

# Attracting, Developing and Retaining Great Teachers for All Students

Why does it matter? What can we do better?

January 23, 2016

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# Agenda

## What is TNTP? What does TNTP do?

Why does teacher effectiveness matter?

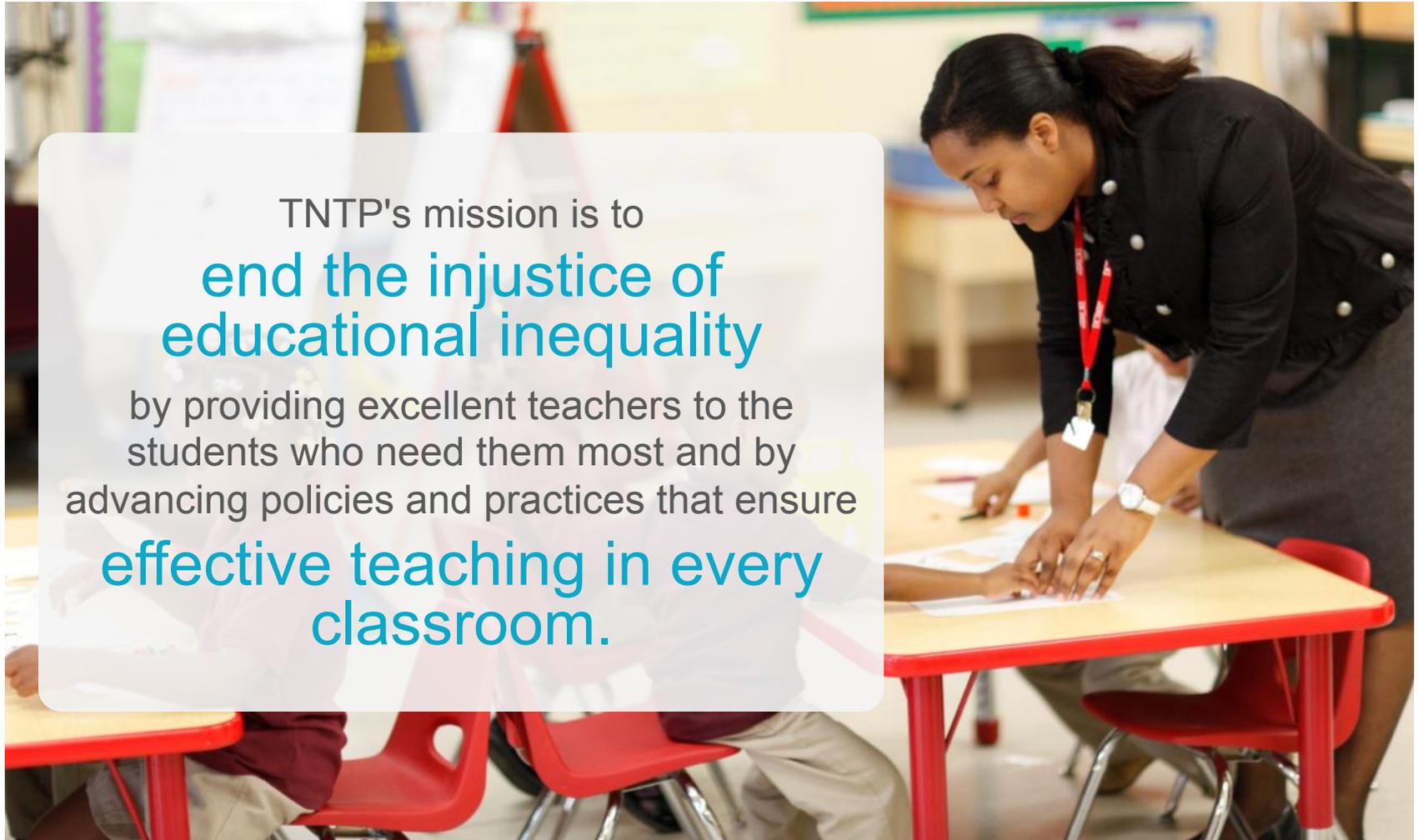
What can we do to ensure all students have access to excellent teachers?

## Our Mission

TNTP's mission is to  
**end the injustice of  
educational inequality**

by providing excellent teachers to the  
students who need them most and by  
advancing policies and practices that ensure

**effective teaching in every  
classroom.**



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**Today, we work at every level of the U.S. public school system to help our partners end educational inequality and achieve their goals for students.**

We focus on three areas to ensure teachers succeed and students thrive:



### Rigorous Academics

Are students studying challenging, engaging and relevant content?



### Talented People

Are educators in the right roles with the right skills to help students thrive?

