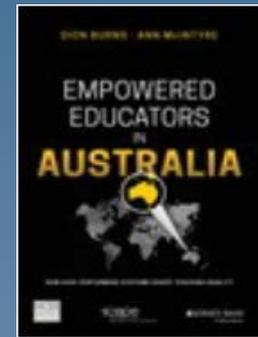
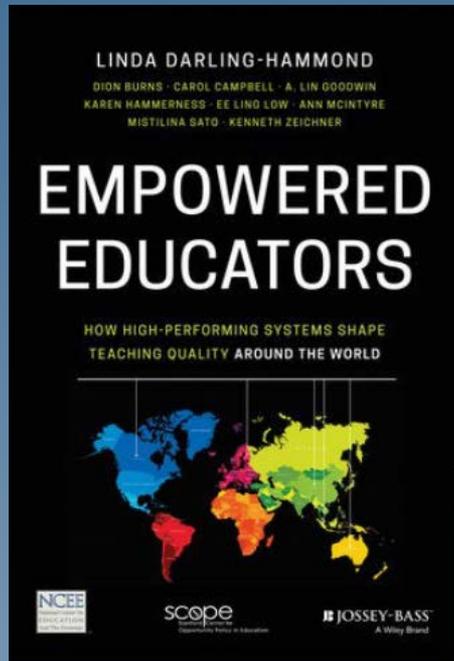


Empowered Educators: How High Performing Systems Shape Teaching Quality

www.ncee.org/empowered-educators

Linda Darling-Hammond





www.amazon.com

Aim: to provide rich descriptions of the policy and practices that support teaching quality in high-performing jurisdictions

Compared to Those in Top-Performing Countries, US Teachers

Are less well compensated

Have less support for their preparation

Are less likely to receive mentoring

Have less time for and access to high-quality professional learning

Are less likely to receive feedback from peers

Are unlikely to experience expanded career responsibilities or chances to share expertise

Are less likely to be involved in collaborative planning around curriculum & assessment

Compensation

- **U.S. teachers earn ~ 20% less than other college graduates; 30% by mid-career.**
- **Salaries have declined since the 1990s.**
- **They vary widely within states.**
- **In more than 30 states, a mid-career teacher heading a family of 4 is eligible for several forms of government assistance**

Preparation and Mentoring

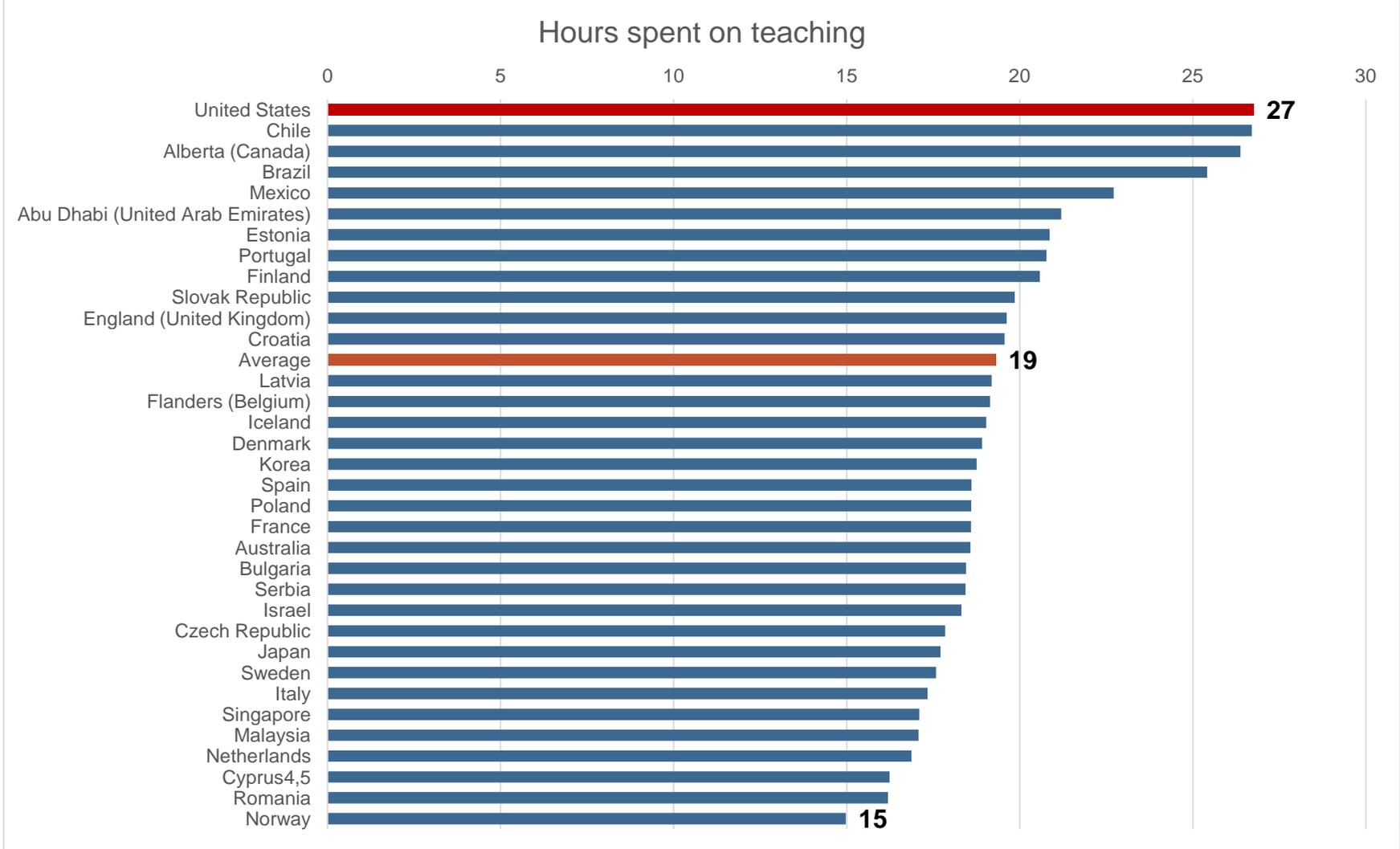
Preparation and early mentoring strongly influence teacher effectiveness and retention:

- Teachers who are unprepared leave within a year at 2-3 times the rates of those who are well-prepared.
- Those who receive high-quality mentoring and induction stay at twice the rate of those who receive little.

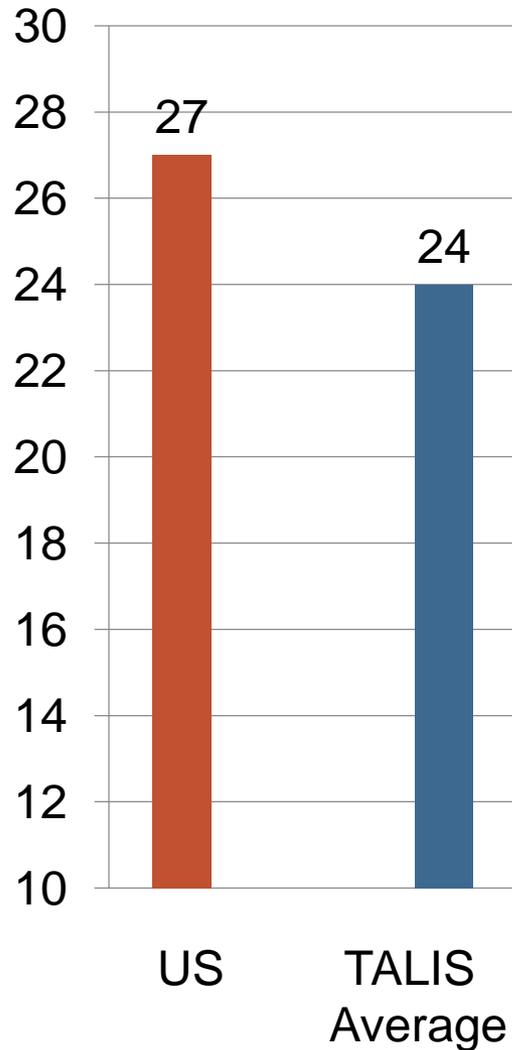
Funding for both has declined:

- The debt load for preparation has increased.
- Only about 2/3 of teachers receive comprehensive preparation before entering.
- Fewer teachers receive mentoring + principal support (down from 75% in 2008 to 59% by 2012).

