Best Practices to Help Schools Build Strong Instructional Teams

GA SCSC: Governance Training Session

February 2018

Welcome

Share your responses to the following question with your shoulder partner:

What are some common teacher talent challenges your schools face?

Examples : Retention, Recruitment, Certification, Skill development, etc.

TNTP was founded in 1997 by teachers who believed all students deserve great teaching.

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...
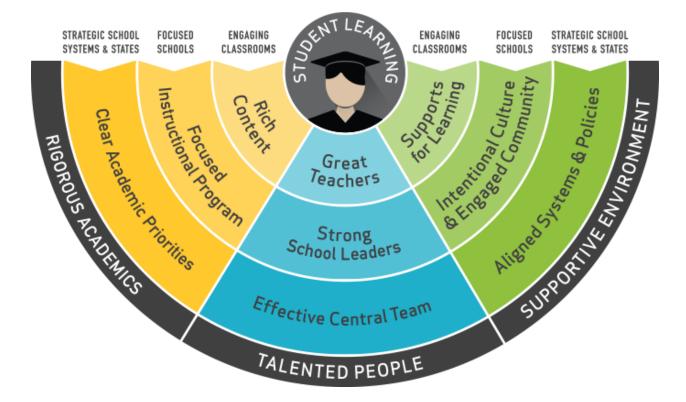
and save more for retirement.

Over the last 20 years, our core mission and theory of action have remained consistent.

Better Teachers & Teaching → Improved Student Learning → Ending Educational Inequality

And we have continued to diversify our support to schools: that means mixing policy and practice across talent, academics, and environment.

TNTP FRAMEWORK

We're always looking for opportunities to influence—either directly or indirectly—across multiple strands.

Our national reports have helped us advance the national conversation about education policy and highlighted new ways to support schools.

How do we **identify**
great teachers?

How do we **retain**
great teachers?

How do we **support**
great teaching?

2009

2012

2015

**Deeply informed by the work we do in
schools and districts, our research helps education leaders
understand fundamental challenges and
map a way forward.**

In 2018, TNTP will publish a report that explores what students do in school all day—and what effect that has on their long-term success.

At the heart of this report will be real kids
and their daily experiences in school.

It's a fresh angle with the potential to reinvigorate the
education reform movement—and win new allies for
fundamental change.

Understanding the Retention Crisis

Instructional Culture's Impact on Retention and Student Outcomes

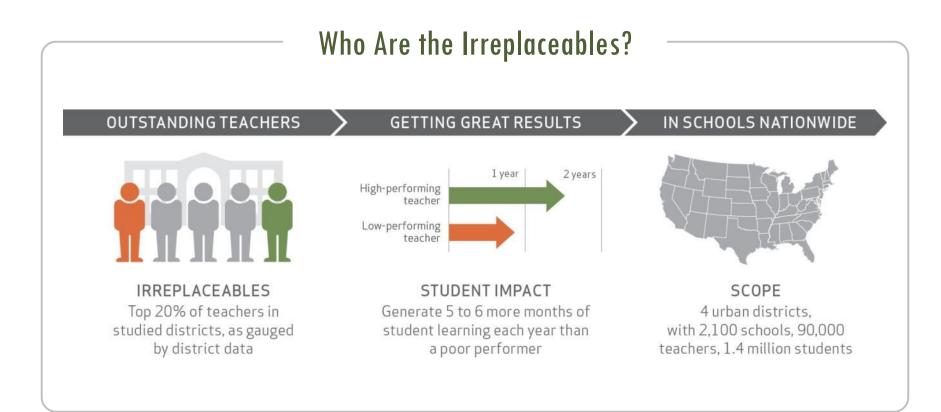*SCSC Staffing Toolkit:* Customizable Resources for School Leaders

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

- It is the failure to retain the *right* teachers.

The Irreplaceables explores retention through the experience of the nation's best teachers, who urban schools desperately need to keep.

Who Are the Irreplaceables?

