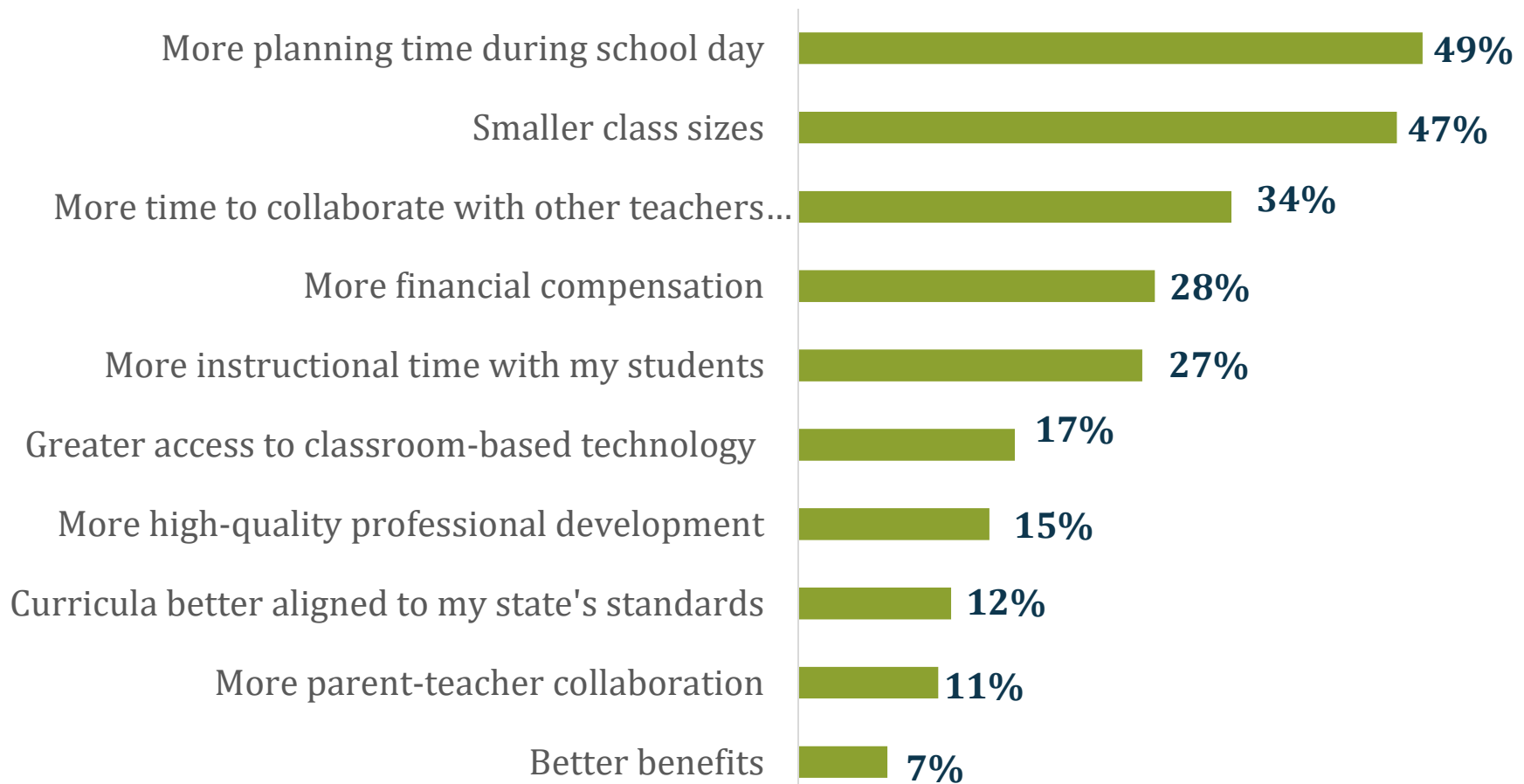
Variables	Math Value-Added		Reading Value-Added	
	Model 1	Model 2	Model 1	Model 2
General collaboration	0.4254*** (0.081)		0.1789*** (0.050)	
Instruction collaboration		0.2971** (0.099)		0.1266* (0.051)
Student collaboration		0.1763* (0.079)		0.1091* (0.050)
Assessment collaboration		0.2514*** (0.069)		0.0749 (0.058)

Note: Robust standard errors are clustered at the school level (in parentheses); school response rates on surveys are used as probability weights. *p<.05 **p<.01 ***p<.001