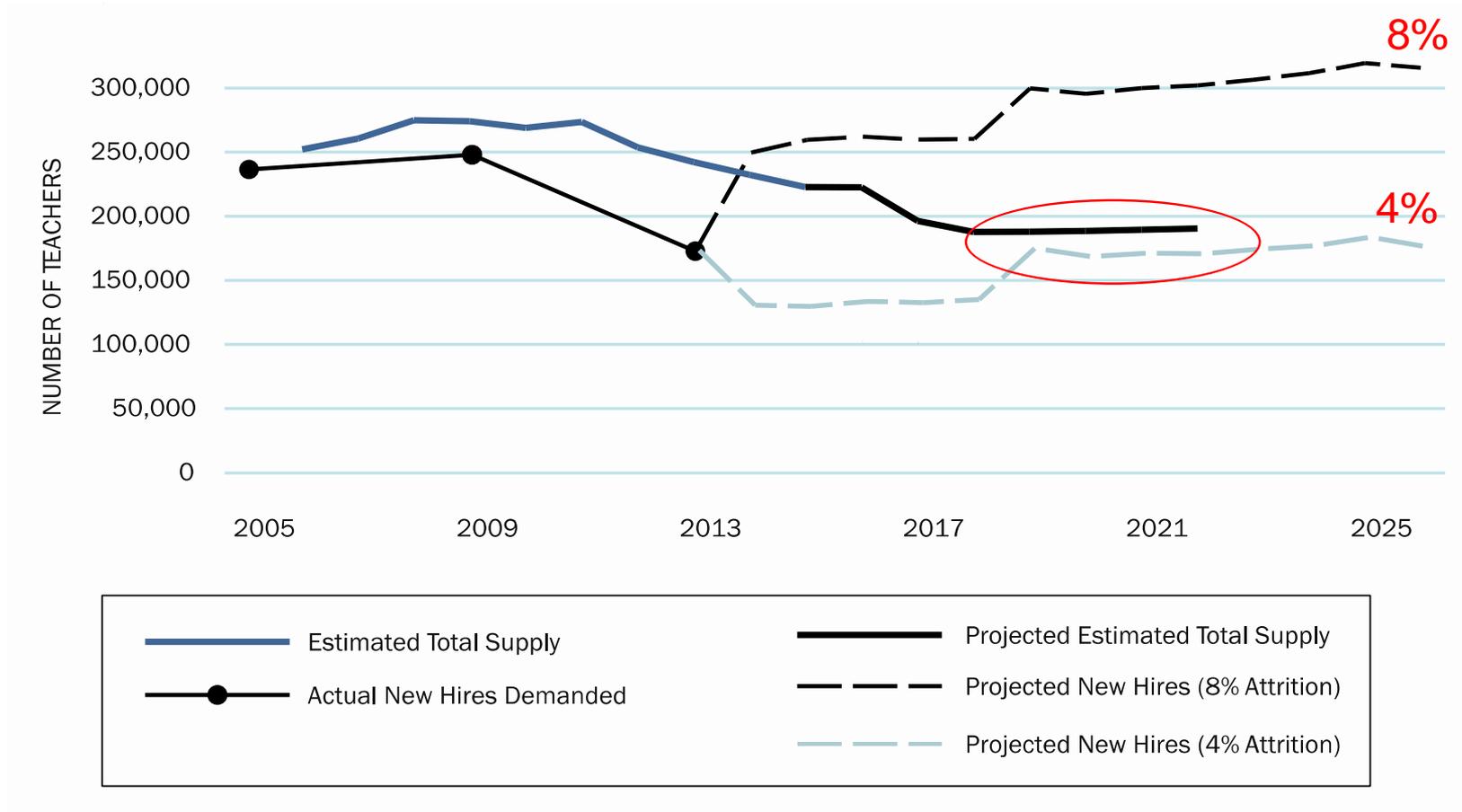
U.S. Teachers Teach More Hours and Have Less Planning Time



US teachers teach larger classes on average with many more low-income students



US Teacher Attrition is Higher



National Headlines 2016

Teacher shortage keeps area schools scrambling
Washington not alone in hunt for teachers, new report says
Oklahoma school districts look to fill 500 teacher vacancies

Teacher shortage at public schools

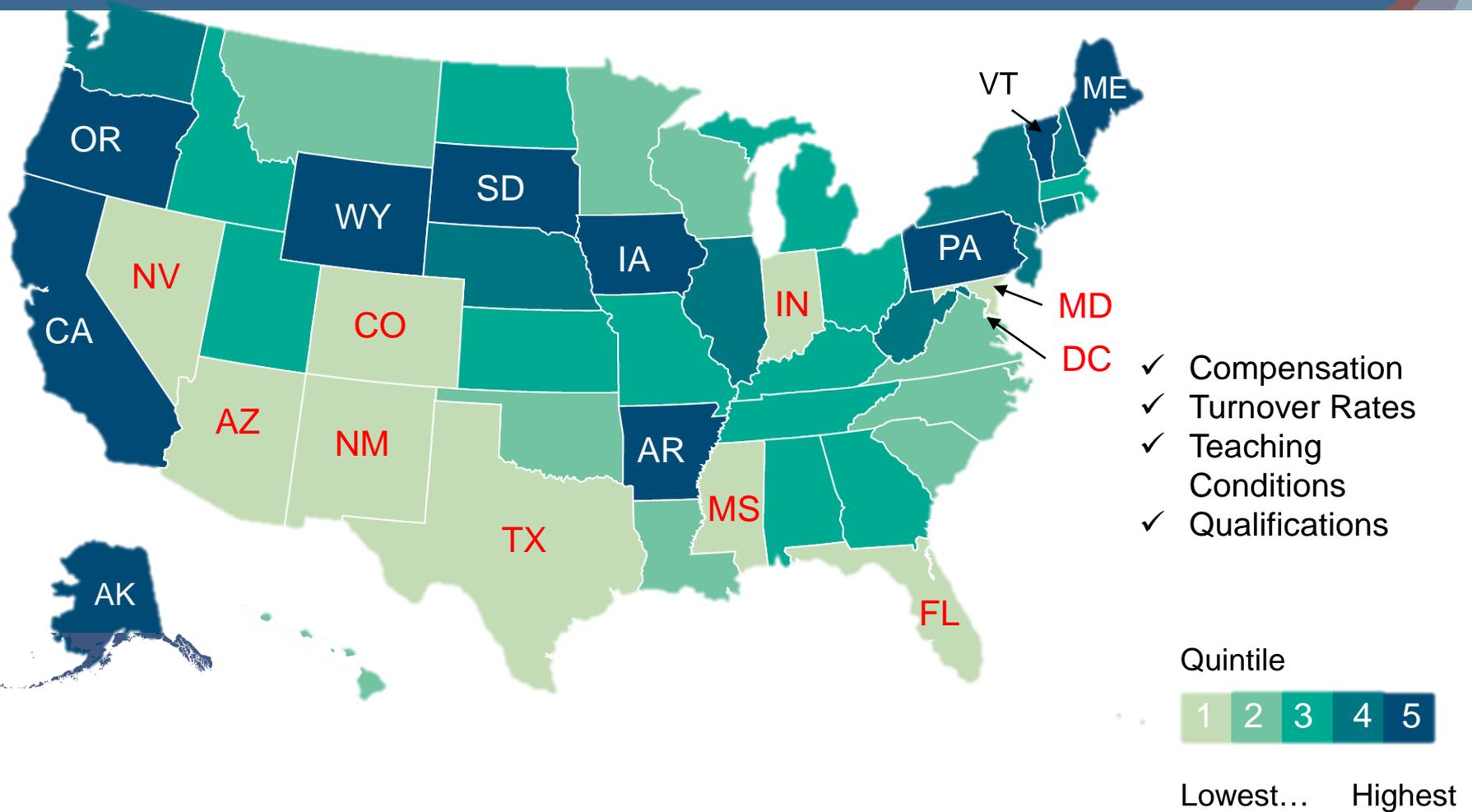
Fewer qualified applicants for certified teaching positions
Florida facing teacher shortages in many districts as new school year begins
Help Wanted: Teacher-Shortage Hot Spots