OUTSTANDING TEACHERS > GETTING GREAT RESULTS > IN SCHOOLS NATIONWIDE

IRREPLACEABLES
Top 20% of teachers in studied districts, as gauged by district data

High-performing teacher — 1 year to 2 years
Low-performing teacher

STUDENT IMPACT
Generate 5 to 6 more months of student learning each year than a poor performer

SCOPE
4 urban districts, with 2,100 schools, 90,000 teachers, 1.4 million students

The "Irreplaceables" are teachers so successful that they are nearly impossible to replace.

Irreplaceables don't succeed because they are saints or superheroes; they're just more skilled at helping students learn.

Characteristics of Irreplaceables

		LOW PERFORMERS	ALL TEACHERS with Performance Data	IRREPLACEABLES
BACKGROUND & WORKLOAD	Years of experience as a teacher	10	9	9
	Total workload (hours/week)	50	50	50
	Class size (number of students)	28	27	27
	High-poverty students	85%	90%	90%
ATTITUDES & BELIEFS	Belief that effective teachers can lead students to success despite challenges	44%	50%	53%
	Understand how effective they are in achieving positive student outcomes	48%	57%	69%
RESULTS	Additional months of student learning, relative to a low performer, per year	--	+3 MONTHS	+6 MONTHS

Irreplaceables generally work similar hours, and have similar students in their classes as other teachers.

Not only do they get outstanding academic results, they also provide a more engaging learning experience for students.

Secondary-Level Students Responding "Mostly True" or "Totally True"

Statement	Students of Low-Performing Teachers	Students of High-Performing Teachers
My teacher in this class makes me feel that s/he really cares about me	51%	65%
Students in this class treat the teacher with respect	41%	65%
My teacher explains difficult things clearly	56%	74%
My teacher doesn't let people give up when the work gets hard	62%	78%
My teacher wants us to use our thinking skills, not just memorize things	67%	77%
My teacher makes learning enjoyable	44%	64%

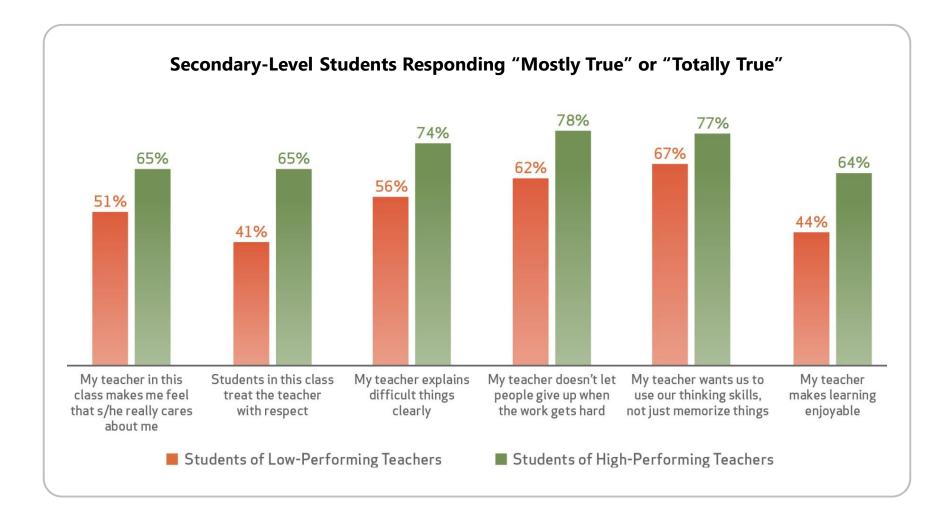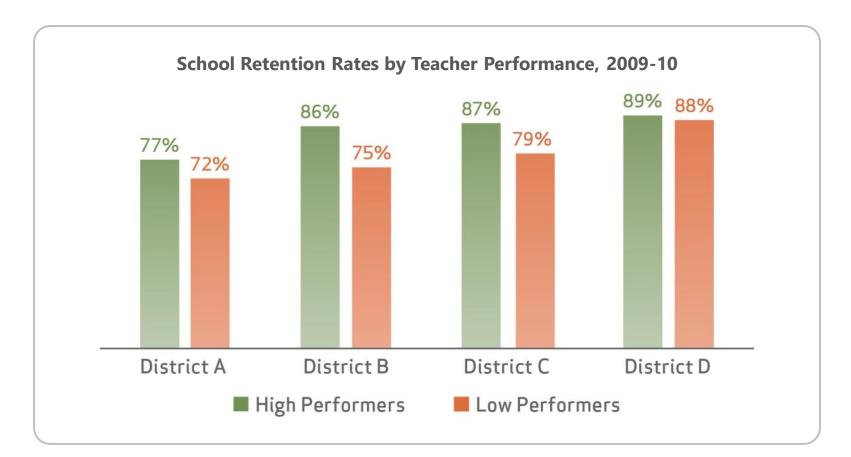■ Students of Low-Performing Teachers   ■ Students of High-Performing Teachers

