



PreK-12 Quality Subcommittee

January 11, 2017

3:30 PM

Reed Hall (102 HOB)

Meeting Packet

**Richard Corcoran
Speaker**

**Jake Raburn
Chair**

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Quality Subcommittee

Start Date and Time: Wednesday, January 11, 2017 03:30 pm
End Date and Time: Wednesday, January 11, 2017 05:30 pm
Location: Reed Hall (102 HOB)
Duration: 2.00 hrs

Presentations on Effective Teachers

Panel Discussion on Recruiting and Retaining Effective Teachers for Turnaround Schools

NOTICE FINALIZED on 01/04/2017 4:20PM by Jones.Missy



BELLWETHER
EDUCATION PARTNERS

Ensuring Effective Teachers for All Students:

Presentation to the Florida House of
Representatives PreK-12 Quality Subcommittee

January 2017

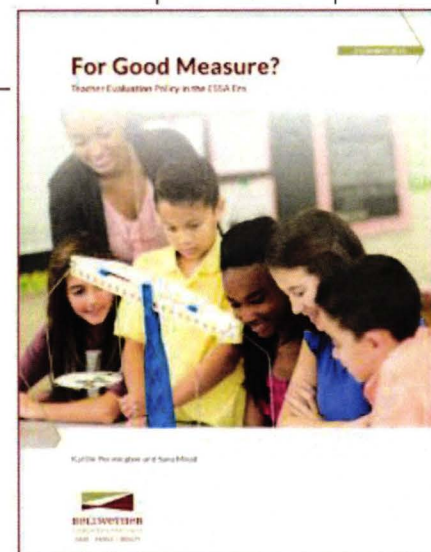
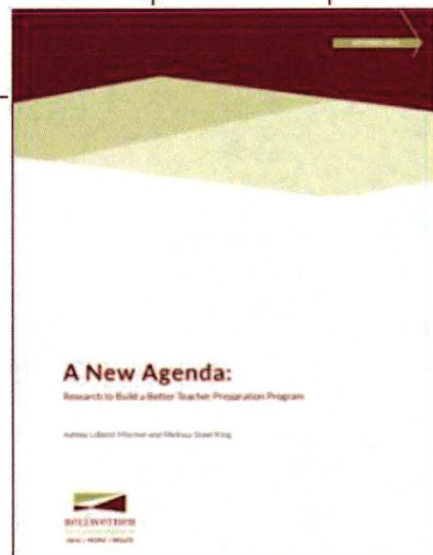
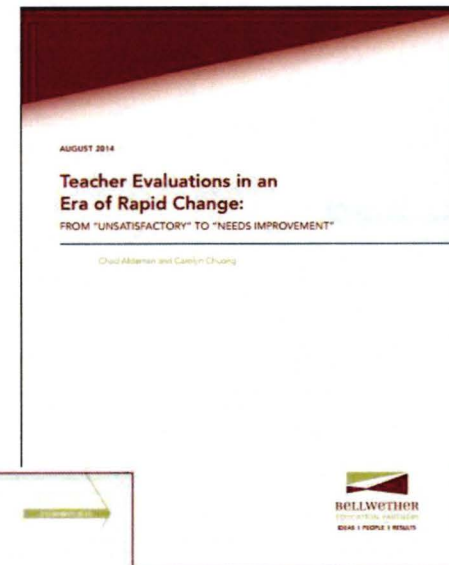
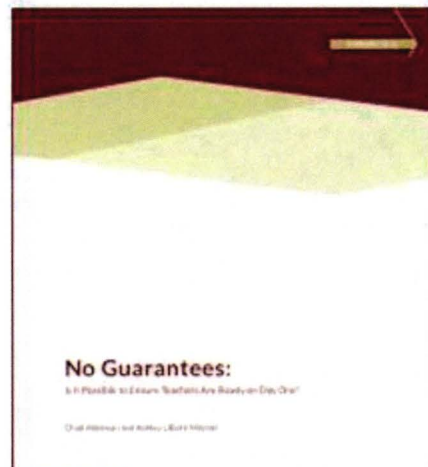
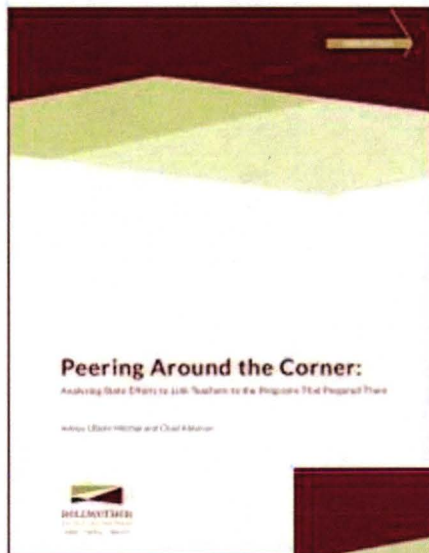
Bellwether's mission is to help education organizations become more effective and achieve dramatic results

\ˈBEL-,weth-ər\, noun;
A leader of a movement or activity;
also, a leading indicator of future trends.