In Utah, schools can now hire teachers with no training whatsoever

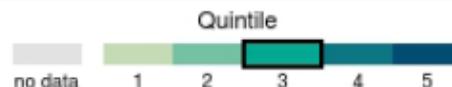
RPS dealing with teacher shortage as first day of school looms

Teacher, staff shortage looms as school begins

Teaching Attractiveness Varies Across States



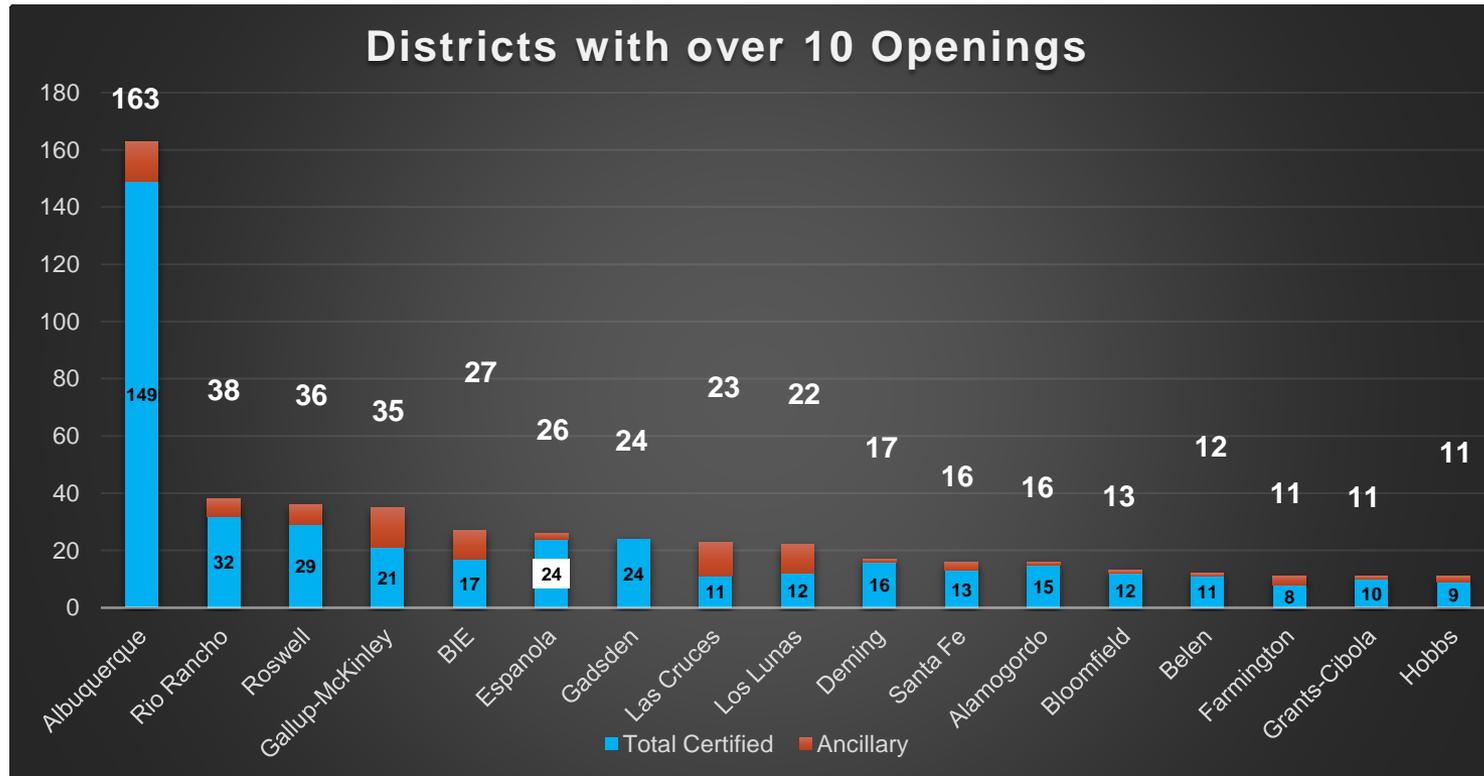
Teaching Attractiveness and Equity in NM



Indicator	NM	US Average
Compensation Rating	3.5	
Starting Salary	\$31,960	\$36,141
Wage Competitiveness	78	74
Working Conditions Rating	2	
Pupil-Teacher Ratio	15 : 1	16 : 1
Classroom Autonomy	73%	77%
Collegiality Within School	30.4%	38%
Testing-Related Job Insecurity	20%	12%
Administrative Support	48%	48%
Teacher Qualifications Rating	2	
% Inexperienced Teachers	13.8%	12.6%
% Uncertified Teachers	2.09%	1.89%
Teacher Turnover Rating	1.5	

Indicator	NM	US Average
Ratio of Uncertified Teachers in High- vs. Low-Minority Schools	1.45 : 1	4.05 : 1
% Uncertified Teachers in Low-Minority Schools	1.44%	0.88%
% Uncertified Teachers in High-Minority Schools	2.09%	3.56%
Ratio of Inexperienced Teachers in High- vs. Low-Minority Schools	1.25 : 1	1.67 : 1
% Inexperienced Teachers in Low-Minority Schools	12.02%	9.9%
% Inexperienced Teachers in High-Minority Schools	15.04%	16.56%
% Teachers of color	43%	18%

NM vacancies left unfilled in October 2016



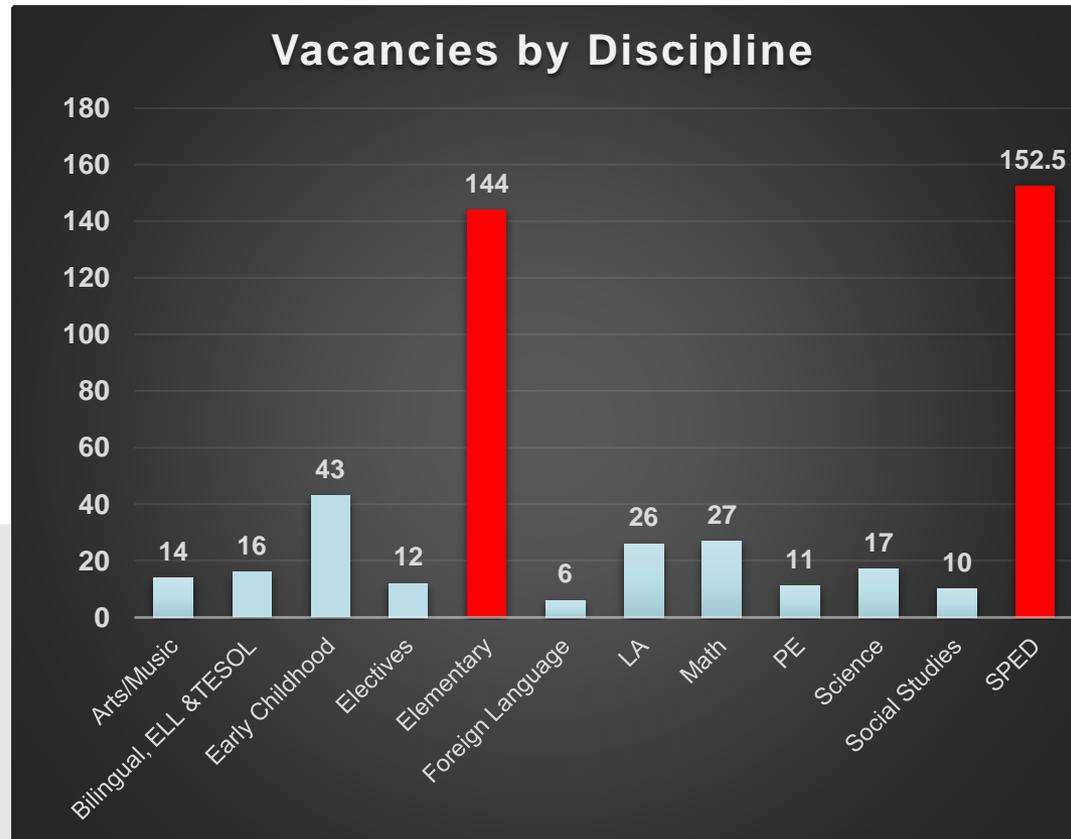
- 59% of districts cited special education as difficult to fill with qualified teachers
- 49% cited math positions as difficult to fill
- 28% said that it was difficult to recruit science teachers.
- Small, rural districts had difficulty in nearly all subject areas.