Figure shows the percentage of secondary school students in a class agreeing with a statement about their teacher. The orange bars display student responses for teachers with the lowest student achievement gains (i.e., those in the bottom 20%) and the green bars for teachers with the highest student achievement gains (i.e., those in the top 20%). Data was collected using the Tripod student survey and includes responses from the students of 508 teachers in grades 6 through 8 in six urban districts. Results based on yet unpublished analysis for TNTP by the Measures of Effective Teaching (MET) project, a partnership of teachers, academics, and education organizations investigating better ways to identify and develop effective teaching. Funding the MET project comes from the Bill & Melinda Gates Foundation. For more information see. www.metproject.org.

Yet most schools retain Irreplaceables and low performers at fairly similar rates.

School Retention Rates by Teacher Performance, 2009-10

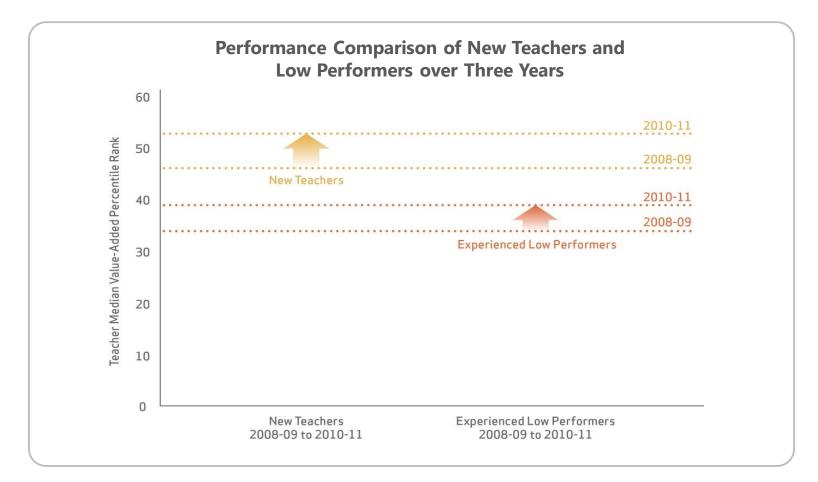|	High Performers	Low Performers
District A	77%	72%
District B	86%	75%
District C	87%	79%
District D	89%	88%

Struggling teachers remain for too long: Most have more than 9 years of experience and plan to stay for at least another 10 years.

Chart: School retention defined as teachers remaining at their school from one year to the next. Bottom statement: Median years of experience 9-10 years across districts; Percentage planning to stay more than 10 years 48-62% across districts. Source: District data from SY 2008-09 through SY 2010-11

Low performers rarely improve significantly. Even three years later, most perform worse than the average first-year teacher.