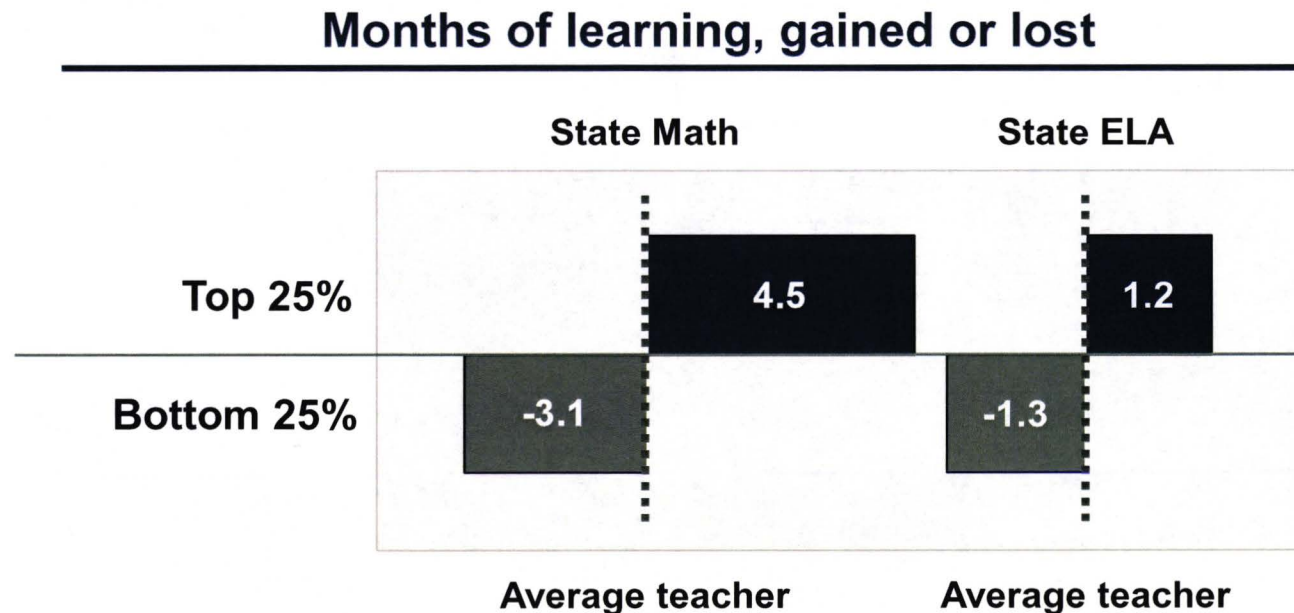
We are a **nonprofit** dedicated to helping **education organizations** – in the public, private, and nonprofit sectors – become **more effective** in their work and achieve dramatic results, especially for **high-need students**.

To do this, we provide a unique **combination** of exceptional **thinking, talent,** and hands-on **strategic support**.

We have conducted extensive research on teacher preparation and evaluation policies



Research shows that teachers matter more to student achievement than any other aspect of schooling

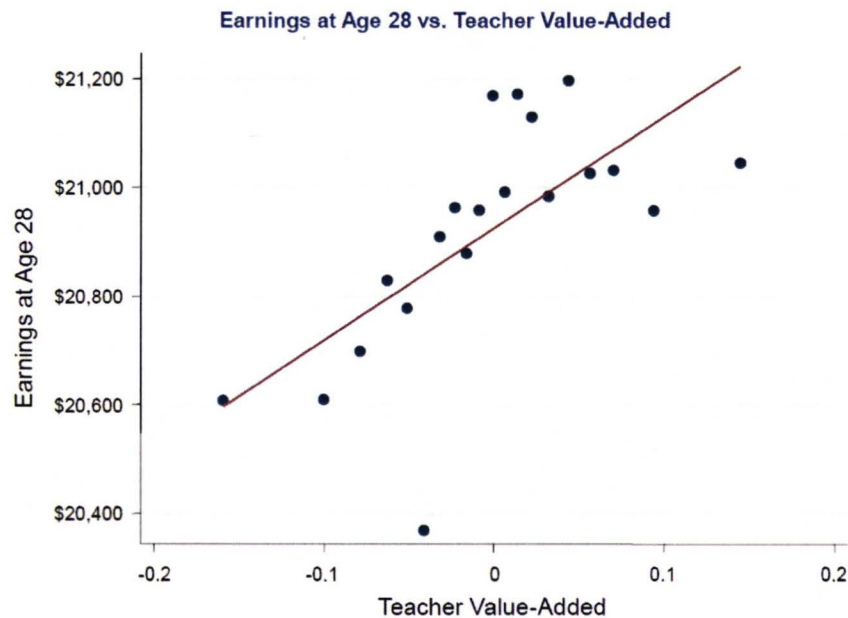


The gap between effective and ineffective teachers can reach the equivalent of nearly an entire school year.

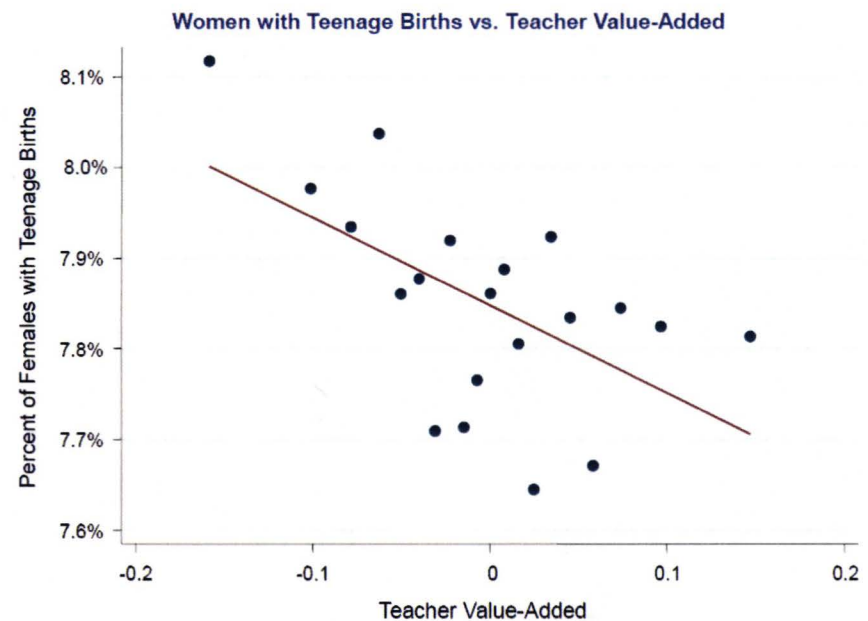
SOURCE: Thomas J. Kane and Douglas O. Staiger, *Gathering Feedback for Teaching* (Seattle, WA: The Bill and Melinda Gates Foundation Education, 2012).