443 classrooms in New Mexico were likely filled by substitutes or uncertified teachers.

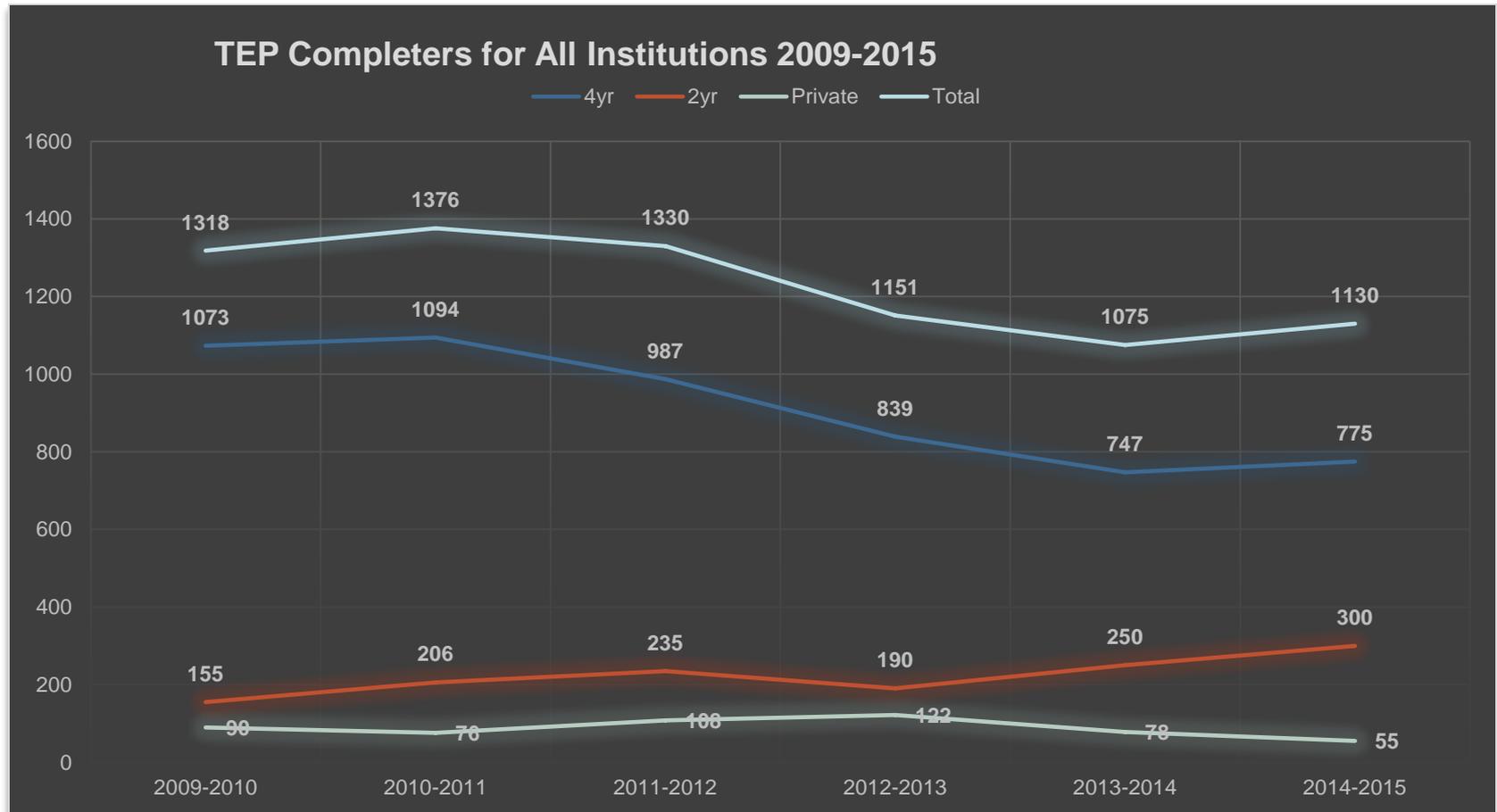
Most vacancies in New Mexico are in the central region.

Special education teachers accounted for 35% of all vacancies; 46% with ancillary service providers.

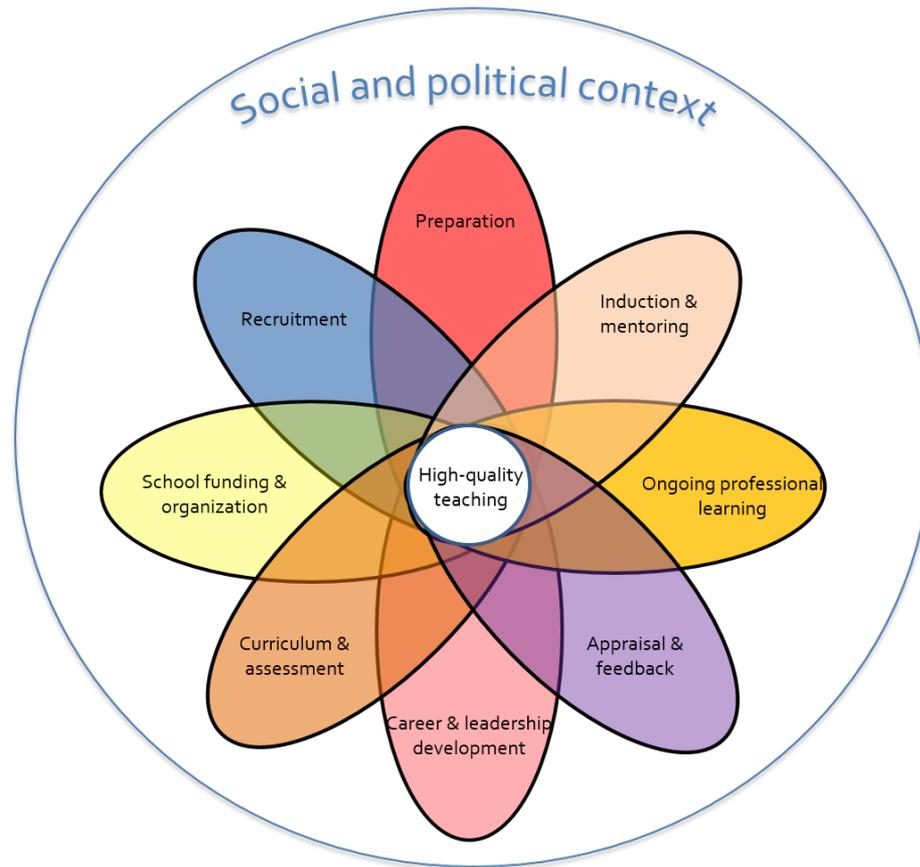
Math & science represent 10% of vacancies and 31% of alternatively licensed teachers are teaching in STEM.