Performance Comparison of New Teachers and Low Performers over Three Years

Teacher Median Value-Added Percentile Rank

New Teachers

- 2010-11
- 2008-09

Experienced Low Performers

- 2010-11
- 2008-09

New Teachers
2008-09 to 2010-11

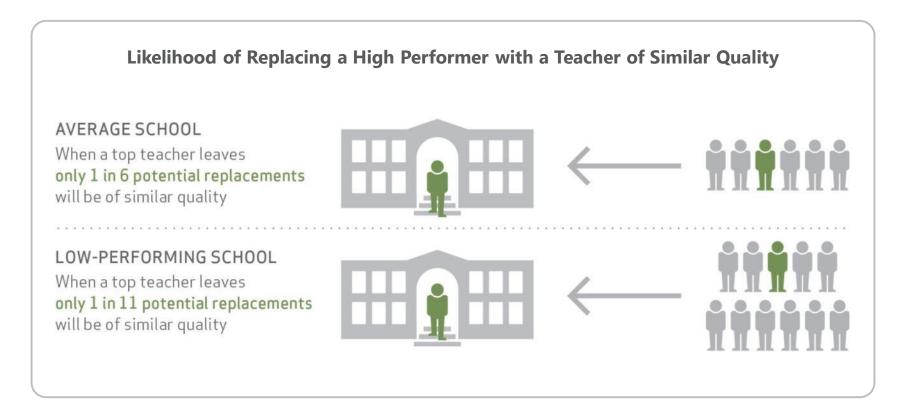Experienced Low Performers
2008-09 to 2010-11

40 percent of teachers with 7+ years of experience are less effective than the average first-year teacher

Chart: Median percentile ranks by population scores in District C; Populations defined in 2007-08. Bottom statement: District A: 44% veterans less effective; District C: 39% veterans less effective. Source: District data from SY 2008-09 through SY 2010-11

When an Irreplaceable leaves a low-performing school, the school is almost guaranteed to hire a less-effective replacement.

Likelihood of Replacing a High Performer with a Teacher of Similar Quality

AVERAGE SCHOOL
When a top teacher leaves
only 1 in 6 potential replacements
will be of similar quality

LOW-PERFORMING SCHOOL
When a top teacher leaves
only 1 in 11 potential replacements
will be of similar quality

When a great teacher leaves a school,
it can take 11 hires to find one teacher of comparable quality.

The Causes

1. POOR LEADERSHIP PRACTICES

Principals make far too little effort to retain Irreplaceables or remove low-performing teachers.

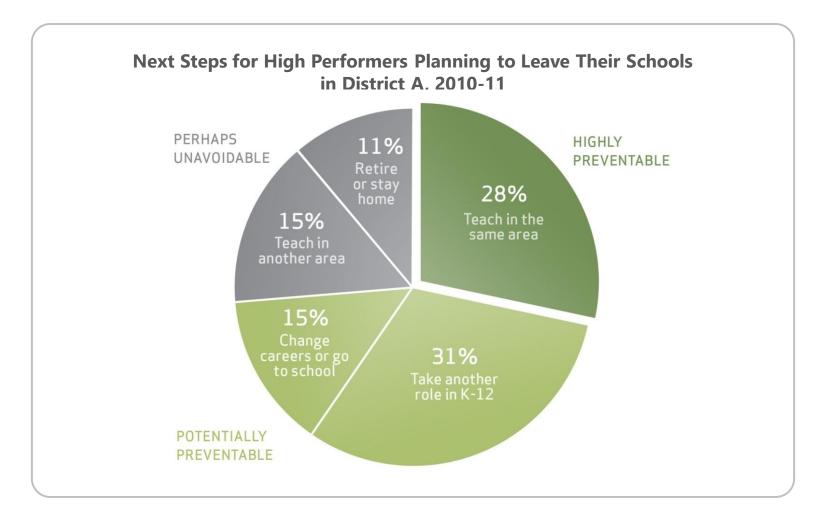### 2. POOR WORKING CONDITIONS

Poor school cultures and working conditions drive away great teachers.

3. COUNTERPRODUCTIVE POLICIES

Policies give principals and other leaders few incentives to change their ways.

Much attrition of Irreplaceables appears to be preventable.