The difference between an average and an ineffective teacher can make a lasting difference in children's lives

Compared to an ineffective teacher, an average teacher boosts lifetime earnings for one class of students by \$267,000



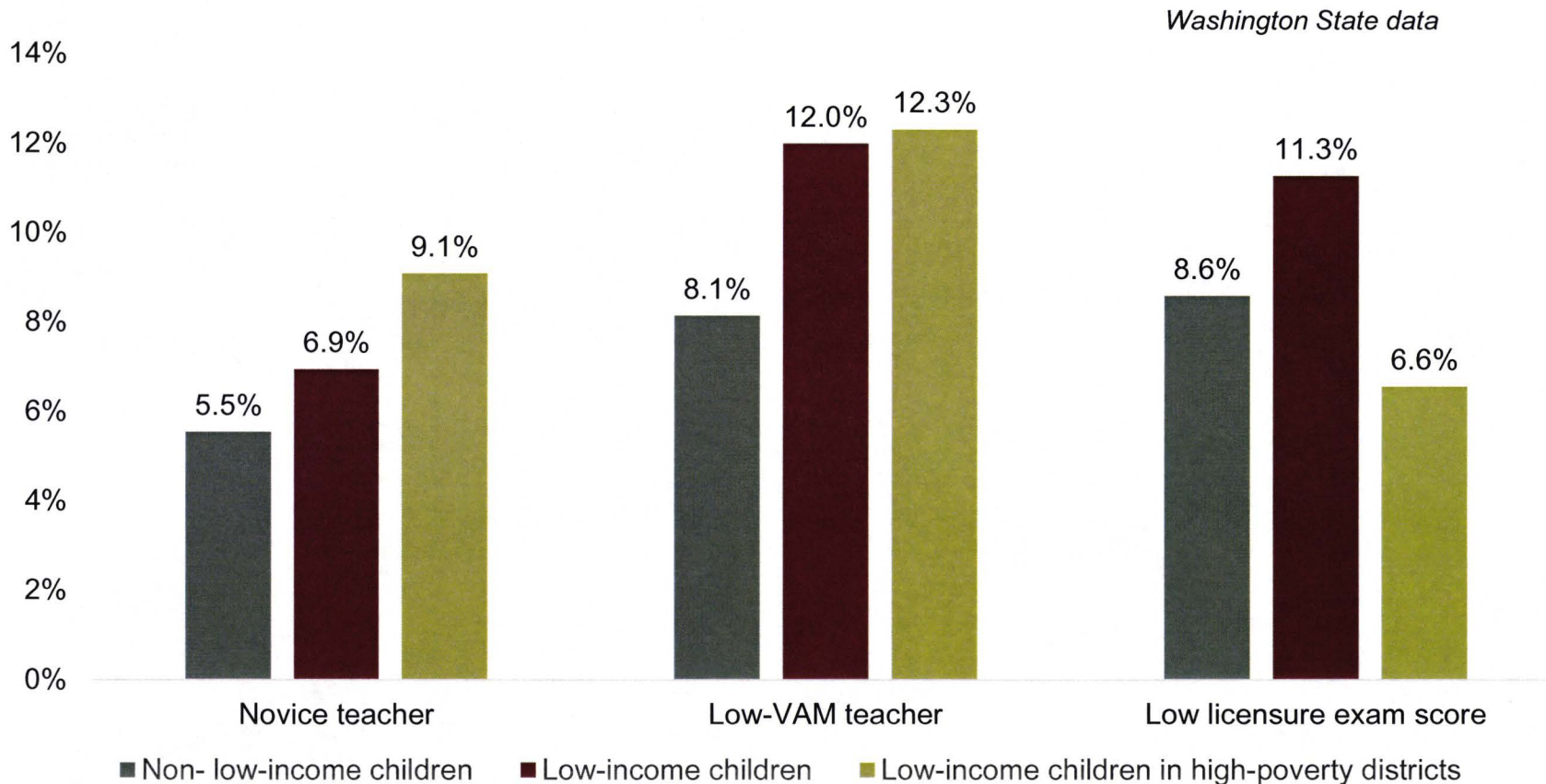
Having just one effective teacher in elementary or middle school increases college attendance and reduces teen pregnancy rates



SOURCE: Raj Chetty, John N. Friedman, and Jonah E. Rockoff, *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood* (Cambridge, MA: National Bureau of Economic Research, 2011).

No matter how we measure quality, low-income children are less likely to have access to effective teachers

Rate at which students are assigned to teachers with following characteristics



Source: Dan Goldhaber, Lesley Lavery, and Roddy Theobald, "Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students" *Educational Researcher* (June/July 2015)

Ensuring all children have access to quality teachers requires addressing multiple levers

Recruitment

Who becomes a teacher

Retention & Dismissal

Who stays in the classroom & for how long

Preparation

How teachers are trained

Professional development

How teachers are supported to improve

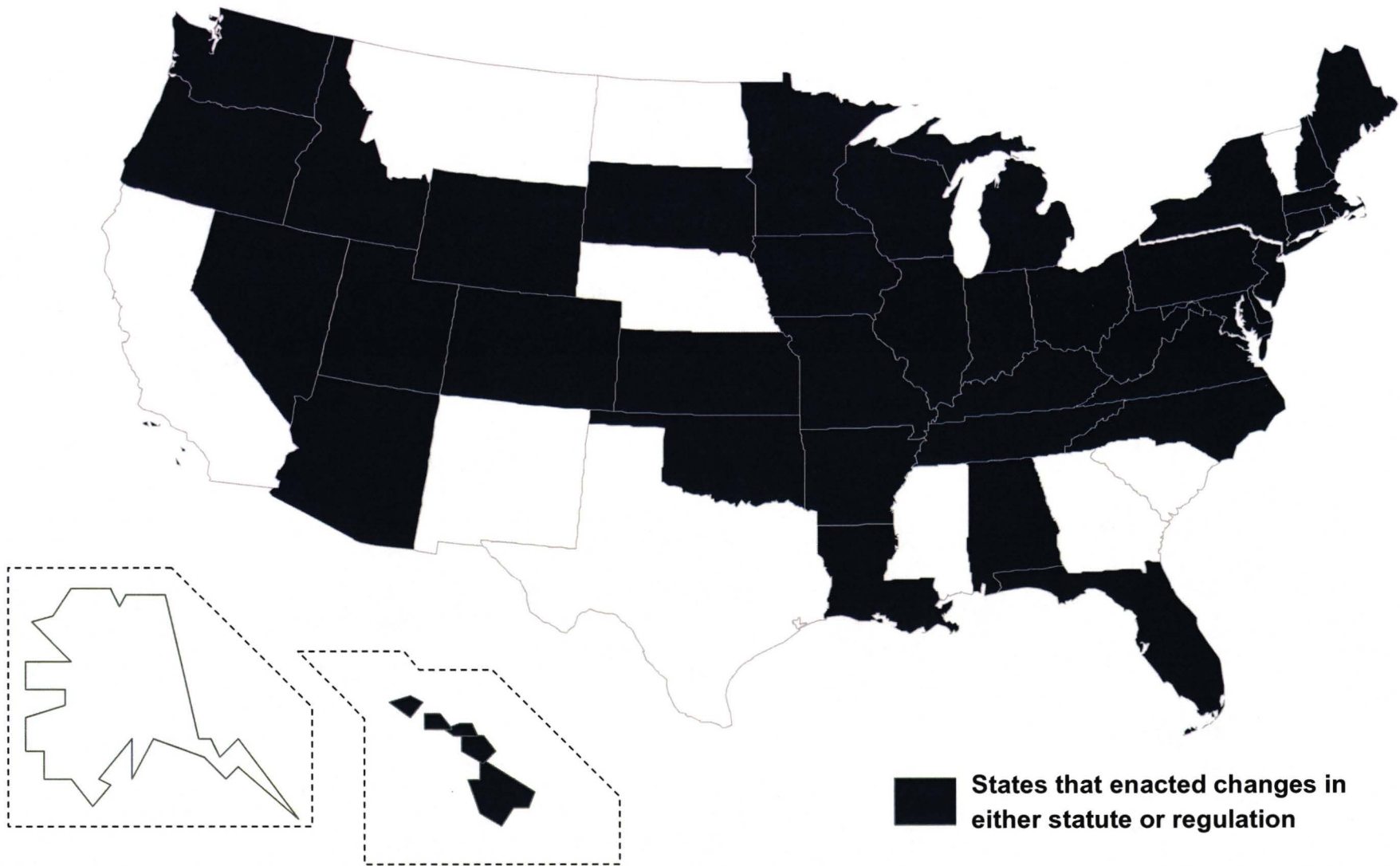
Hiring & Assignment

Where teachers work

Compensation & Career Advancement

What schools do to keep the best teachers and encourage them to work with kids who most need them

Many states enacted policy changes related to teacher evaluations between 2009 and 2012



Florida's teacher evaluation law (SB 736), passed in 2011, shares many common features with other states

Evaluation Requirements

- Annual evaluations for all teachers (2x/year for new teachers) and principals
- 50% of evaluation based on indicators of student learning and growth*
- 4 rating levels: Highly effective, effective, needs improvement/developing, unsatisfactory

Implementation

- State calculates student growth (VAM) for all teachers in tested grades and subjects
- Districts design their own evaluation systems, but must comply with state requirements
- Department of Education issues annual report on percentage of teachers in each rating level

*Reduced to one-third in 2015 by HB 7069. Other factors in evaluation must include instructional practice aligned with Florida Educator Accomplished Practices and other indicators of performance, which may include professional responsibilities.

Legislation also sought to link evaluation to other human resource decisions and systems

Required by SB 736

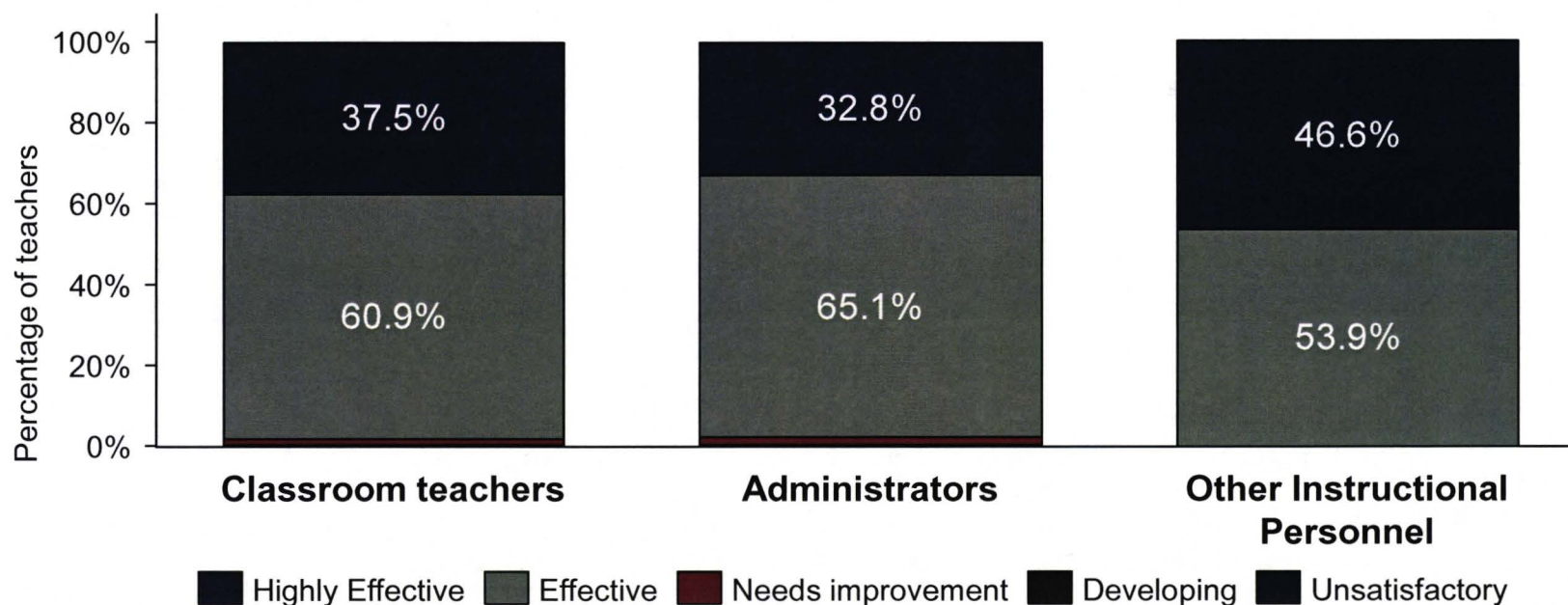
- Eliminated tenure for new and not-yet-tenured teachers
- Required districts to create “performance salary schedule” that provides larger salary increments to teachers rated “highly effective,” no increment to teachers rated “needs improvement” or “unsatisfactory,” and incentives to teachers in shortage areas and low-performing or high-poverty schools
- Requires dismissal of teachers who receive multiple unsatisfactory ratings or needs improvement ratings and streamlines process for teacher dismissal
- Workforce reductions must be based on performance evaluations