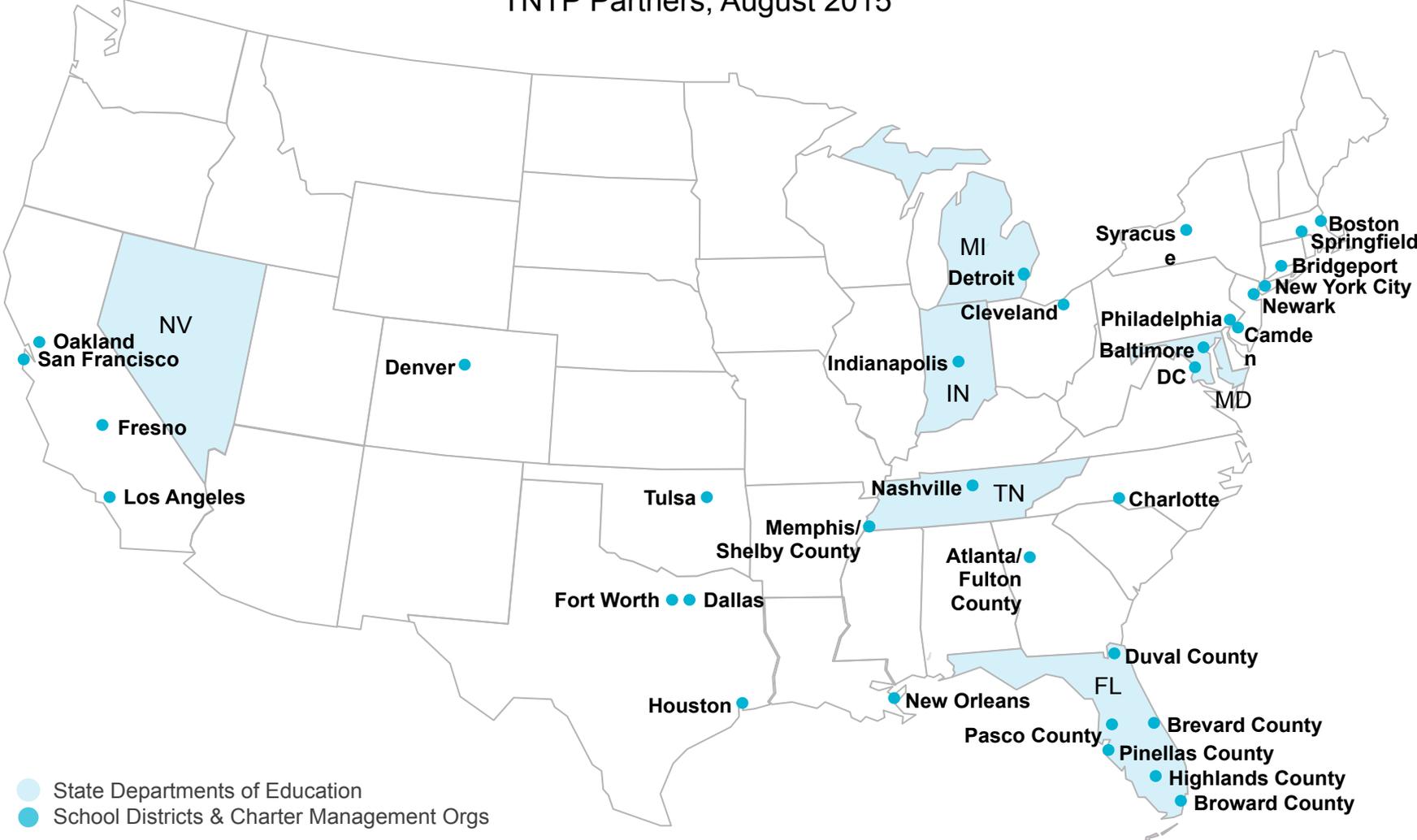


### Supportive Environments

Are policies, systems and communities supporting great schools for all?

# We are partners for change in public education. Our 400-person staff works with school districts, charter networks and state departments of education.

TNTP Partners, August 2015



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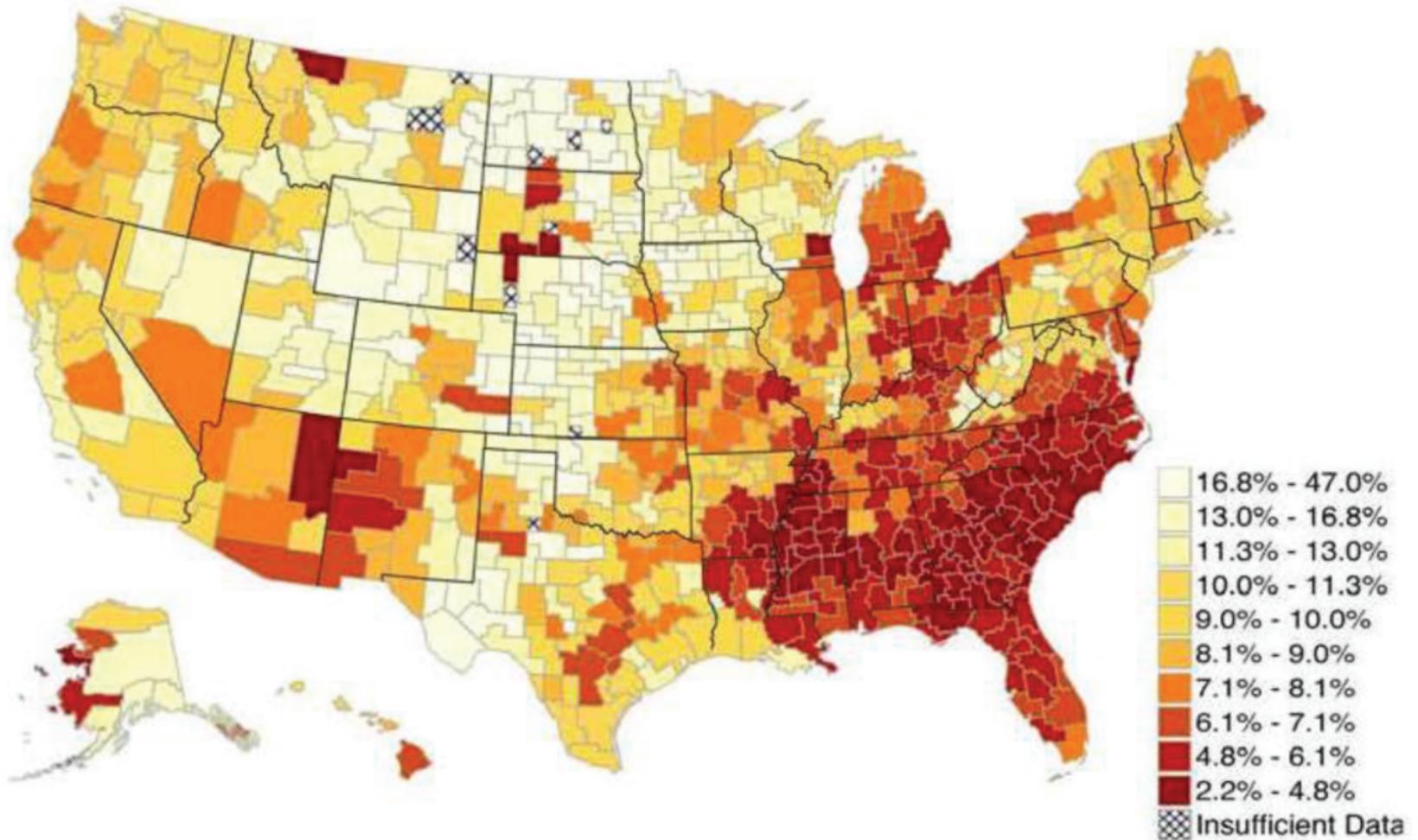
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## Social Mobility Varies Across the US: Chances a child from a low-income family can move up in income distribution.



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# When it comes to raising student achievement, nothing at school matters more than the quality of the teacher at the front of the class.



## 1 Extra Year of Learning

“The students of an ineffective teacher learn an average of half a year’s worth of material in one school year, while the students of a very good teacher learn 1.5 year’s worth—a difference of a year’s worth of learning in a single year.”

*(Hanushek, 2010)*



## Gap-Closing Growth in 4 Years

“Having a top-quartile teacher rather than a bottom-quartile teacher four years in a row could be enough to close the black-white test score gap.”

*(Gordon, Kane and Staiger, 2006)*



## 10-Student Class Size Reduction

Changing teacher performance from mediocre to very good (25th to 75th percentile) has an effect equivalent to reducing class size by 10+ students in 4th grade, 13+ students in 5th grade, or an “implausible” number in 6th grade.