Next Steps for High Performers Planning to Leave Their Schools in District A, 2010-11

PERHAPS UNAVOIDABLE

11% Retire or stay home

15% Teach in another area

HIGHLY PREVENTABLE

28% Teach in the same area

15% Change careers or go to school

31% Take another role in K-12
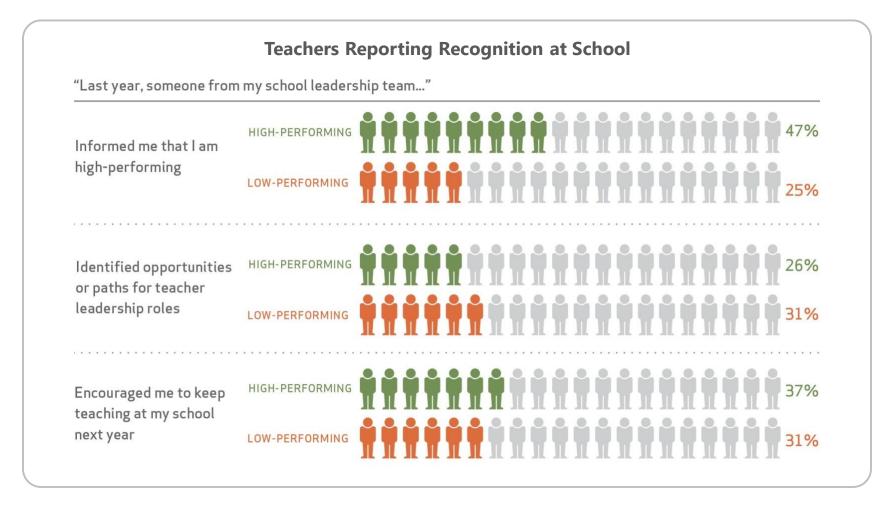
POTENTIALLY PREVENTABLE

3 in 4 high-performing teachers with plans to leave their schools say they would stay if their top reason for leaving improved.

Population includes high performers only. Source: District A data and survey data. Trends confirmed across districts.

However, Irreplaceables report receiving little recognition or attention at the school level – often on par with the *lowest* performers.

Teachers Reporting Recognition at School

"Last year, someone from my school leadership team…"

Informed me that I am high-performing	HIGH-PERFORMING	47%
	LOW-PERFORMING	25%
Identified opportunities or paths for teacher leadership roles	HIGH-PERFORMING	26%
	LOW-PERFORMING	31%
Encouraged me to keep teaching at my school next year	HIGH-PERFORMING	37%
	LOW-PERFORMING	31%

Principals used 7 of 8 top retention strategies at similar rates for high and low performers.

Understanding the Retention Crisis

> ▶ **Instructional Culture's Impact on Retention and Student Outcomes**

SCSC Staffing Toolkit: Customizable Resources for School Leaders
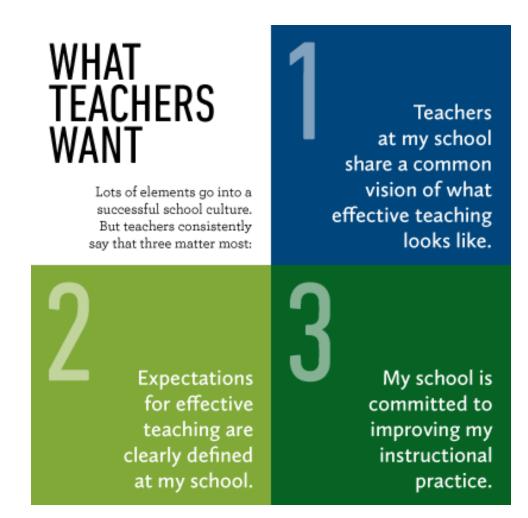
In our report, *Greenhouse Schools,* TNTP identified school cultures that retain top teachers and improve student learning.
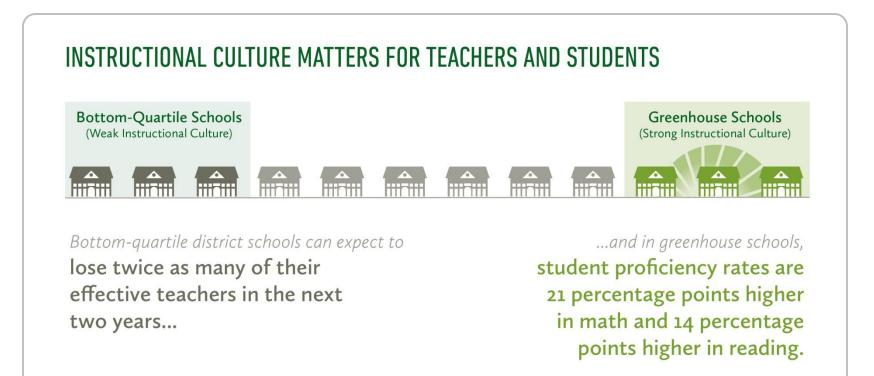
The more teachers who agreed with three questions, the higher the school's culture score. Greenhouse schools score at the top.