Other state policies linked to teacher evaluation

- To make approval decisions about teacher preparation programs, Florida uses evaluation data – overall and by subgroup – to assess the effectiveness of a program’s recent completers.
- Statute also requires that the state assess programs on other evidence, including job placement rates and retention.

Most Florida educators are rated “highly effective” or “effective”

Statewide distribution of evaluation levels

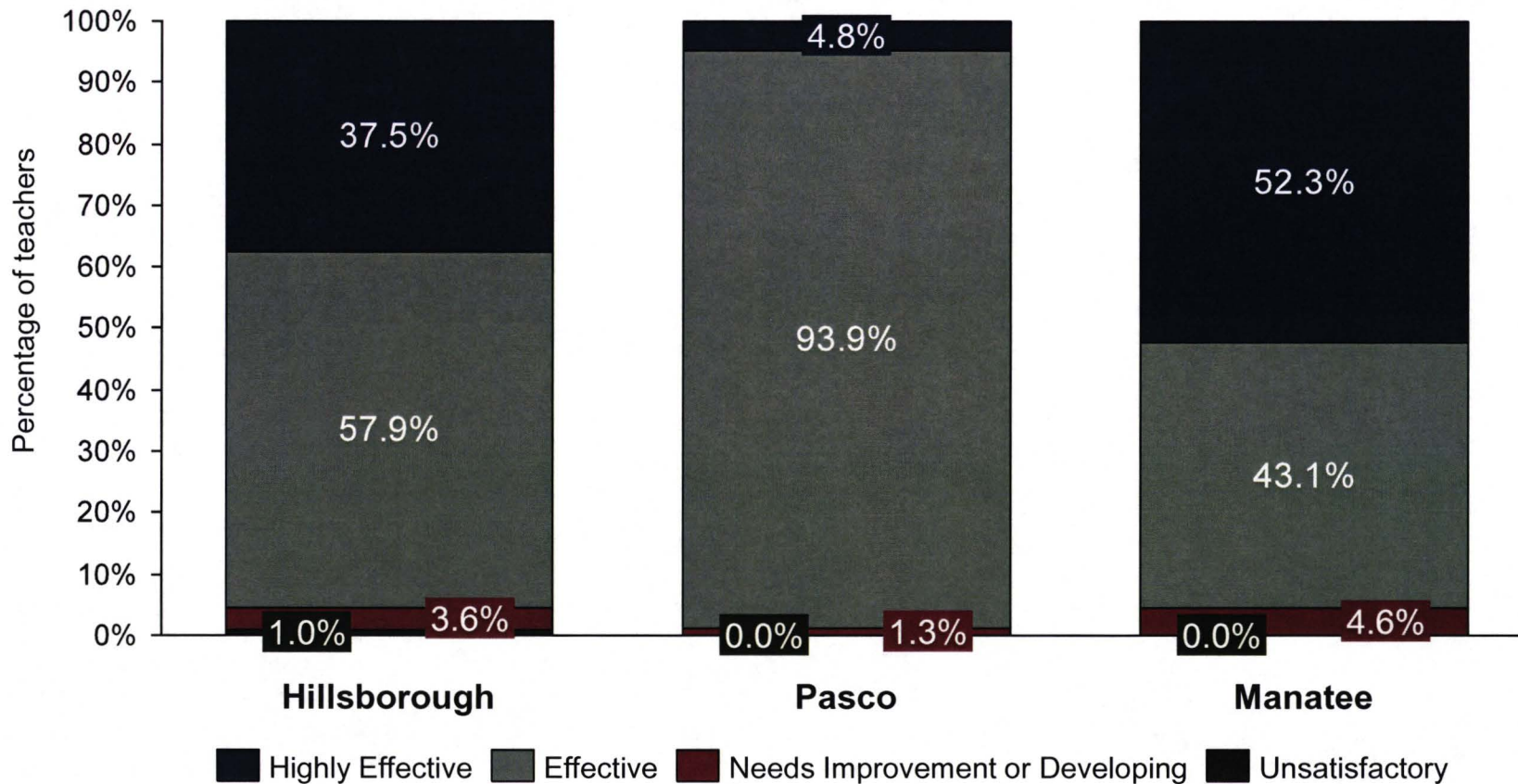


	Needs improvement	Developing	Unsatisfactory
Classroom teachers	1%	.5%	.2%
Administrators	1.7%	.2%	.3%
Other	.5%	.1%	.2%

