Supporting Students Through Effective Educators

Evidence-Based Strategies to Increase Student Learning

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NEW TEACHER CENTER
SUPPORTING STUDENTS THROUGH EFFECTIVE EDUCATORS

EVIDENCE-BASED STRATEGIES TO INCREASE STUDENT LEARNING

December 11, 2017
Mission

To improve student learning by accelerating the effectiveness of teachers and school leaders.
Reach

2.6M+ Students across the U.S. served by more effective, NTC-supported teachers

34,800+ Teachers supported by our work

7,600+ Mentors and coaches we’ve trained
Our Discussion

The Challenge
• The challenges districts face sifting through what works to invest in programs that increase student learning and achievement

The Solution
• The evidence-based programs and research that have proven to increase student learning

The How
• How such programs have been successfully implemented in districts and schools across the country
Panelists

Lynn Kepp (Moderator)
SENIOR VICE PRESIDENT OF STRATEGIC PARTNERSHIPS
NEW TEACHER CENTER

Laura Baker
VICE PRESIDENT OF PROGRAM STRATEGY & IMPLEMENTATION
NEW TEACHER CENTER

Milissa McClaire Gary
SENIOR PROGRAM CONSULTANT, PROGRAM STRATEGY & DELIVERY OF FEDERAL GRANTS
NEW TEACHER CENTER

Ali Piucci
VICE PRESIDENT OF IMPACT & IMPROVEMENT
NEW TEACHER CENTER
THE CHALLENGE
The Challenge: District investments

<table>
<thead>
<tr>
<th>Total cost of teacher improvement</th>
<th>$50 million – $196 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of FY 2014 budget</td>
<td>5%–11%</td>
</tr>
<tr>
<td>Cost per teacher</td>
<td>$10,558 – $25,914</td>
</tr>
</tbody>
</table>

### The Challenge: Knowing what works

#### FREQUENCY OF DEVELOPMENT ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of time observed over 2 years</td>
<td>7.5</td>
</tr>
<tr>
<td>Hours of coaching over two years</td>
<td>12.5</td>
</tr>
<tr>
<td>Hours of formal collaboration over two years</td>
<td>66.5</td>
</tr>
<tr>
<td>Hours spent per month in professional development</td>
<td>17.5</td>
</tr>
</tbody>
</table>

The Challenge: Persistent student achievement gaps

The Challenge: Implementing what works

<table>
<thead>
<tr>
<th>Principals report that the majority of in-school coaching is focused on new and struggling teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teachers</td>
</tr>
<tr>
<td>Struggling Teachers</td>
</tr>
<tr>
<td>All Other Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Only half of teachers report receiving coaching in the past 12 months, with high variance in frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly or multiple times per week</td>
</tr>
<tr>
<td>Monthly or multiple times per month</td>
</tr>
<tr>
<td>Regularly but less than monthly</td>
</tr>
<tr>
<td>A few sessions, not on a regular schedule</td>
</tr>
</tbody>
</table>

**Question Text:** “What percentage of total coaching time at your school is dedicated to: New teachers, Struggling teachers, All other teachers? During the past 12 months, how frequently did you participate in formal coaching/mentoring-related activities?”

**N:** Principals, 40; Teachers, 119

**Sources:** Teacher survey, February 2014; Teacher focus groups, March 2014

The Challenge: Implementing what works

Of the 11 instructional leadership TELL elements, the three variables with the strongest relationship to achievement include:

1. Holding teachers to high instructional standards;

2. Providing an effective school improvement team; and

3. Fostering a shared vision for the school.

The Solution: Teacher leadership


Levels of Teacher Leadership

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lowest</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>44.5</td>
<td>47</td>
<td>50</td>
<td>52.8</td>
<td>55.5</td>
</tr>
<tr>
<td>MATH</td>
<td>45.3</td>
<td>47.4</td>
<td>49.9</td>
<td>52.5</td>
<td>55.7</td>
</tr>
</tbody>
</table>
The Solution: Instructional leadership

The Solution: Optimal Learning Environments

- Provide Equitable, Culturally Responsive, and Rigorous Curriculum and Instruction
- Create Emotionally, Intellectually, and Physically Safe Environments
- Meet the Needs of Diverse Learners
The Solution: Educator effectiveness

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

The Solution: Educator effectiveness

WE KNOW WHAT WORKS

To improve teacher practice and student learning, NTC provided districts:

1. High-quality, trained instructional mentors
2. Small mentor caseloads (no more than 15 teachers per mentor)
3. Formative assessment systems that guide instruction and student supports
4. Regular job-embedded, in-person, one-on-one feedback, focused on instruction
5. Consistent data use for program improvement

The How: District buy-in

- Long-standing client
- Focus on coaching and mentoring
- U.S. Department of Education Investing in Innovation and Improvement (i3) grant solidified focus on mentoring
The How: Teacher mentoring

- Stability for school leaders and teachers
- District-wide teacher mentoring for 2 consecutive years
- Focus on K-8 teachers who were new to the profession

“There were many lessons my mentor weaved throughout my first school year. The main ones that stick out when I’m looking back are organization, teaching with intent, and respectful classroom management.”
- Rachel Jackson, CPS elementary school teacher
The How: The results

• Increase in student achievement rose in math and reading

• Became welcome in school communities, particularly where school leaders understood the mentoring work

• Maintained relationships to this day

“The first year of teaching is something none of us should be doing on our own. I was so happy for the extra support.”

-Rachel Jackson, CPS elementary school teacher
Approach

New Teacher Center’s work centers around four key pillars:

- **STUDENT LEARNING**
- **EDUCATOR EFFECTIVENESS**
- **LEADERSHIP DEVELOPMENT**
- **OPTIMAL LEARNING ENVIRONMENTS**

We provide teachers and school leaders with high-quality, consistent, instructional-based support, so districts can create and sustain a lasting, impactful educational environment that will end educational inequity in our lifetime.
QUESTIONS?
Next Steps

Attend an upcoming workshop on providing effective feedback to educators
(January 23-24, 2018; Redwood City, CA)

Visit www.newteachercenter.org for additional resources and information

Contact us to learn more, by emailing partnerships@newteachercenter.org
THANK YOU