Teacher Education Graduates Have Declined in 4 –Year Programs



Policies in a teaching and learning system





1. Finding and keeping the best: Recruitment, selection & compensation

Recruitment

Competitive recruitment based on academics and dispositions associated with teaching

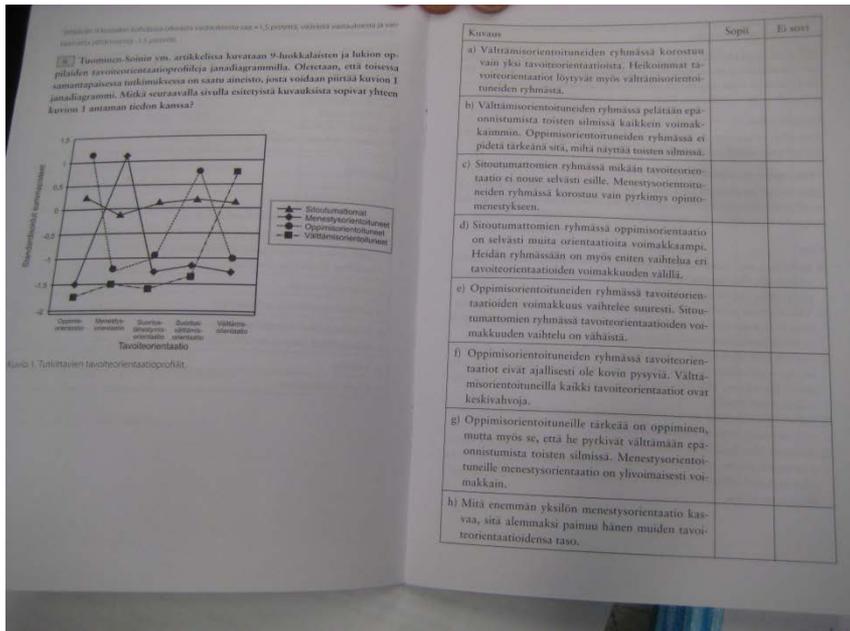
- ✓ Research orientation
- ✓ Commitment to all children & the profession
- ✓ Interpersonal / verbal skills

Into a small number of programs of comparable quality and rigor

Preparation largely or completely paid for

Some countries also pay stipends/ salaries while teachers are in training

Selection in Finland



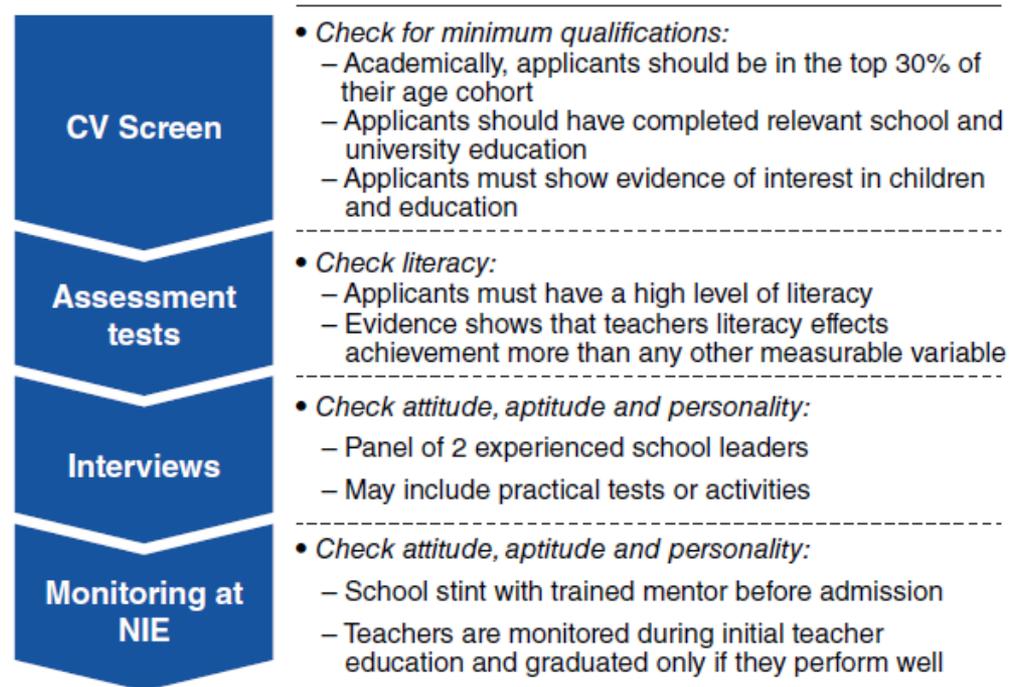
The Vakavva in Finland is an admission exam for primary teachers based on research

Followed by:

- Review of academic record
- Extensive interviews
 - ✓ Commitment to children
 - ✓ Passion for teaching
 - ✓ Collaboration & problem solving capacity

Selection in Singapore

Figure 3–1 The Process of Teacher Recruitment in Singapore



Source: Barber and Mourshed (2007). Updated based on more current information.

Compensation / Career Development

- **Salaries comparable to other professions requiring college degree**
- **Equitable across schools / districts**
- **Enhanced for teachers taking on additional responsibilities**
- **Career ladders in Singapore, Shanghai, and Australia / Career lattice in Ontario**
- **Multiple opportunities for leadership and sharing of expertise**





2. Profession-ready teachers: Preparation & Induction

Preparation

Clinical Master's Degree Program Becoming the Norm
Guided by Professional Standards of Practice
Research-Based and Research-Oriented
Strong Preparation in

- ✓ Content-Specific Pedagogy focused on 21st Century Skills
- ✓ Learning and Development
- ✓ Curriculum and Assessment

Learning in Practice with Expert Mentors
Professional Teaching School Partnerships
Common Expectations for Entrants

Professional Teaching Schools

As in medicine and other professions, teaching schools allow teachers to see and enact best practices linked to research and theory

Professional teaching schools support learning from expert veterans while candidates are taking tightly linked coursework. They model state-of-the art education for students and teachers as well as opportunities for developing curriculum, new practices, and research.