Source: FLDOE 2014-15; only includes personnel with evaluation data

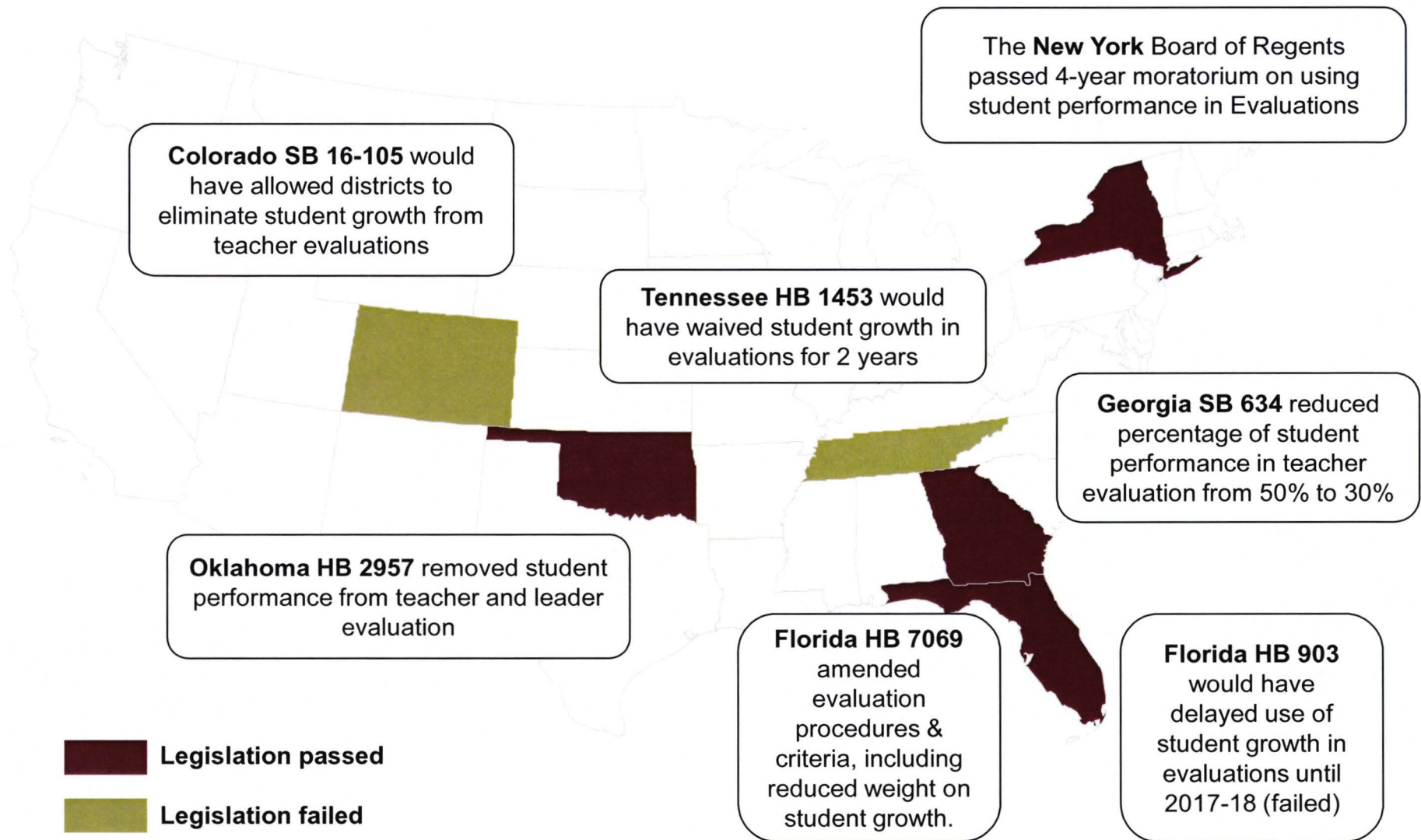
But distribution of teacher evaluation ratings varies considerably across Florida districts

