How ESSA Affects YOU: Shifting Focus to Support Today's Educators
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Shifting Focus to Support Today’s Educators
WELCOME

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• Formerly Maine’s Education Commissioner
How ESSA Affects YOU: TEACHERS
SHIFTING FOCUS TO SUPPORT TODAY’S TEACHERS

What matters most?

The Teacher


- Teacher estimates of achievement
- Collective teacher efficacy
- Self-reported grades
- Piagetian programs
- Conceptual change programs
- Response to intervention
- Teacher credibility
- Micro teaching
- Cognitive task analysis
- Classroom discussion
- Interventions for learning disabled
- Interventions for disabled

THE PROFESSION THAT ENABLES ALL PROFESSIONS

Doctors
1 Million (2016)

Lawyers
1.3 Million (2018)

Teachers
3.8 Million (2016)
ESSA SHIFT

Teacher Evaluation  Teacher Professional Development
“Teaching is incredibly complex work. Teachers spend every day making hundreds of decisions – whom to call on, what example to use, how to elicit a student’s thinking, when to close a productive discussion, how to interpret written work, which assessment tool to use. These decisions have to be made in the moment, while also monitoring the entire class for understanding, behavior, and engagement.”

—Deborah Loewenberg Ball
HOW DOES ESSA REDEFINE PROFESSIONAL DEVELOPMENT?

• An integral part of the school/district strategy for improving student outcomes
• Focus on challenging education standards
• A sustained effort
• Data driven
## HOW DOES ESSA PROVIDE FUNDING SUPPORT?

<table>
<thead>
<tr>
<th>FUNDING SOURCE</th>
<th>WHAT CAN BE PURCHASED</th>
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<td><strong>Title I</strong></td>
<td>Professional Development (4 on a list of 5)</td>
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<td>Improving Basic Programs</td>
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<td><strong>Title II</strong></td>
<td>Professional Development (1 on a list of 4)</td>
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<td>Preparing, Training,</td>
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<td>and Recruiting Teachers</td>
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<td>and Principals or Other</td>
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<td>and Immigrant Students</td>
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</table>
How do you reimagine Professional Development in the ESSA era?

ASK A TEACHER.
THE CONTEXT FOR TEACHING THE CLASS OF 2032

The New York Times Magazine
The Education Issue

TEACHERS ARE UNDER INCREASING PRESSURE — FROM STANDARDIZED TESTS AND SCHOOL SHOOTINGS TO SLASHED BUDGETS AND SPEECH IN THE CLASSROOM. AS AMERICA'S HARDEST JOB GETS HARDER, THEY ARE ALSO BECOMING A POLITICAL FORCE.
THE CLASS OF 2032 STARTED PRESCHOOL THIS YEAR.
RESEARCH ON PROFESSIONAL DEVELOPMENT “BRIGHT SPOTS”

Collective Teacher Efficacy (1.57)

Credibility of Teacher (0.90)

Coaching
A META-ANALYSIS ON COACHING REVEALED:

Large positive effects on instructional practice and student achievement

Benefits attained by attention to teacher’s core classroom practices

Kraft and Blazar, Teacher Coaching, Education Next, 2018
SCALE UP? MAXIMIZE TEACHER EFFECT?
Ethnographic Study of Teachers 2018, Partnership with Kelton Global and HMH

Research By The Numbers: Illustrative examples of the ethnographic fieldwork experience

- **8**: Cats we saw dissected
- **50**: Average hours teachers spend grading per week
- **7**: Classroom with ChromeBooks™ carts or iPad® tablets
- **3**: Teachers with second and third jobs
- **1**: Lockdown + 1 fire drill
- **2**: Times we went on recess
- **1**: Teacher who actually took a lunch break
- **6**: Classrooms with smartboards actually used for smart capabilities
- **2.5**: Average hours teachers spend planning per week
METHODOLOGICAL OVERVIEW

8 TEACHERS  7 SCHOOLS  2 HOMES

Over the course of 7 HOURS with each teacher, we spent:

- **4 hours** observing how they taught, organized their classrooms, used technology, displayed student work, prepared for classes, interacted with other teachers, talked to students, etc.

- **2 hours** talking with them about what we observed during the day to better understand them as teachers, technology users, and individuals.

- **1 hour** devoted to teachers showing and telling us about all the technology they may use throughout the day and why.
WE EXPLORED 4 COMPONENTS OF CURRENT TECHNOLOGY USE

1. **Workflow**
   - attendance, grading, creating lessons

2. **Communication**
   - with teachers, admin, students, and parents

3. **Instruction**
   - using tech as a teaching technique

4. **Data**
   - collection, storage, analysis, and application
# Benefits and Barriers

<table>
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<th>Benefits</th>
<th>Barriers</th>
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<tbody>
<tr>
<td>Student engagement</td>
<td>Access</td>
</tr>
<tr>
<td>Ability to deliver differentiated, individualized instruction</td>
<td>Infrastructure and “glitches”</td>
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<tr>
<td>Student access to content anytime, anywhere</td>
<td>Time</td>
</tr>
<tr>
<td>Time savings on workflow</td>
<td>Training and focused professional development on use</td>
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BREAKTHROUGHS

**Workflow**
Access to assignments anywhere there is internet and on any device

**Communication**
Contact with coaches and mentors in meaningful ways

**Instruction**
More coaching and support for deeper learning and enhanced lessons

**Data**
Less DRIP, data-rich information, more insight and analysis
WHAT WOULD TEACHERS DO IF THEY HAD MORE SUPPORT FROM TECHNOLOGY?