“Model” Schools in Finland

3 master's degrees and PhD

Mentor Teachers

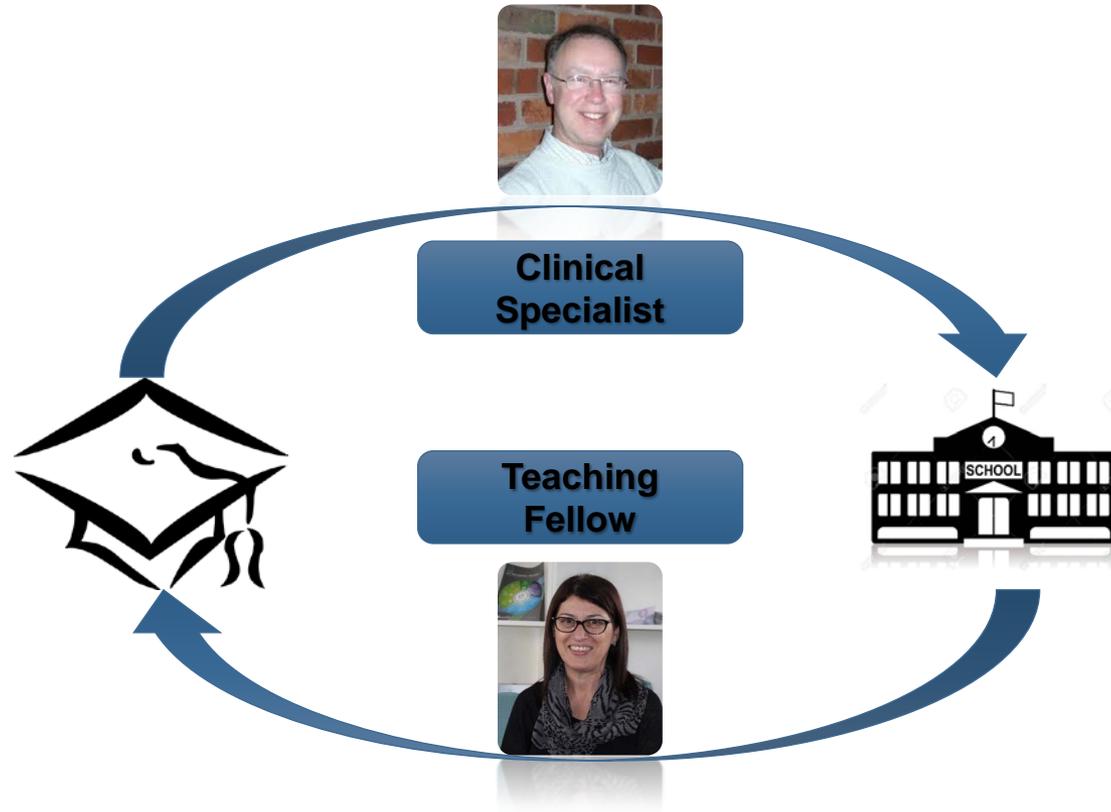
3 current research projects; Recently published a book



Finishing PhD



Initial teacher education – Victoria



Induction for Beginners

Regularly available to all

Guided by trained Senior / Mentor Teachers

- ✓ In-classroom coaching
- ✓ Curriculum and lesson planning
- ✓ Seminars on key topics

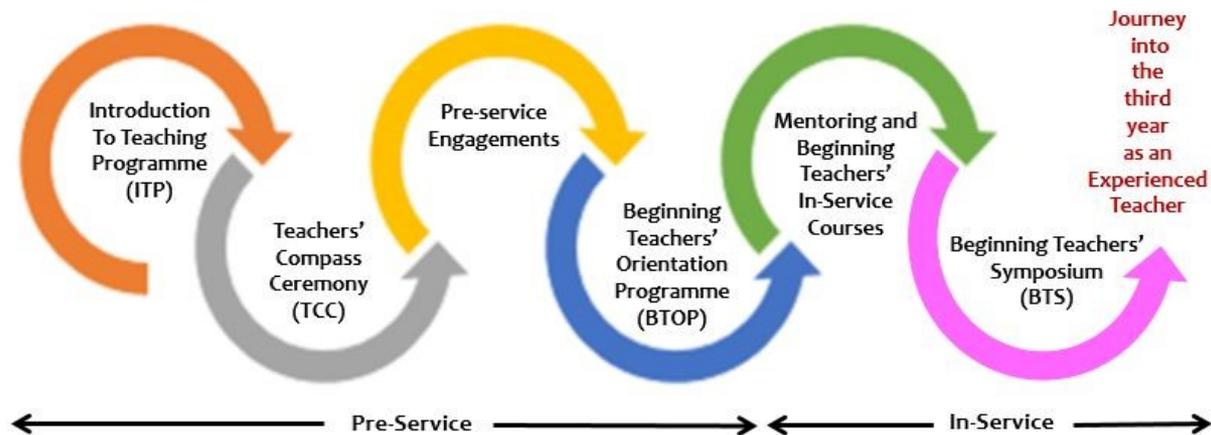
Reduced teaching load

Typically 2 years // 4 years in Toronto

- **98% of beginning teachers are still teaching after 4 yrs.**
- **Attrition in Ontario, Finland, and Singapore is < 4% annually for all teachers**

Induction & mentoring

MOE Teacher Induction Framework





3. Developing High-Quality Teaching: Effective Professional Learning

Professional Learning Opportunities

- Organized around curriculum
- Mentors and coaches trained to support teachers in schools
- Institutes and workshops “by teachers for teachers”
- Teacher and school networks
- Research grants and collaborative R&D opportunities (+publication and adoption)
- Sustained learning opportunities embedded in practice:
 - Teachers have 15-25 hours a week for collaboration plus additional paid time for professional learning
 - Teachers engage regularly in Lesson Study, Action Research, and Peer Observation and Coaching to evaluate and improve practice.

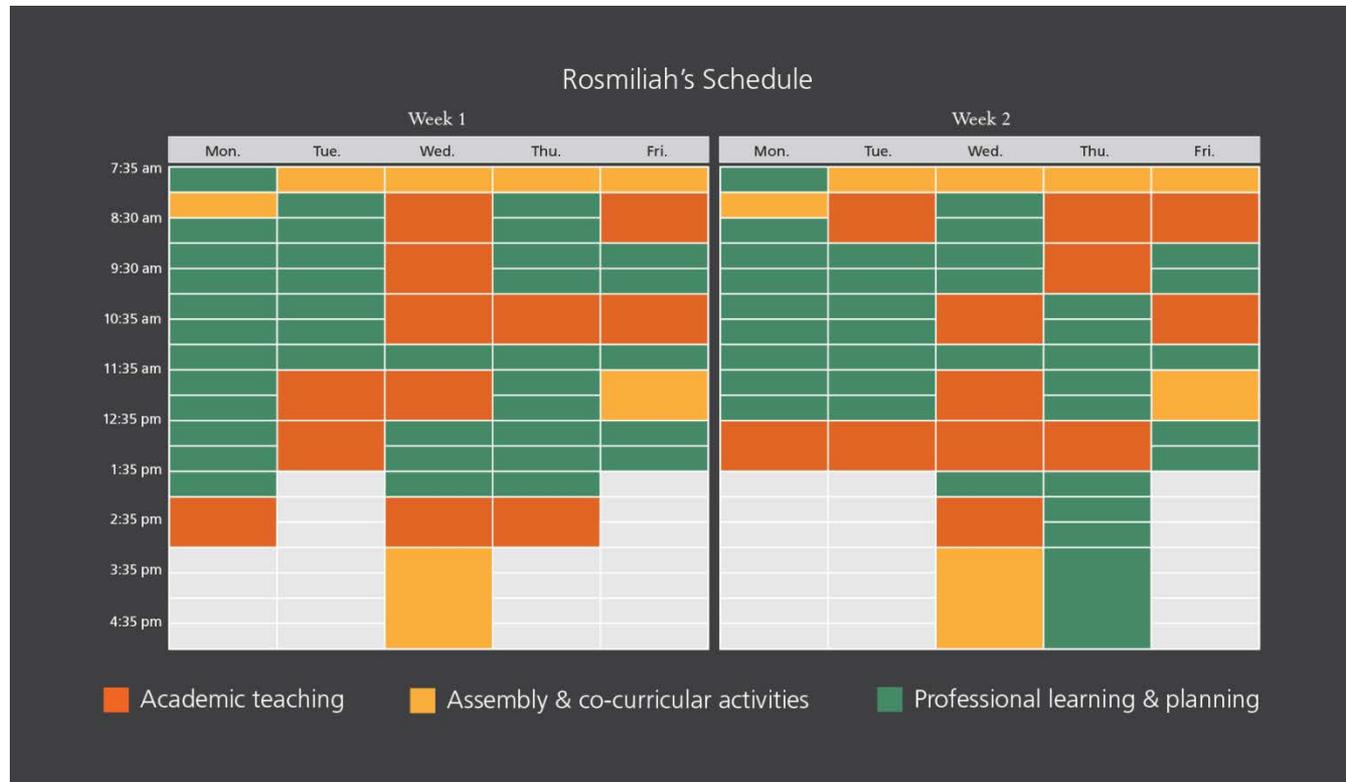
Professional Learning Cycle (Australia)