*(Rivkin et al., 2005)*

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**Students across the country are not adequately prepared for college and career.**

“Today, three-quarters of the fastest-growing occupations require education and training beyond a high school diploma. Yet **nearly half the students who begin college in this country don’t finish within six years**”

-US Department of Education

- In 2014, **less than 65 percent** of Duval students who took the SAT, ACT, CPT and/or PERT **scored at or above college level cut scores** in Reading, Writing and Math.
- While this figure has increased significantly in the last four years, Duval County graduated **76.6 percent** of students in 2015.

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# Why does teacher effectiveness matter? Great teachers change lives – and their effect mitigates many of the urgent challenges we've just discussed.

Research shows that students with even one top teacher....

are less likely to have children as teenagers...

are more likely to attend college...

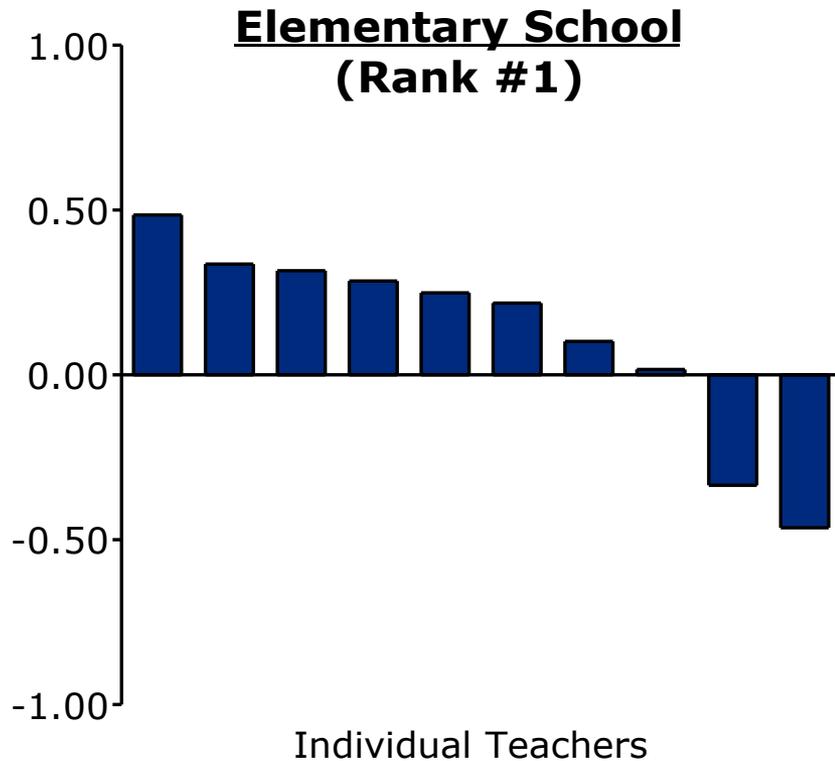
earn a higher salary...

and save more for retirement.

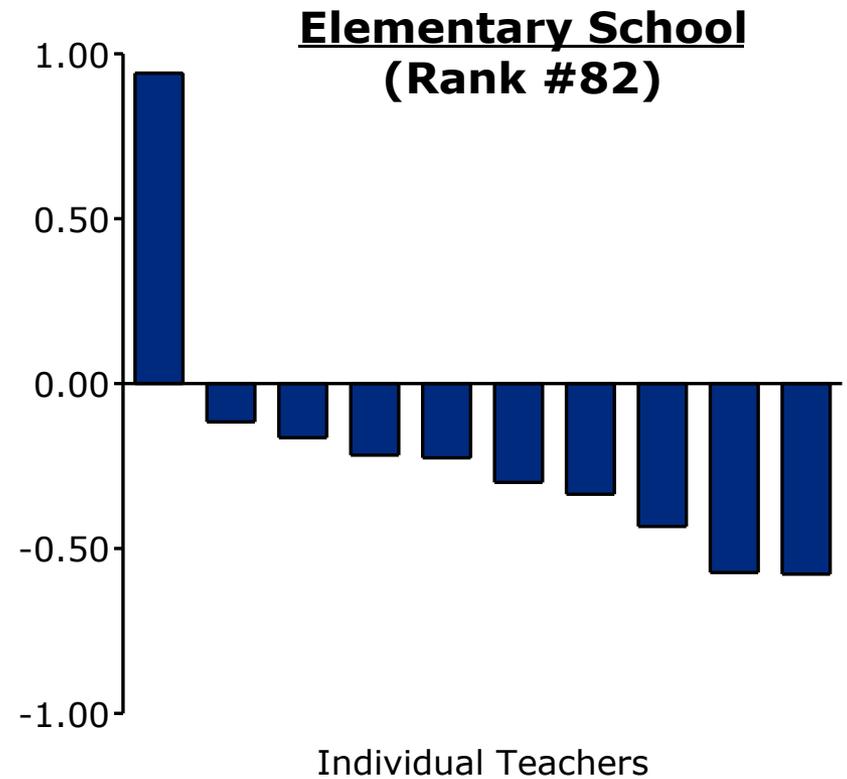


**MEMPHIS**

Unfortunately, in many districts across the country, students' access to great teachers like these is far too limited.



District	42	117	187	434	2,261
Rank	93	149	226	608	2,318



District	6	2,039	2,149	2,262	2,341
Rank	877	2,137	2,229	2,307	2,343

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# Agenda

What is TNTP? What does TNTP do?