Ronfeldt, M., et al., 2015



Actions that would help teachers in day-to-day teaching



Center on Education Policy, 2016



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7 conditions for teacher leadership



vision and strategy



supportive administration



adequate resources



enabling work structures



strong collaboration



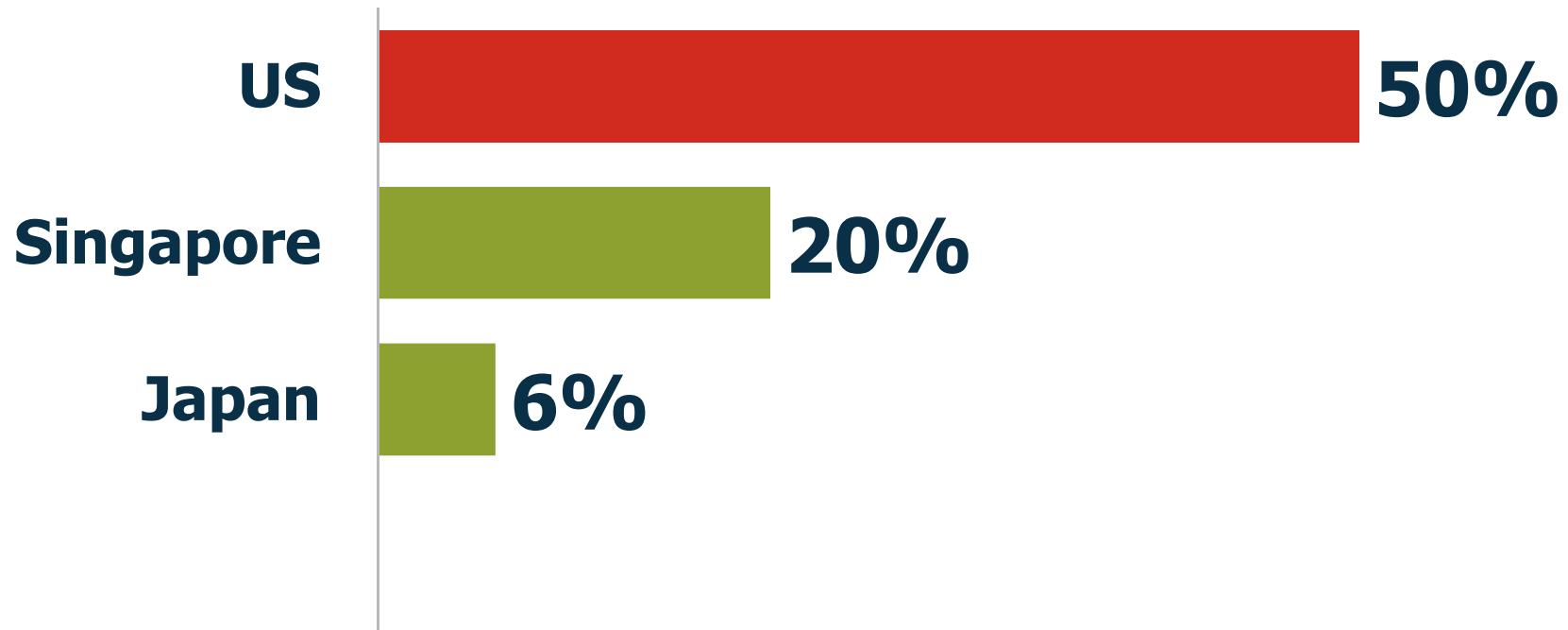
blurred roles



inquiry and risk taking



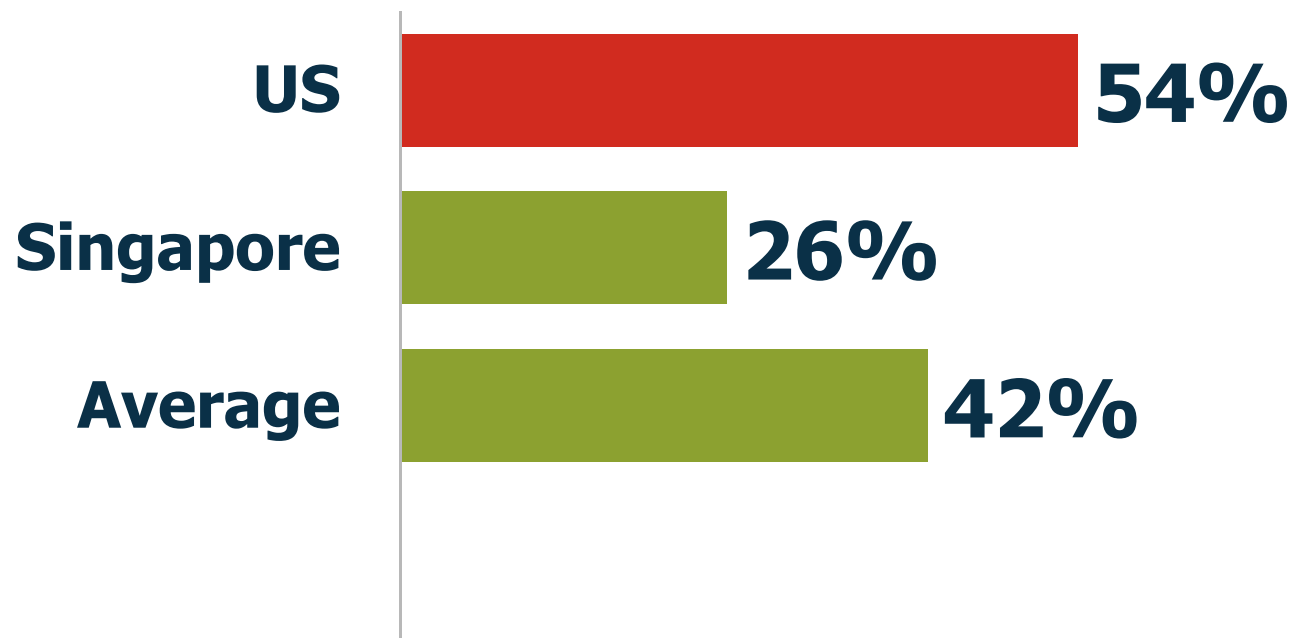
Teachers who never observe others and offer feedback



TALIS, 2014



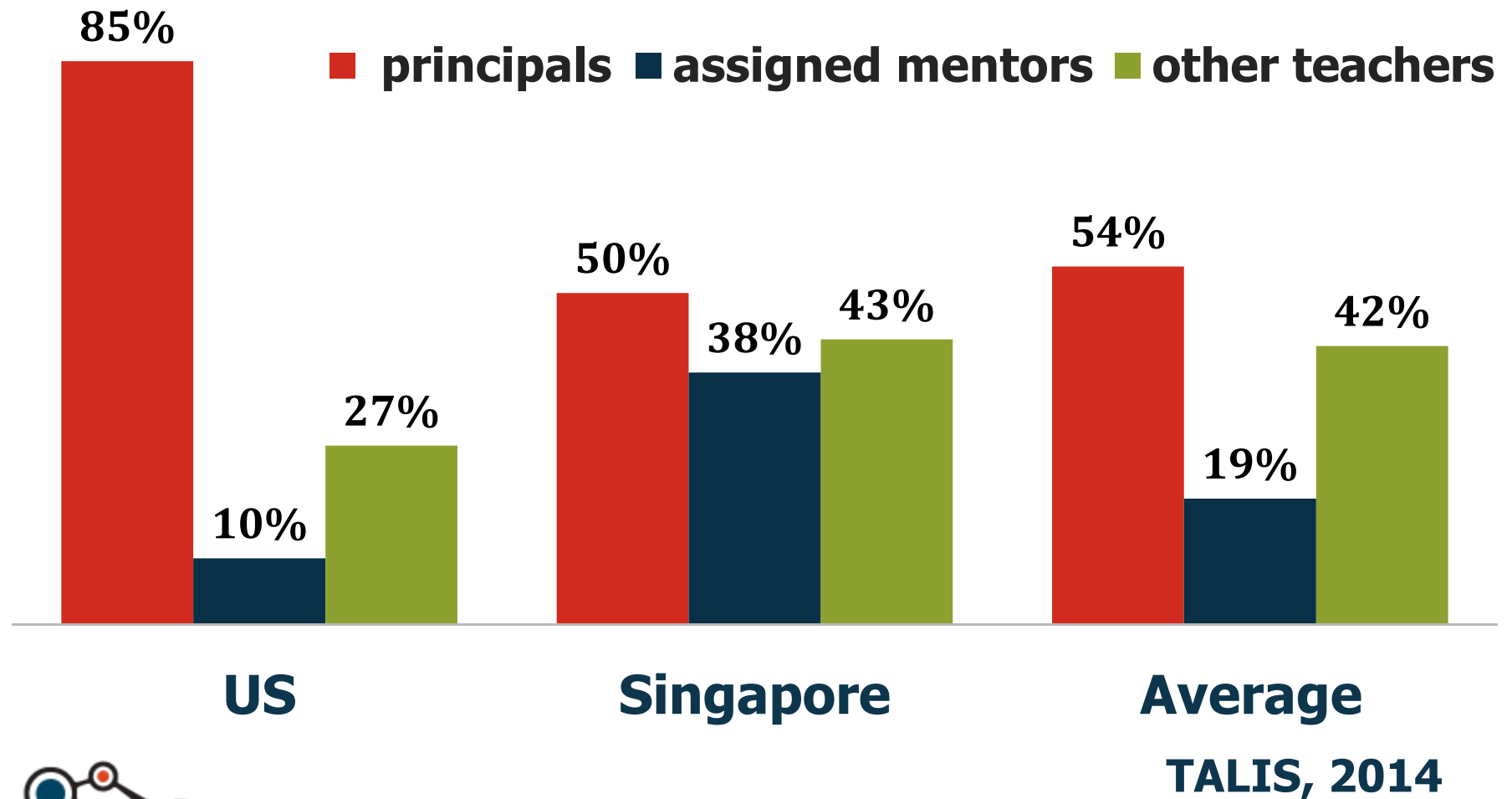
Teachers who never teach jointly



TALIS, 2014

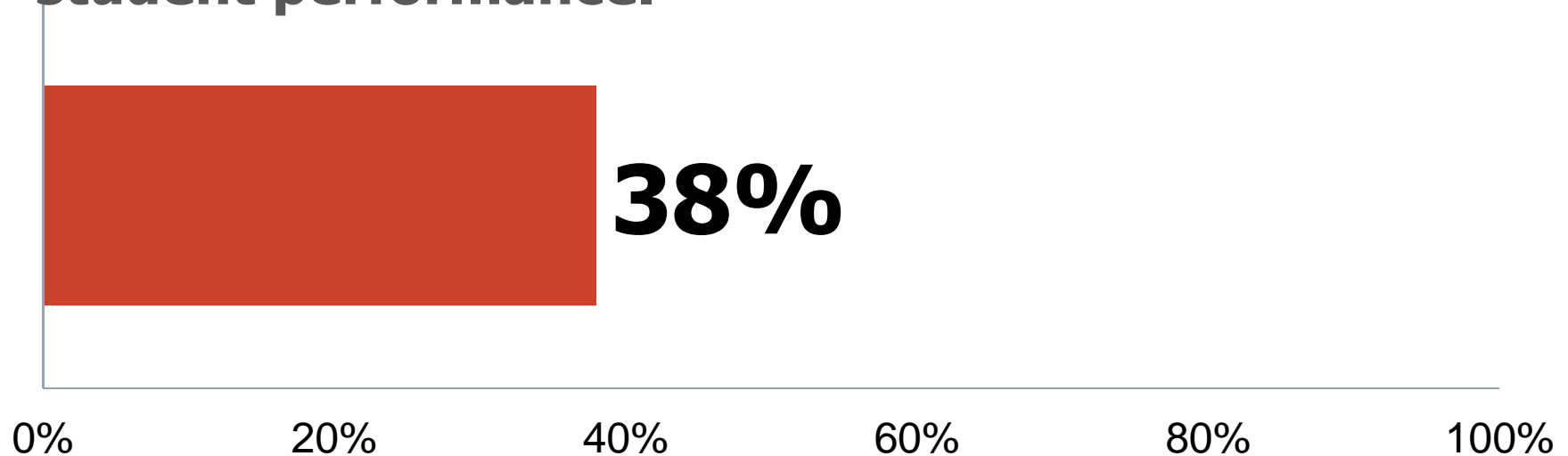


Teachers who receive feedback and mentoring



Limited time to assess

My school has dedicated time for teachers to analyze interim assessments and to re-teach content based on student performance.



From Florida district in Fall 2014, w/ ~2000 teachers, conducted after several years of implementing new curriculum mandates and more rigorous teacher evaluation system



Low quality feedback

The teacher evaluation process helps identify my strengths and weaknesses.



From Florida district in Fall 2014, w/ ~2000 teachers, conducted after several years of implementing new curriculum mandates and more rigorous teacher evaluation system



Leadership limitations

The teachers who deserve leadership positions at my school are the most likely to get them.



48%

There are opportunities for me to advance at my school.



29%

From Florida district in Fall 2014, w/ ~2000 teachers, conducted after several years of implementing new curriculum mandates and more rigorous teacher evaluation system



New roles for principals

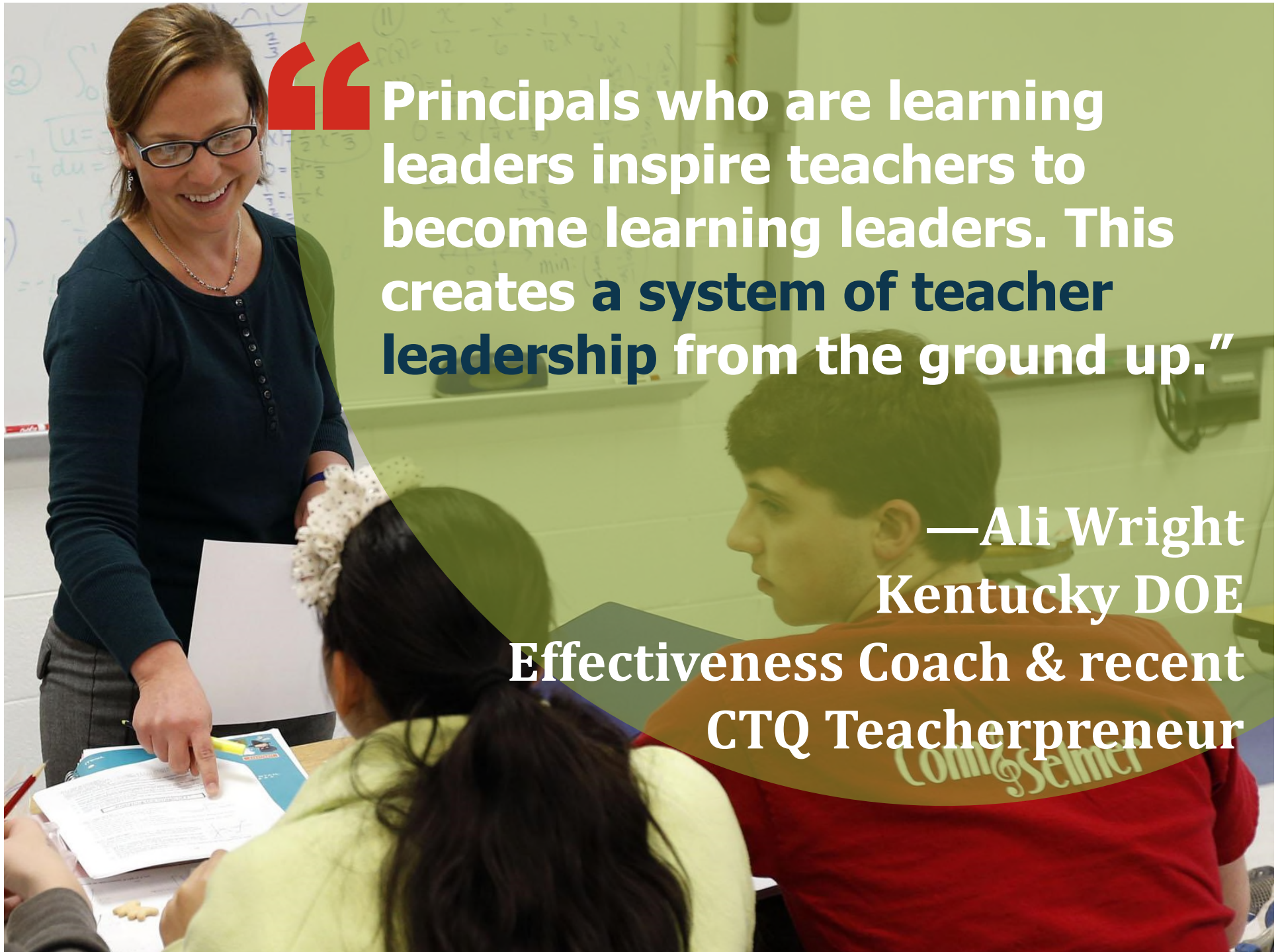


Identify strengths

Organize time

Broker ideas





Principals who are learning leaders inspire teachers to become learning leaders. This creates a **system of teacher leadership** from the ground up.”

—Ali Wright
Kentucky DOE
Effectiveness Coach & recent
CTQ Teacherpreneur

Lessons from Glenn O. Swing ---

Elementary School



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Everything that needs to be done to recruit and retain effective teachers is already implemented somewhere.”

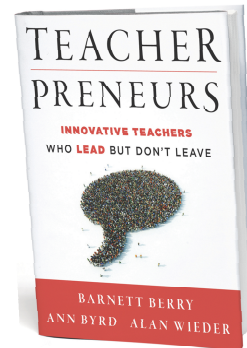
—Anonymous

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