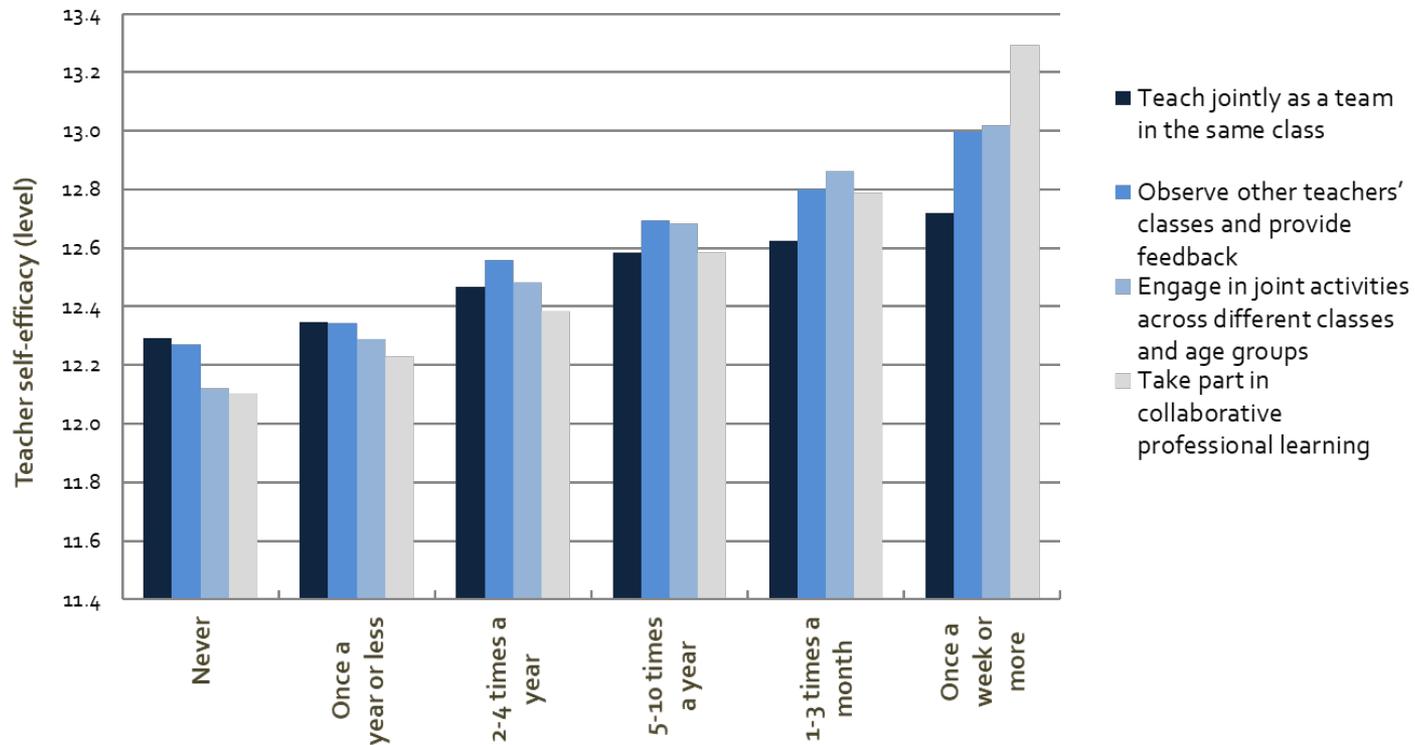
Professional Learning in Singapore



Time for professional collaboration in Singapore



Professional learning is collaborative

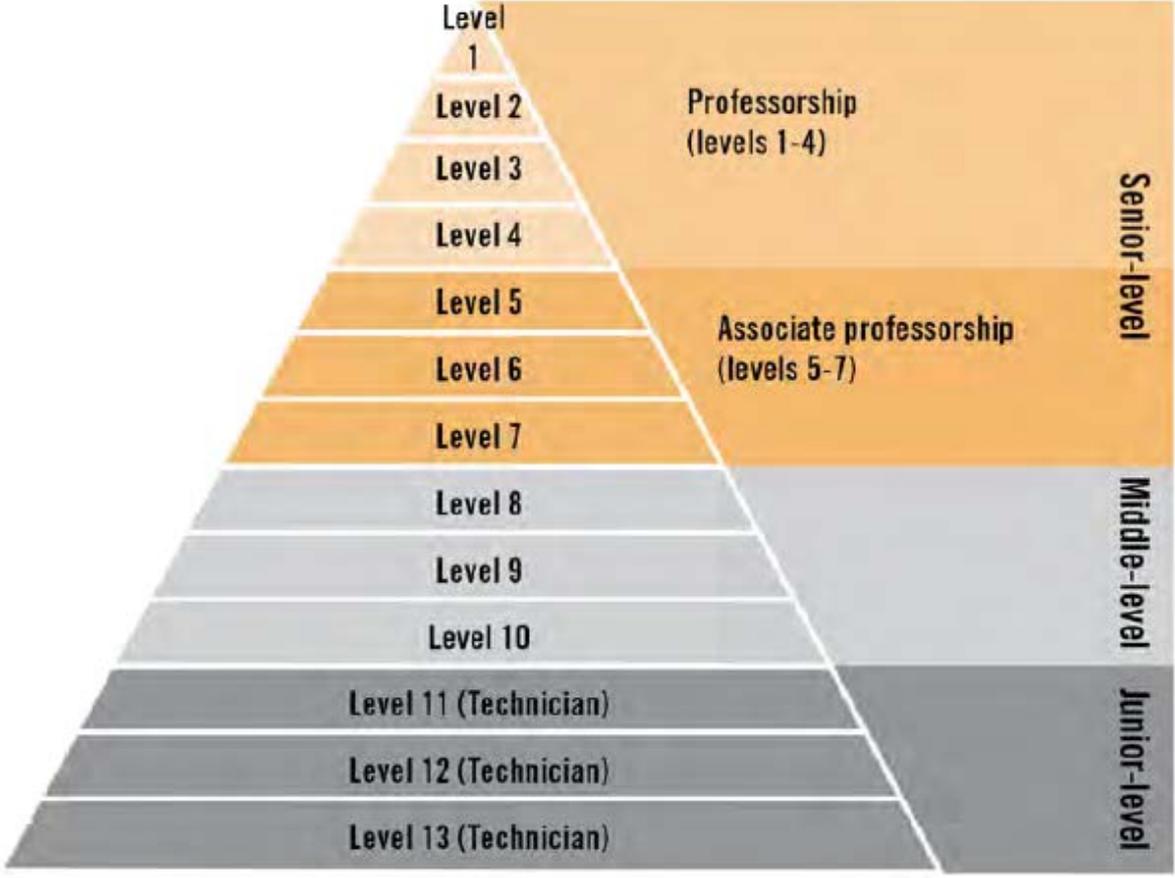


Source: OECD. *Talis 2013 Results: An International Perspective on Teaching and Learning*. OECD Publishing.