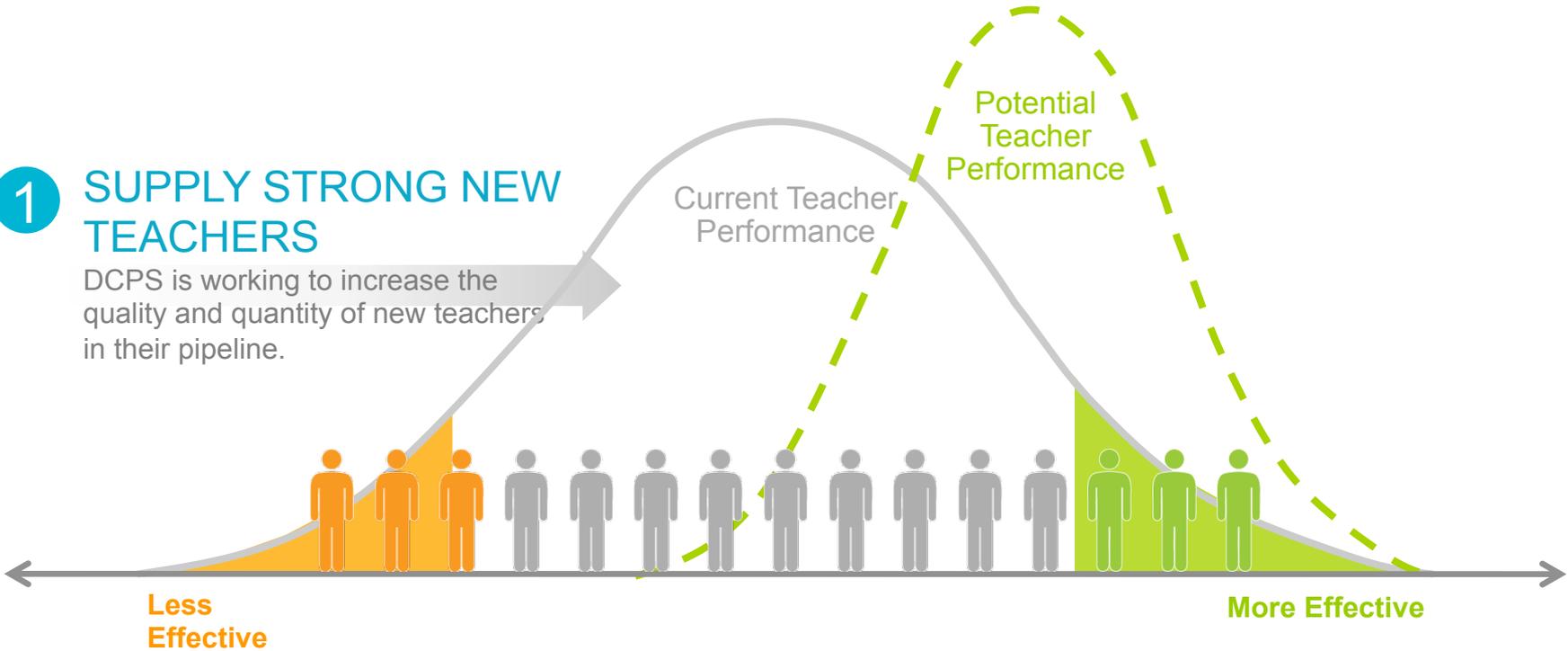
Why does teacher effectiveness matter?

**What can we do to ensure all students  
have access to excellent teachers?**

# Strategy 1: Supply DCPS with strong new teachers

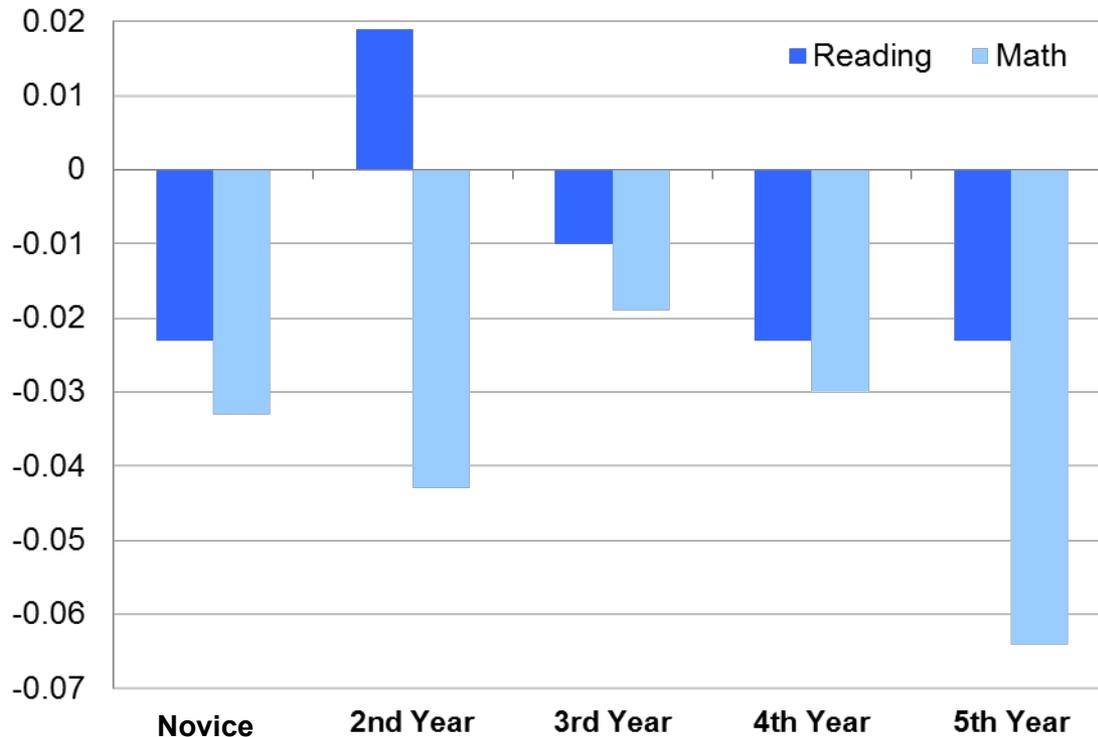
## 1 SUPPLY STRONG NEW TEACHERS

DCPS is working to increase the quality and quantity of new teachers in their pipeline.



# Research shows that late hires perform worse than other teachers in their first year on the job, a trend that persists over time.

**1-Year Value-Added of Late Hires Compared to Teachers Hired Before School Begins, by Years of Teacher Experience**



Late hires occur disproportionately at the most challenged schools.

In 2006-07, **1 in 3 new hires** in Charlotte's lowest-performing schools joined after the beginning of the school year.

This further disadvantages students who need the most help.

Note: 4th-8th grade math and reading teachers in Charlotte-Mecklenburg Schools, 1998-99 to 2008-09

Source: "Teacher Employment Patterns and Student Results in Charlotte-Mecklenburg Schools," Harvard Center for Education Policy Research, 2010.

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## DISCUSSION

# How do each of us play a role in helping supply Duval County Public Schools with strong teachers?



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### Parents

How can parents ensure that their schools are supporting new teachers to be as successful as possible in their first years of teaching?



### Community

How can community members publicize the strengths of DCPS in order to recruit and attract effective teachers to our schools?



### Educators

How can Duval educators take a leadership role in supporting and recruiting promising new teachers?