Work with students who need intervention 76%
Spend one-on-one time with students 57%
Find and provide enrichment opportunities 52%

94% of teachers

The most important thing in the learning landscape is the human connection a teacher makes with a student
EDUCATORS BELIEVE IN LIFELONG LEARNING

96%

19%

77%

Teachers need to be lifelong learners
How ESSA Affects YOU: ADMINISTRATORS
WHAT THE RESEARCH DEMONSTRATES

Principal leadership is second only to teaching among school-related factors in improving student achievement.

Highly effective principals have the greatest impact in struggling schools.
HIGHLY EFFECTIVE PRINCIPALS

1. Create a vision with high expectations for ALL students

2. Create a collaborative culture focused on learning dilemmas

3. Use data to drive decision making with a focus on instruction

4. Cultivate leadership in others and model instructional leadership

5. Attract and retain high-quality teachers

6. Facilitate growth in teachers
ESSA MAKES SCHOOL LEADERSHIP PROMINENT IN THE LAW

**Competitive grants**
New competitive grants and provisions to support preparation of principals and school leaders

**“School leader”**
Clarification of “school leader” definition as a principal INSIDE the school building on a daily basis

**Job-embedded**
Emphasis on job-embedded professional learning opportunities

**School conditions**
Addresses issues related to school conditions such as bullying, creating a collaborative school culture, etc.
MAXIMIZING ESSA: INVESTING IN PRINCIPALS

Provide a systemic plan of support

• Executive coaching
• Professional learning
• Progress monitoring
• Feedback
• Reflective practice
SYSTEMIC CHANGE:
DAGGETT SYSTEM FOR EFFECTIVE INSTRUCTION (DSEI)
DSEI

Organizational Leadership
Create a shared vision and culture for success; organizational systems aligned to support student achievement.

Instructional Leadership
Define instructional priorities, using data in a systematic way to drive decision making; ongoing opportunities provided for professional growth.

Teaching
Convey a deep knowledge of content and be equipped with a set of powerful teaching strategies to drive student achievement.
RESEARCH ON EFFECTIVE INSTRUCTION

Visible Learning For Teachers
by John Hattie
ALIGNING HATTIE’S RESEARCH WITH DSEI

Elements of Teaching

• Embrace rigorous and relevant expectations for all students (+.75)
• Build strong relationships with students (+.72)
• Possess depth of content knowledge and make it relevant to students (+.69)
• Facilitate rigorous and relevant instruction based on how students learn (+1.28)
• Use assessments to guide and differentiate instruction (+.90)
• Demonstrate expertise in use of instructional strategies, technology, and best practices (+.60)
DATA IS ALL AROUND US!

Organizational Leadership
SYSTEMWIDE DATA

Support decision making with relevant data systems

Instructional Leadership
BUILDING-LEVEL DATA

Facilitate data-driven decision making to inform instruction

Teaching
CLASSROOM-LEVEL DATA

Use assessment and data to guide and scaffold instruction
QUESTIONS?
THANK YOU

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APPENDIX
ESSA Provisions to Support Leadership Development
Title I (Improving Basic Programs Operated by State and Local Educational Agencies) of ESSA authorizes approximately $15.0 to $16.2 billion per year (2017–2020) to states in formula funding to improve basic state and local education programs. School Improvement Funds, which replace School Improvement Grants and which are used to support improvements in the lowest 5 percent of schools in performance, may be used to support activities to improve school leadership.
Title II, Part A (Supporting Effective Instruction), authorizes approximately $2.3 billion per year (2017–2020) to states in formula funding to improve the quality of teachers, principals, or other school leaders. States may reserve up to 3 percent of their grants for activities designed to improve the principal pipeline, such as:

- Improving principal certification (regular and alternative), evaluation, and support systems;
- Preservice (principal preparation programs and academies);
- Training or professional development on such topics as differentiating performance; evaluating teachers; cultural competency; instruction and student learning; postsecondary education for students; science, technology, engineering, and mathematics (STEM); career and technical education (CTE) instruction; and technology;
- Recruiting and retaining school leaders;
- Induction and mentoring for early career principals; and
- Differential pay for hard-to-fill positions.
TITLE II, PART B

- **Title II, Part B (National Activities)**, authorizes approximately $469 to $489 million per year (2017–2020) to states to award to districts. Districts may develop human-capital management systems that include performance-based incentives, such as bonuses for teachers or principals based on improved student achievement. These performance incentives can be used with both school leaders and teachers; before ESSA, the incentives only targeted teachers.

- National activities also include competitive federal grants to support the development of effective educators, including school leaders, through nontraditional certification programs and evidence-based professional development, as well as support for efforts to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools.