Addressing Equity in Teaching Through Professional Learning

Special Briefing by Learning Forward

October 10, 2019
Rayburn House Office Bldg.
Washington, DC

Made possible with support from
Melinda George
Chief Policy Officer
Learning Forward
## Agenda

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<th>Time</th>
<th>Presenter</th>
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<td>12:00 p.m.</td>
<td><strong>Melinda George</strong>&lt;br&gt;Chief Policy Officer, Learning Forward</td>
<td>Welcome and introductions</td>
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<td>12:10–12:25 p.m.</td>
<td><strong>Denise Borders</strong>&lt;br&gt;President &amp; CEO, Learning Forward</td>
<td>Keynote</td>
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<td>12:25–1:15 p.m.</td>
<td><strong>Leigh Wall, Moderator</strong>&lt;br&gt;Superintendent of Schools, Santa Fe Independent School District&lt;br&gt; Santa Fe, Texas and President, Learning Forward Board of Trustees</td>
<td>Panel discussion</td>
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<td><strong>Panel:</strong>&lt;br&gt;• <strong>Beth Albert</strong>, Executive Director, Professional Development and Student Achievement, Norman Public Schools, Oklahoma&lt;br&gt;• <strong>Scott Feder</strong>, Superintendent, South Brunswick, New Jersey&lt;br&gt;• <strong>Paul Katnik</strong>, Deputy Commissioner, Missouri Department of Elementary and Secondary Education&lt;br&gt;• <strong>Barbara Patterson Oden</strong>, Professional Development Supervisor of Instruction, Suffolk Public Schools</td>
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<td>1:15–1:30 p.m.</td>
<td><strong>Questions from the audience</strong></td>
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<td>1:30 p.m.</td>
<td><strong>Melinda George</strong></td>
<td>Closing remarks</td>
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Tweeting today?

Please tag

@learningforward

& use

#TitleIIA
Our vision and mission

Vision
Equity and excellence in teaching and learning

Mission
Learning Forward builds the capacity of leaders to establish and sustain highly effective professional learning
Standards for Professional Learning

- Learning Communities
- Learning Designs
- Resources
- Implementation
- Leadership
- Outcomes
- Data
The term ‘professional development’ means activities that — are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.”
Personal story
Framing the issues

• Teacher attrition rate hovers at 8–10% annually.

Framing the issues

- Teacher shortages disproportionately impact schools that are high poverty and underserved with high percentages of students of color.

Framing the issues

- Teachers leave high-poverty schools at a higher rate than low or medium poverty schools.

Framing the issues

• Teachers leave the profession because they feel unsupported due to:
  • increasing demands of new student learning standards
  • changing curricular demands
  • increased evaluation and accountability.

Framing the issues

• Turnover results in:
  • Brand new or provisionally certified, teachers.
  • Black and Latinx students are significantly more likely to attend a school where more than 20% of teachers are in their first year.

Framing the issues

• In the U.S., teachers spend more time teaching than in any other OECD countries, leaving less time for professional development, collaboration with colleagues, and reflection and preparation.


What we mean by high-quality professional learning
Professional learning is shifting

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<td>PD driven by educator preference</td>
<td>PD choices informed by <strong>data</strong></td>
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<td>One-day workshops</td>
<td><strong>Ongoing, collaborative</strong> learning applicable to immediate classroom challenges</td>
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<td>Training without follow-up</td>
<td>Sustained learning and application of learning with <strong>coaching</strong>, <strong>mentoring</strong> and team support</td>
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<td>No accountability for outcomes</td>
<td>Increased focus on <strong>measures</strong>, <strong>impact</strong> and teacher and student <strong>outcomes</strong></td>
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Theory of action for teacher coaching

Leadership development

The Wallace Foundation research shows

• School leadership is second only to classroom instruction among all school-related factors affecting student achievement

• Principals are multipliers of effective teaching

• Principals are critical for improving struggling schools

• Teacher turnover is lower in schools with effective principals

For leadership development as a strategy

• NASSP research (conducted by Learning Policy Institute) and RAND research (funded by Wallace Foundation) highlight the importance of leadership on school culture and positive impact of professional learning on principal retention.

A focus on what matters for students

- We have an educational divide in this country.
- Lack of high quality professional learning fuels this divide.
- How can we use Title II-A funds to lessen this divide?
A focus on what matters for students

- U.S. teaching workforce: 80% White, 9% Hispanic and 7% Black while the student population is increasingly non-White.
- Teachers need a lens of cultural appreciation and proficiency — a priority for our professional learning systems and a critical use of Title IIA funds.
- Culturally responsive teaching has a positive impact on student engagement and learning, especially for students “whose experiences and cultures are traditionally excluded from mainstream settings.”

A focus on what matters for students

- The best social emotional learning (SEL) approaches focus on concrete, specific, observable, and teachable skills and competencies — outcomes that well designed professional learning can achieve.

- Participation in SEL programs improved students’ academic performance, their social and emotional competencies, and their well-being and social behavior.

- SEL professional learning is a growth area and an important use of Title IIA funds.

Why high-quality instructional materials matter

Students learn primarily through interactions with teachers and instructional materials.

“That instructional materials exercise their influence on learning directly as well as by influencing teachers’ instructional choices and behavior, makes instructional materials all the more important.”

-Chingos & Whitehurst, 2012

Leigh Wall
Superintendent of Schools, Santa Fe Independent School District and President, Learning Forward Board of Trustees
Evidence from the experts. . .
Panel discussion

Beth Albert
Executive Director
Professional Development and Student Achievement
Norman Public Schools
Norman, Oklahoma

Scott Feder
Superintendent
South Brunswick School District
South Brunswick Township, New Jersey

Paul Katnik
Assistant Commissioner
Missouri Department of Elementary and Secondary Education
Jefferson City, Missouri

Barbara Patterson Oden
Professional Development Supervisor of Instruction, Suffolk Public Schools
Suffolk, Virginia
Santa Fe’s Title II dollars support coaching that leads to closing gaps in reading and math.
Norman’s Title II professional learning investment cuts new teacher attrition

**Impact**

New Teacher hiring trends slows within two school years:
- 2017–18: 225 new teachers hired
- 2018–19: 214 new teachers hired
- 2019–20: 168 new teachers hired
Middle school math teachers get Algebra I professional learning that leads to student success.

Number of 8th grade students selected to take Algebra I who did not meet the traditional criteria (104 students total):

- 9.6% did not pass
- 90.4% passed PARCC
Missouri Title II set-aside creates programs to stem principal, teacher attrition.
First time in 14 years
District achieves 100% accreditation due to Title IIA-funded professional learning programs

Impact
- 8 class-size reduction teachers in 5 high-needs schools
- Novice teacher attrition rate reduced by 24%
- Positive teacher assessment of professional development
- Increased access to high-quality PL resources
Questions
Thank you!