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# Strategy 2: Grow all teachers in DCPS

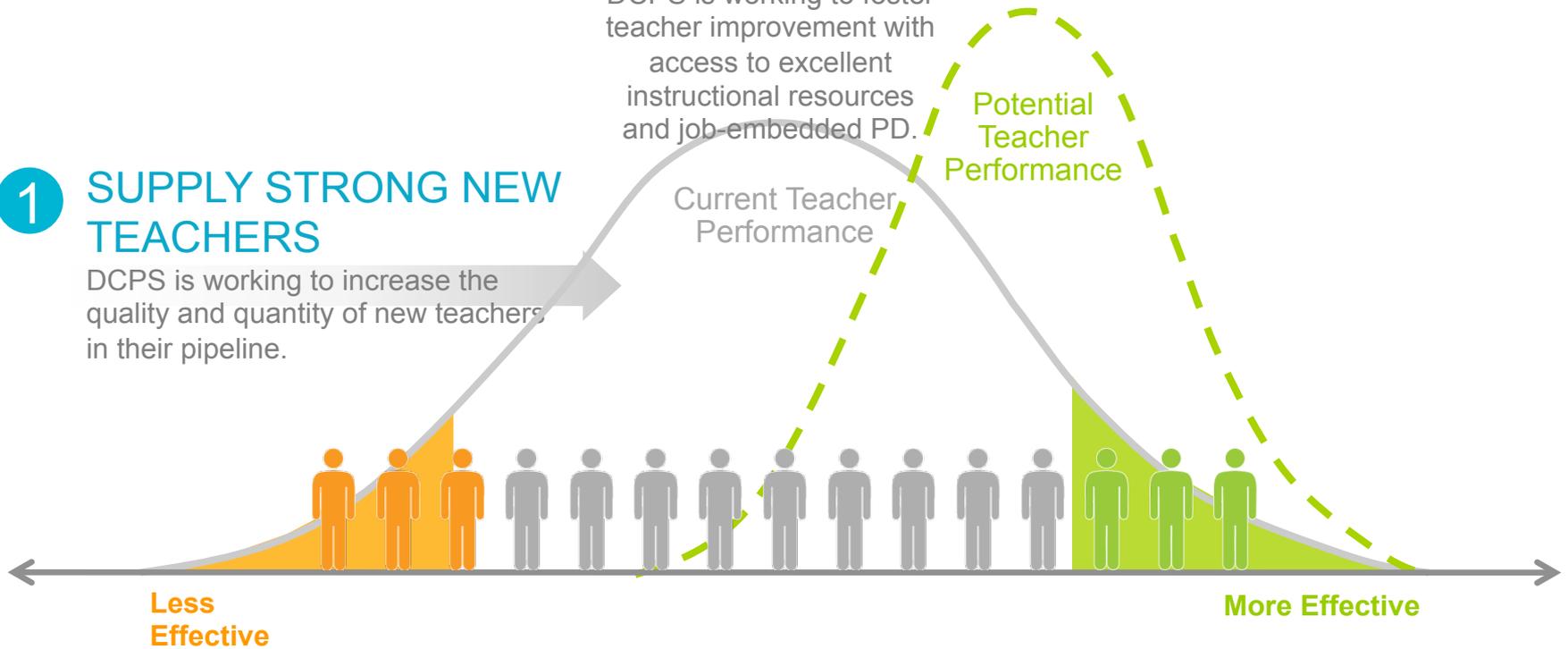
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## GROW ALL TEACHERS

DCPS is working to foster teacher improvement with access to excellent instructional resources and job-embedded PD.

## 1 SUPPLY STRONG NEW TEACHERS

DCPS is working to increase the quality and quantity of new teachers in their pipeline.



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**The new Florida Standards provide an opportunity to raise the rigor of instruction for *all* students, but this will require professional growth from *all* teachers.**



**“Where a student lives should not determine educational expectations. As educational leaders, we need to assure the public that we understand the challenges students face after graduation and that we are preparing them for college and the work place. College and career ready standards must be a part of K-12 education.”**

**–Jayne Ellspermann, Principal, Westport High School, Ocala, FL**

# The new Florida standards significantly raise expectations for students, but require significant development on the part of DCPS teachers

## ELA

- 1 Regular practice with **complex text** and its **academic language**
- 2 Reading, writing and speaking grounded in **evidence from text**, both informational and literary
- 3 **Building knowledge** through **content rich non-fiction**

## Mathematics

- 1 **Focus:** Focus strongly where the Standards focus
- 2 **Coherence:** Think across grades and link to major topics within the grade
- 3 **Rigor:** In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

DCPS has undergone a significant effort to ensure that its instructional materials are meeting the demands of the new Standards.

**English Language Arts  
Criteria from the  
Instructional Materials  
Evaluation Tool (IMET)  
Process**



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**DCPS is working to make sure its leaders can support teachers to develop towards its vision of excellent instruction.**

## **November 2015 Principal Meeting Results**

**90%**

I feel better prepared to achieve our district-wide vision for excellent instruction in my building.

**91%**

I feel better prepared to provide my teachers with meaningful feedback and support.

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## DISCUSSION

# How do each of us play a role in helping Duval County Public Schools grow and develop its teachers?



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### Parents

How can parents ensure that schools are instructing their students at the higher levels of rigor required by the new standards?



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### Community

How can community members support the districts' efforts to develop teachers' knowledge and skills?