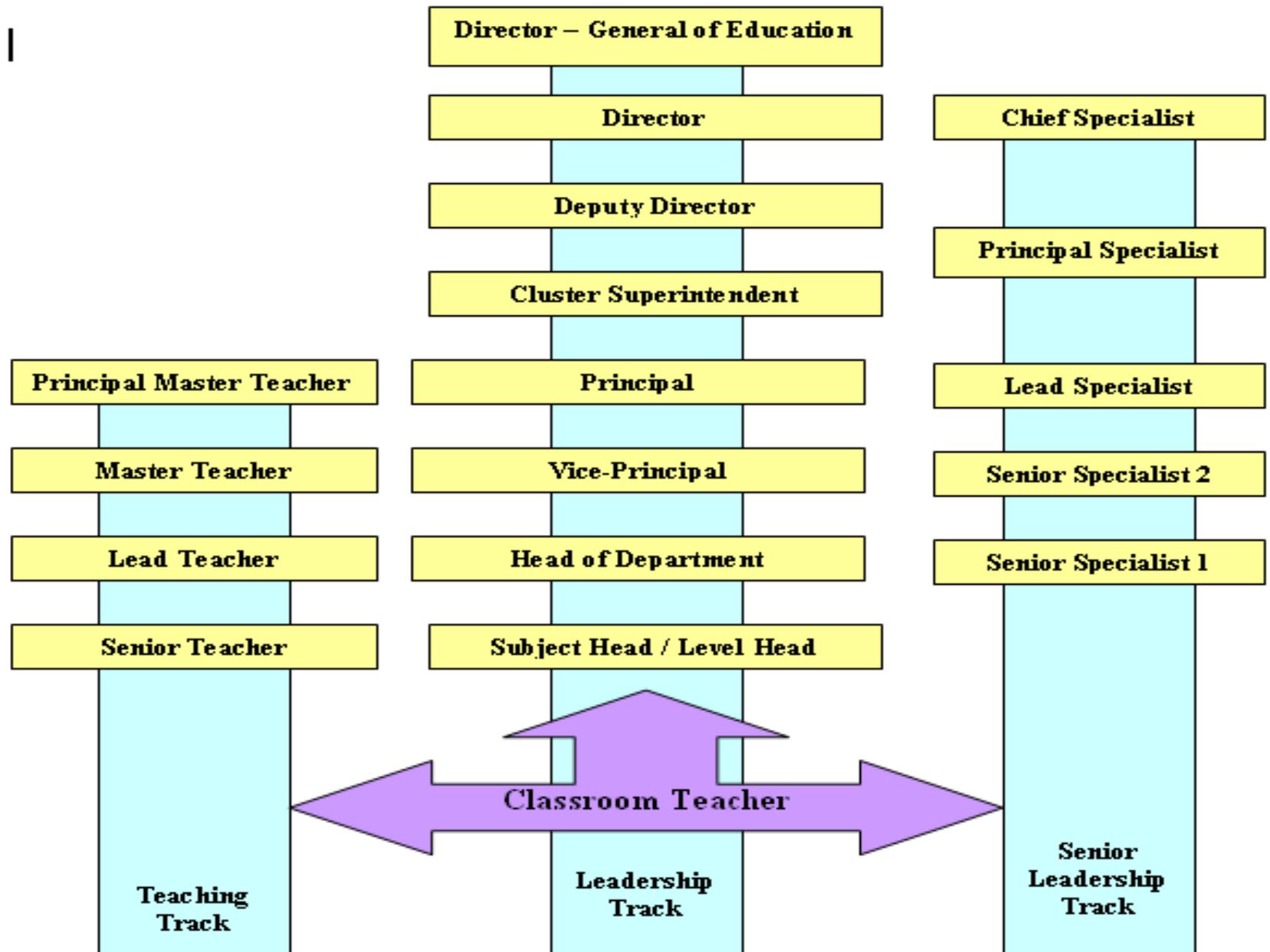
4. Career Development

Teaching Career Ladder Shanghai



www.ncee.org/

Career Tracks in Education



Advancement through Standards – Australia

Career advancement systems developed in each state

Based on national standards developed by the Australian Institute for Teaching and School Leadership (much like NBPTS)

Review of teacher portfolio and practice by external evaluators

Multiple steps associated with greater responsibilities

Fostering Teacher Growth & Development Ontario

SUPPORTS FOR GROWTH

- Teacher Learning and Leadership Program (TLLP)
- Annual Learning Plan (ALP)
- Teacher Performance Appraisal (TPA)
- New Teacher Induction Program (NTIP)
- Initial Teacher Education (ITE)
- Building Futures (BF)



OPPORTUNITIES FOR LEADERSHIP

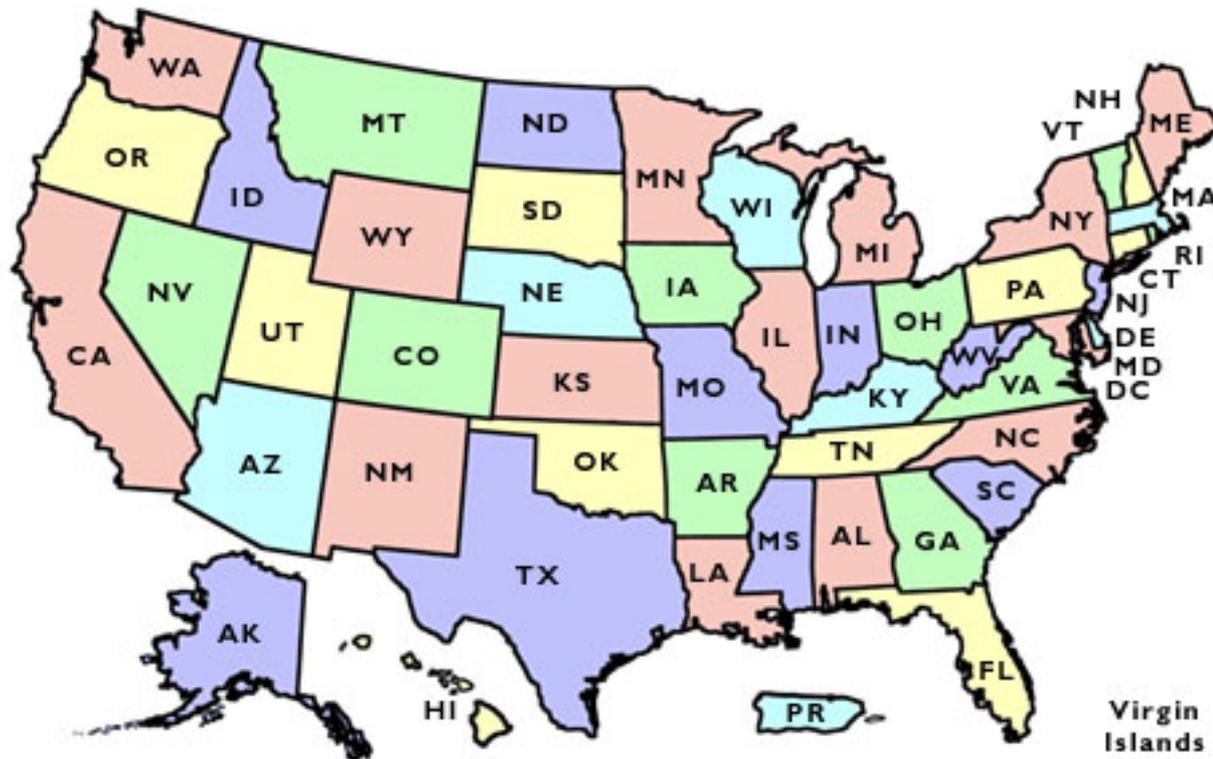
- TLLP Project Leader / Team Member
- Department Head / Chair
- Board Consultant / Coach
- NTIP Mentor
- Associate Teacher
- Community of Practice Member (face to face or online)

AUTHENTIC LEARNING

- Inside-Out Transformation
- Student-Centered
- Collegial Involvement in Planning
- Teacher-determined learning goals
- Collaborative construction of knowledge

The Challenge Ahead

**All of these best practices exist somewhere in the US
Nowhere are they yet assembled together into a
teaching and learning system**





Towards a teaching and learning policy *system*

Lessons from well-developed systems

Standards provide a vision of what constitutes high-quality teaching and guide selection, preparation, induction, professional learning, and career development.

Preparation is universal, research-oriented, and clinically-based.

Professional learning is collegial, job-embedded, often led by senior teachers, connected to school reform efforts and coaching, and is ongoing

Time is available for teachers to work with and learn from colleagues, to conduct their own research, and to share practices

Feedback is available from teachers and leaders to help improve practice

Teacher leadership is cultivated and developed for school leadership.

Networks and professional learning communities are developed for sharing practices across schools