Distribution of evaluation levels in three counties



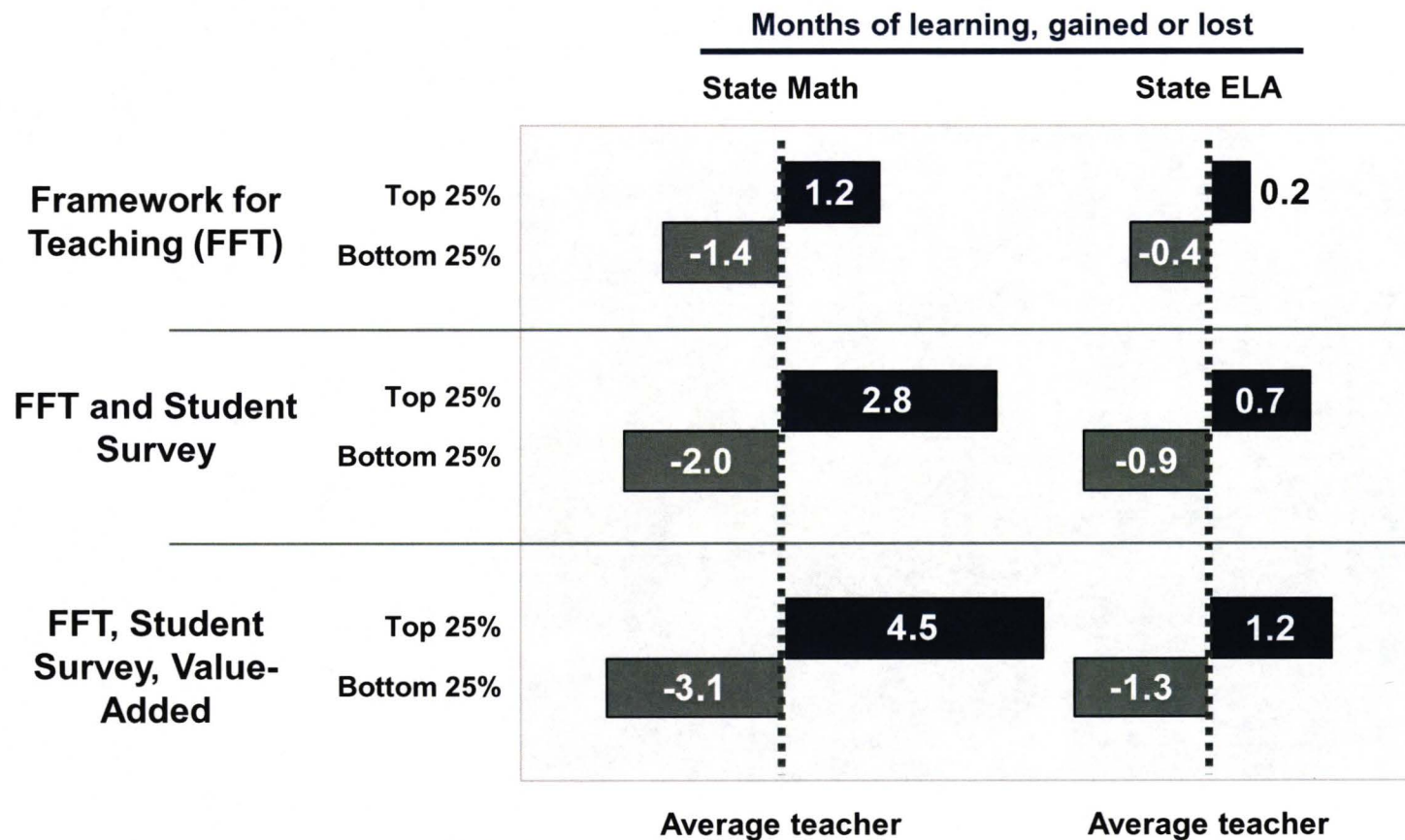
Source: Chad Aldeman and Carolyn Chuong, "Teacher Evaluations in an Era of Rapid Change," Bellwether Education Partners (August 2014)

Nationally, there is a push to change, eliminate, or slow implementation of previously enacted evaluation laws



Including student growth in teacher evaluations increases the accuracy with which they identify effective teachers

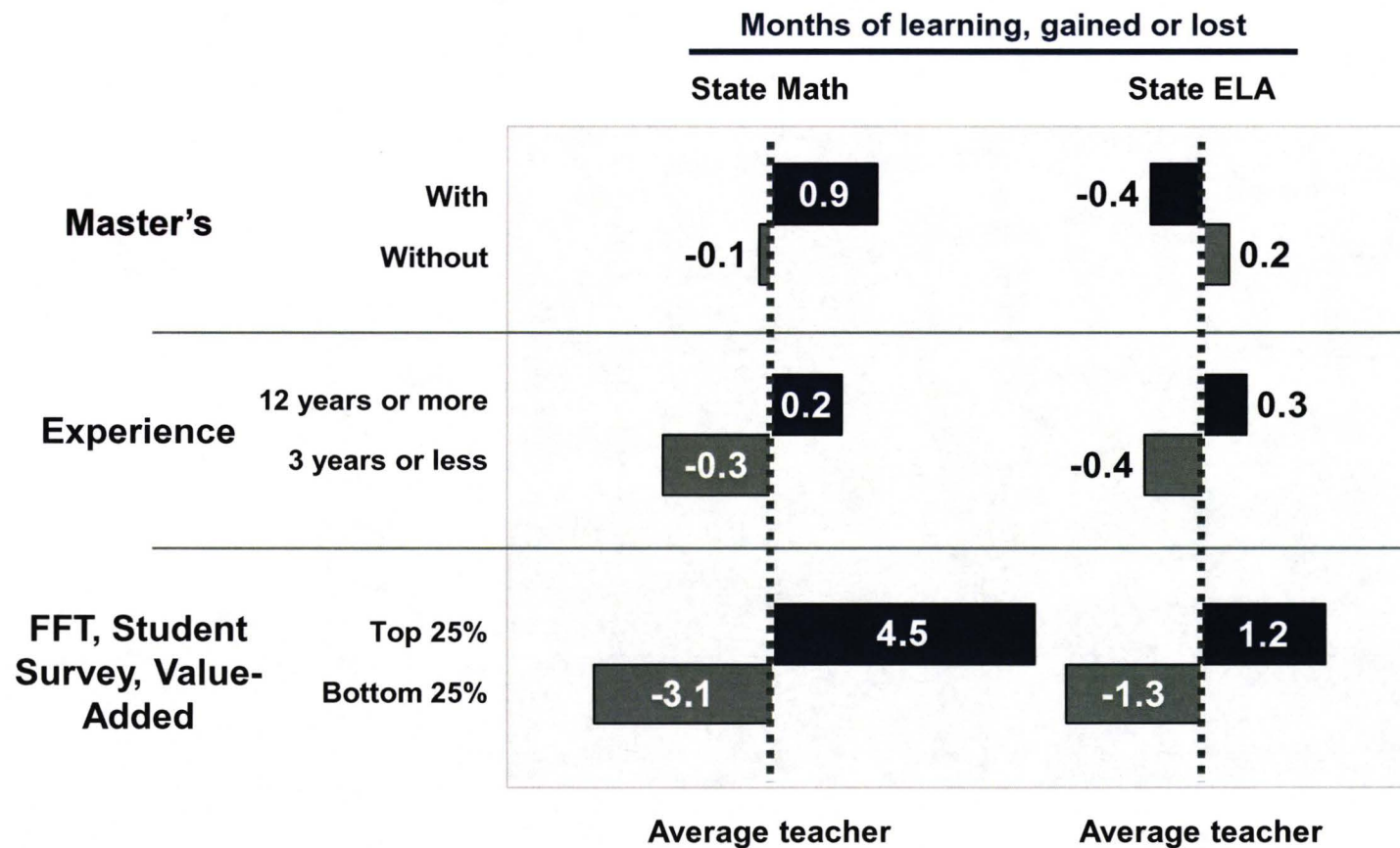
The **Measures of Effective Teaching (MET)** study found that **combining** student growth with observations, student surveys and other evaluation components **significantly increased predictive power.**



Source: Thomas J. Kane and Douglas O. Staiger, *Gathering Feedback on Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*, (Seattle, WA: Bill & Melinda Gates Foundation, 2012)

Including student growth in teacher evaluations increases the accuracy with which they identify effective teachers

The combination of **observations**, **student surveys**, and **value-added scores** predicts future student learning **much more** than **Master's degrees** or **experience**.



Source: Thomas J. Kane and Douglas O. Staiger, *Gathering Feedback on Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*, (Seattle, WA: Bill & Melinda Gates Foundation, 2012)

Recommendations

- Don't rush to action
- Preserve a role for student achievement in teacher evaluation systems
- Consider how different policies or tools work together to support teaching quality and ensure at-risk kids have access to the best teachers
 - Preparation
 - Compensation
 - Professional development
 - Hiring and human resource systems
 - Opportunities for advancement
- Consider the relationship between teacher evaluation and school accountability systems
- Invest in management and leadership capacity to develop teachers
- Look for opportunities to learn from and share lessons with other states

For more information, please contact us

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Bellwether Education Partners

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Recruiting, Retaining and Assigning Excellent Educators for All Students

January 11, 2017

House Pre K 12 Quality Subcommittee

Brian Dassler, Ed.D., Deputy Chancellor for Educator Quality



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

High Impact Teacher in Broward County:

“Teachers entering the teaching profession in Florida are privileged to be a part of the exciting shift to improve education in our state. The prize for all educators is at the end of the rainbow when we graduate students who are better equipped with not only survival skills, but higher-level thinking and technological skills needed to compete globally.”

Types of Certificates

- Temporary
- Professional
- Athletic
- Local/Adjunct

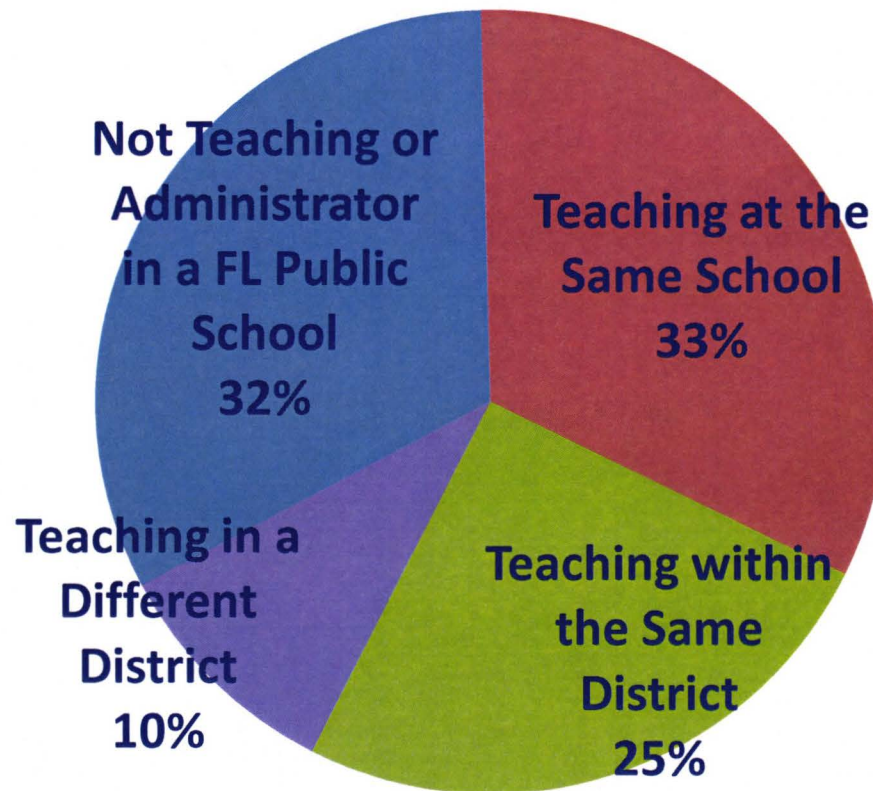
Routes to a Professional Certificate

- Teacher Preparation Programs
- Reciprocity
- Other Routes

Route to a Temporary Certificate

- Bachelor's degree or higher in subject, classification, level or area for which the educator is seeking temporary certification

Five years later, where were the 8,582 teachers who started teaching in Florida in 2010-11?



What happens to teachers who enter the profession in Florida with a temporary certificate?



Equitable Access to Excellent Educators: Gaps as Measured by VAM Data

- In the schools with the highest concentration of students receiving free or reduced lunch, 14% of teachers were highly effective.
- In the schools with the lowest concentration of students receiving free or reduced lunch, 27% of teachers were highly effective.
- In the schools with the highest concentration of students receiving free or reduced lunch, 18% of teachers were unsatisfactory.
- In the schools with the lowest concentration of students receiving free or reduced lunch, 9% of teachers were unsatisfactory.

Strategies to Recruit, Retain and Assign Effective Educators

- Recruit early.
- Create mechanisms for getting advance information about when, how and why teachers leave in order to better anticipate vacancies.
- Think/look expansively, and in differentiated ways, when filling hard-to-staff positions.
- Ensure early teacher support is focused and practical.
- Develop the instructional leadership skills of principals.
- Differentiate incentives (enhancements and signing bonuses) based on effectiveness data or based on shortages.
- Recruit from demonstrably high performing programs in FL and the US.



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