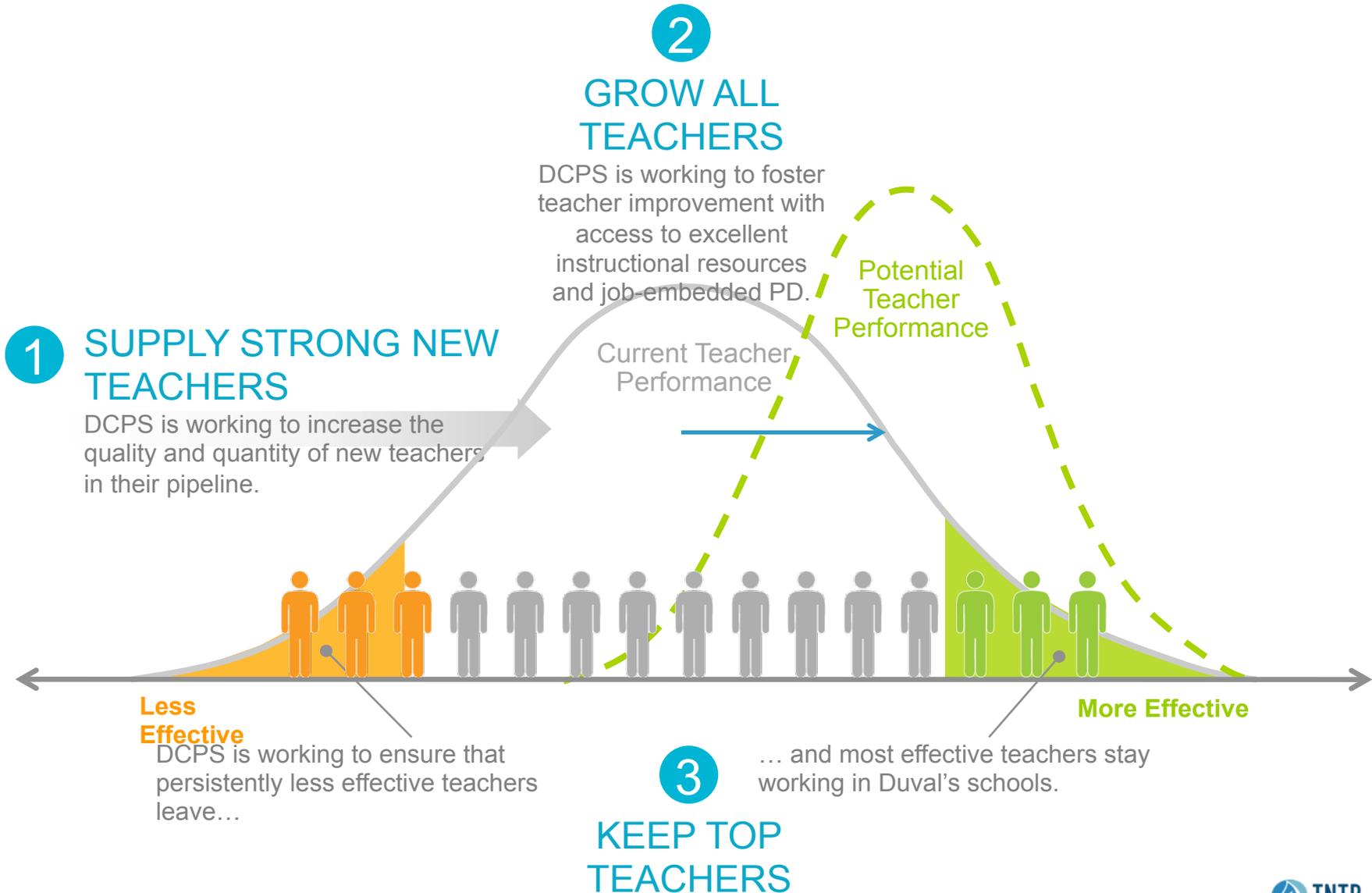


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### Educators

How can Duval educators take a leadership role in their development and push each other grow professionally?

# Strategy 3: Help schools keep their top teachers



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- The real teacher retention crisis is not simply the failure to retain enough teachers.
  - It is the failure to retain the *right* teachers.

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# There are simple, low-cost steps principals can take that double the time Irreplaceables plan to remain at their schools.

## Low-Cost Retention Strategies for Irreplaceables

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### FEEDBACK & DEVELOPMENT

1. Provided me with regular, positive feedback
2. Helped me identify areas of development
3. Gave me critical feedback about my performance informally

### RECOGNITION

4. Recognized my accomplishments publicly
5. Informed me that I am high-performing

### RESPONSIBILITY & ADVANCEMENT

6. Identified opportunities or paths for teacher leader roles
7. Put me in charge of something important

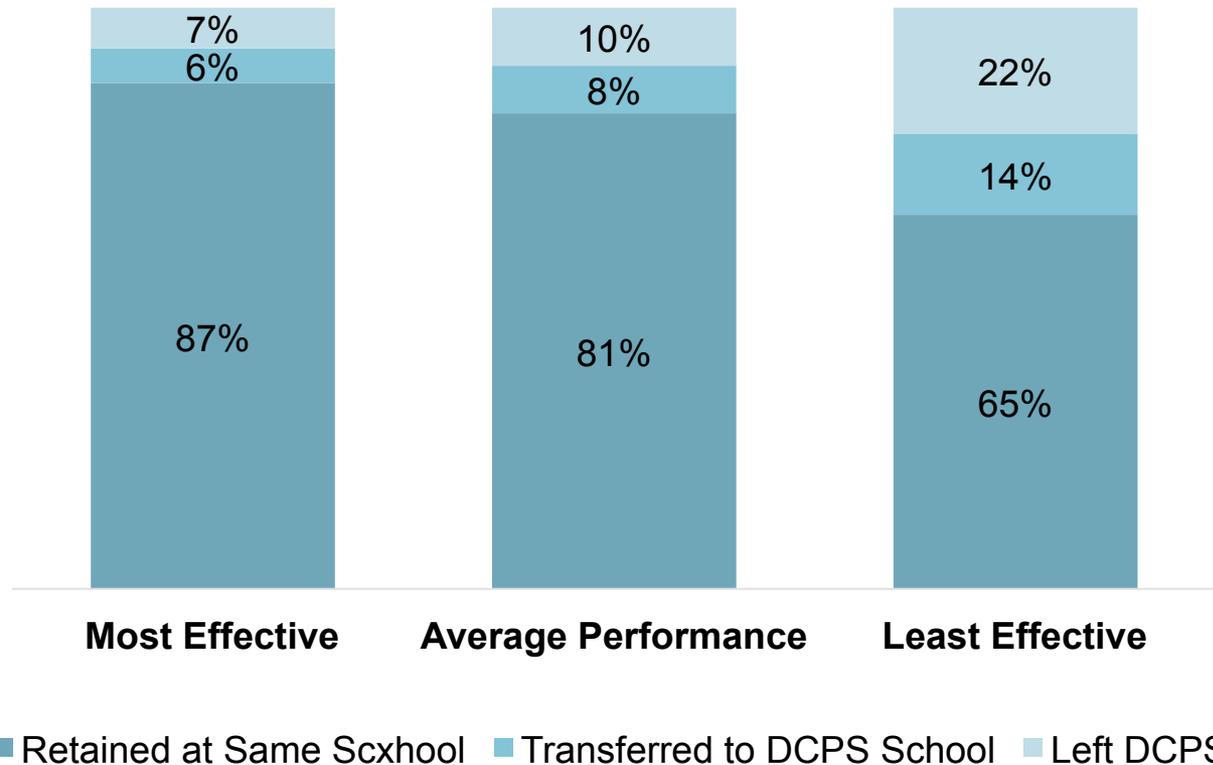
### RESOURCES

8. Provided me with access to additional resources for my classroom
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**Top teachers who experience two or more of these retention strategies plan to keep teaching at their schools for *nearly twice as long* (2-6 more years).**

Duval County has had success at retaining effective teachers at a greater rate than ineffective teachers, but a high percentage of low performers remain in DCPS classrooms.

*Retention Rates from SY 2012-13 to SY 2013-14 by Teacher Performance in 2012-13*



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**DISCUSSION**

**How do each of us play a role in helping Duval County Public Schools retain its most effective teachers?**



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Parents

How can parents contribute to teacher recognition and support efforts that can help schools keep their most effective teachers?



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Community

How can community members support district efforts to recognize and retain its most effective teachers?

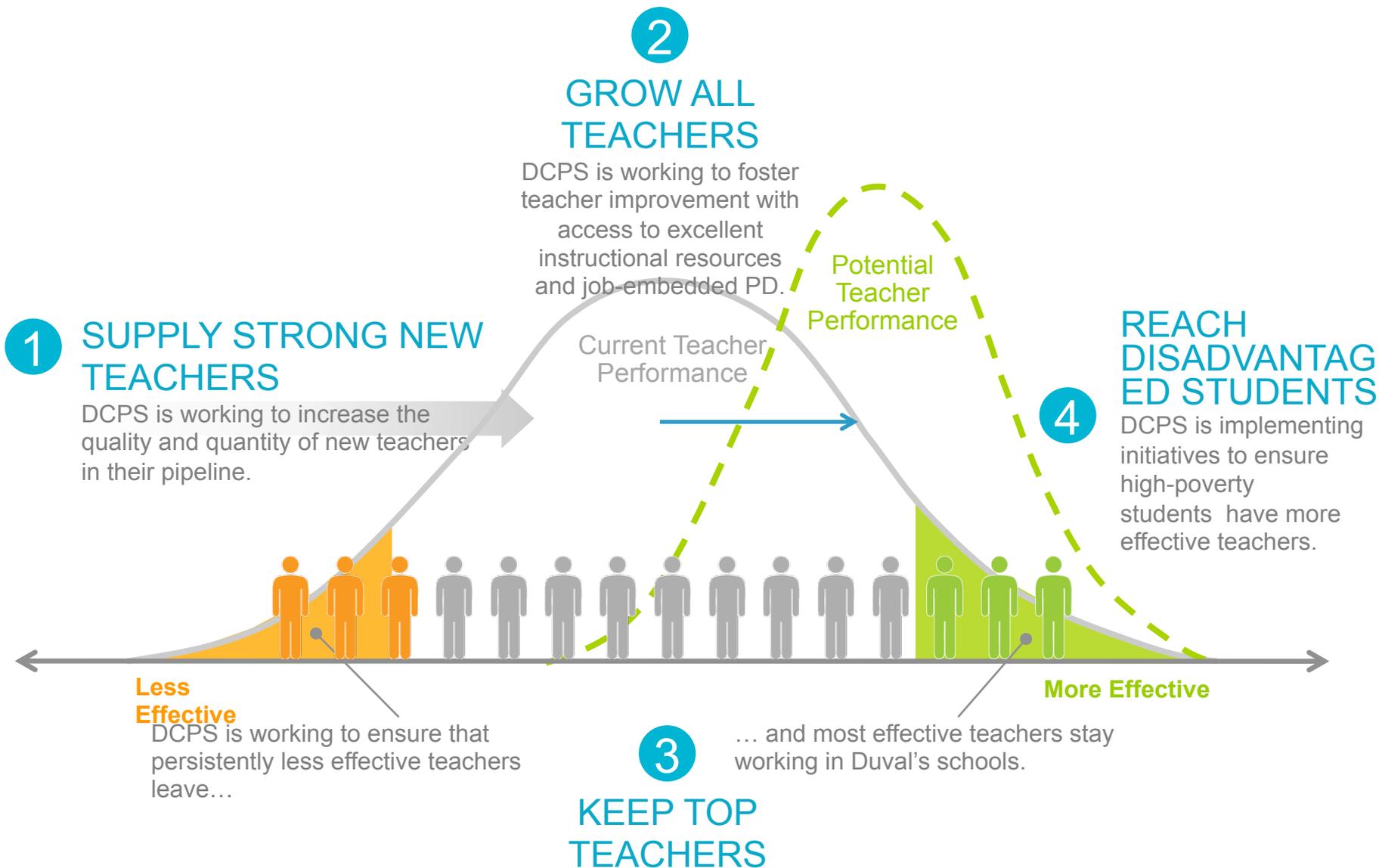


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Educators

How can Duval educators help to create positive instructional cultures at their campuses that help retain effective teachers?

# Strategy 4: Ensure that disadvantaged students have effective teachers



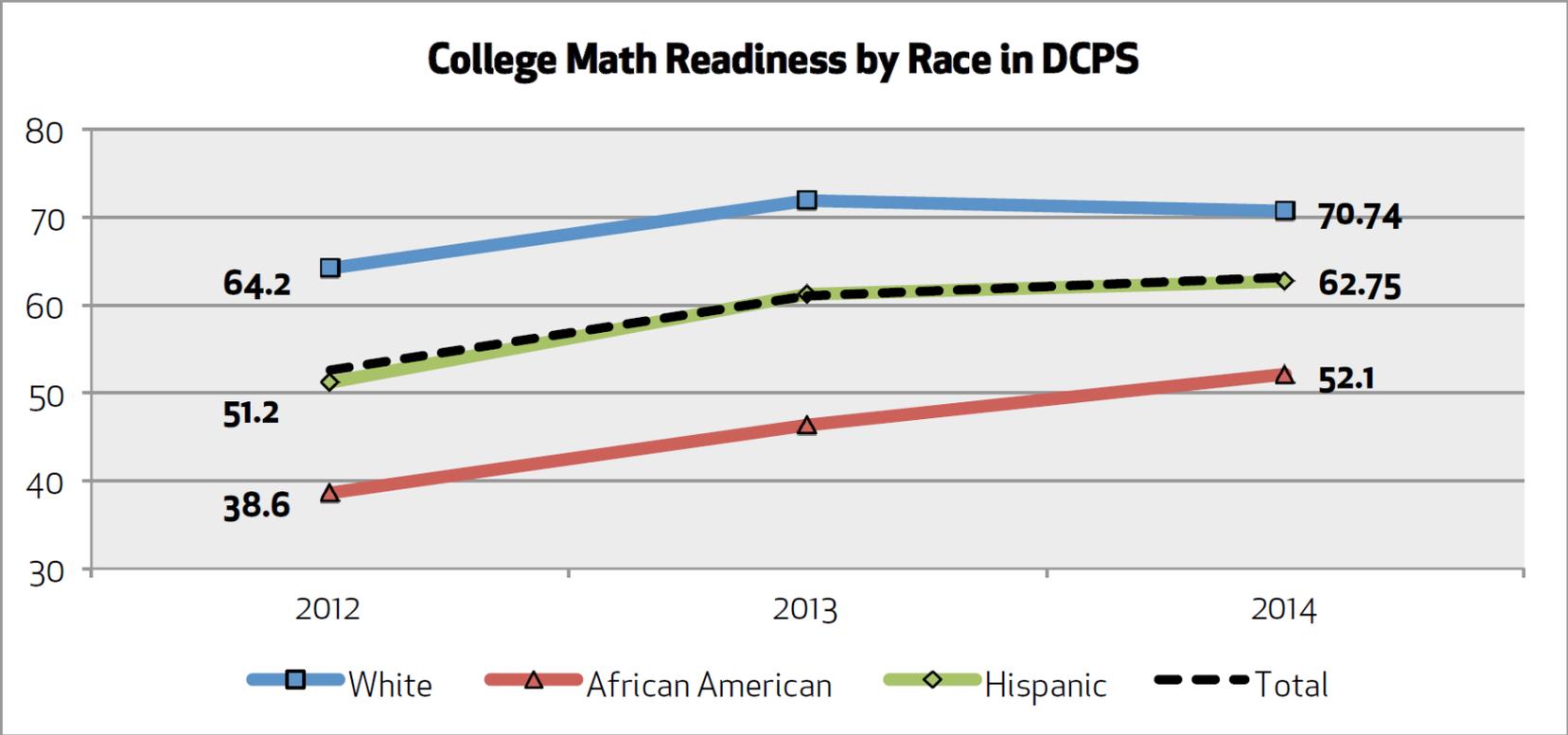
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Duval County has experienced the largest 4-year increase in graduation rate of the “Big 7” districts.

**African-American Graduation Rates for Big 7 Florida School Districts**

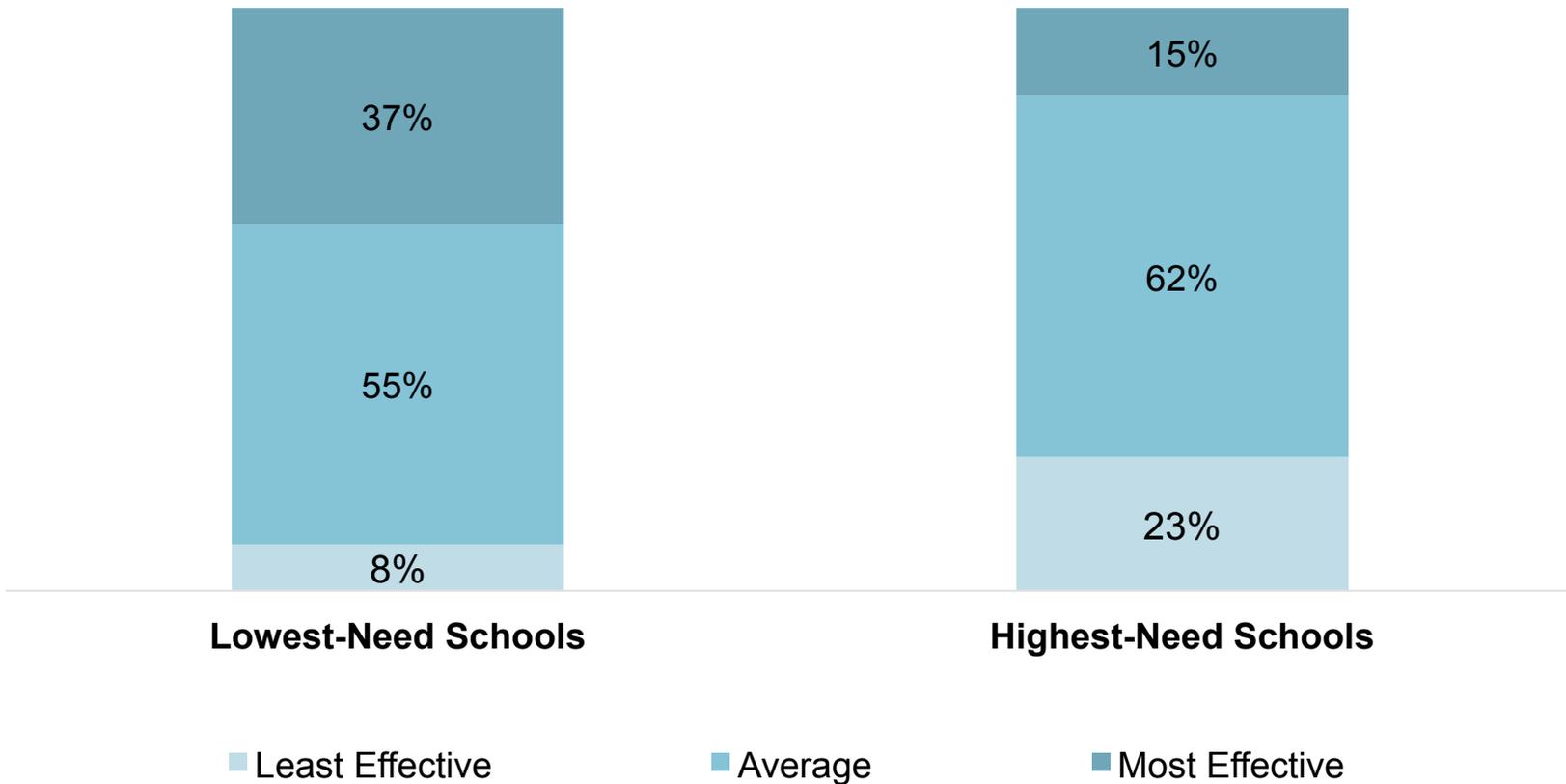
<b>District</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Broward	68.2%	66.2%	63.9%	67.3%
Dade	68.3%	69.2%	68.2%	70.4%
<b>Duval</b>	<b>62.3%</b>	<b>65.9%</b>	<b>66.8%</b>	<b>71.1%</b>
Hillsborough	58.4%	59.2%	60.0%	63.5%
Orange	62.2%	63.6%	60.4%	66.1%
Palm Beach	64.8%	63.8%	64.8%	69.1%
Pinellas	54.6%	56.4%	60.7%	64.6%
<b>Florida</b>	<b>63.7%</b>	<b>64.6%</b>	<b>64.7%</b>	<b>67.9%</b>

**But DCPS still faces significant achievement gaps between White, Hispanic, and African-American students.**



DCPS, through the QEA initiatives, has been working hard to overcome these challenges locally, but it continues to try to increase the concentration of effective teachers in high-need schools.

*Teacher Composition at Schools by Percent of Students Eligible for Free and Reduced Priced Lunch, SY 2012-13*



## DISCUSSION

How do each of us play a role in helping Duval County Public Schools reach its most disadvantaged students?



### Parents

How can all DCPS parents contribute to the district's goals of reaching its most disadvantaged students?



### Community

How can community members support DCPS' efforts to invest in its highest need schools?



### Educators

How can educators throughout DCPS share best practices that ensure that ALL students, at ALL schools, receive rigorous instruction?