WHAT
TEACHERS
WANT

Lots of elements go into a successful school culture. But teachers consistently say that three matter most:

1 Teachers at my school share a common vision of what effective teaching looks like.

2 Expectations for effective teaching are clearly defined at my school.

3 My school is committed to improving my instructional practice.

Critically, greenhouse schools keep more of their top teachers and help their students learn more.

INSTRUCTIONAL CULTURE MATTERS FOR TEACHERS AND STUDENTS

Bottom-Quartile Schools
(Weak Instructional Culture)

Greenhouse Schools
(Strong Instructional Culture)

Bottom-quartile district schools can expect to
lose twice as many of their effective teachers in the next two years...

...and in greenhouse schools,
student proficiency rates are 21 percentage points higher in math and 14 percentage points higher in reading.

Greenhouse schools are much stronger than other schools in five key areas.

FIVE CHARACTERISTICS OF A GREENHOUSE SCHOOL

1 A HIGH BAR FOR HIRING   A rigorous interview process and hiring by June 1.

2 A FOCUS ON STUDENT LEARNING   Teachers set measurable goals with a school leader.

3 REAL INSTRUCTIONAL LEADERSHIP   Leaders provide more feedback to teachers.

4 BETTER PROFESSIONAL DEVELOPMENT   Time for teachers to observe colleagues and plan collaboratively.

5 THE RIGHT RESPONSES TO GOOD (AND BAD) PERFORMANCE   Successful teachers have opportunities to advance; low-performing teachers are ushered out.
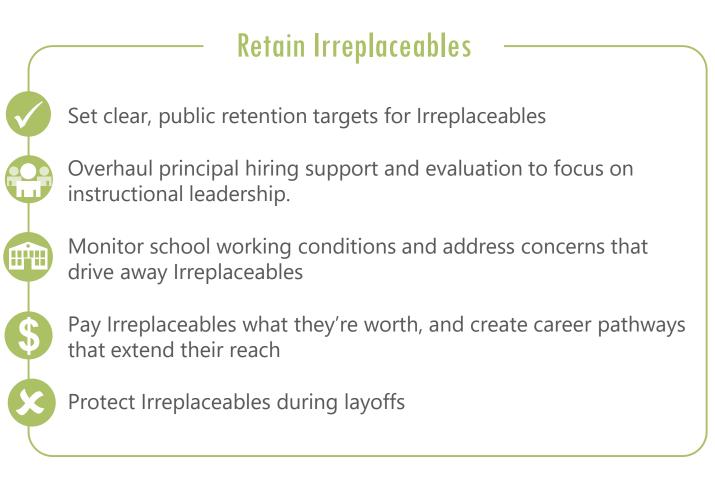
There are simple, low-cost steps principals can take to retain their best teachers, but they are not.

Low-Cost Retention Strategies for High-Performing Teachers

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

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).

Low-cost retention strategies defined as those that influence planned school retention of Irreplaceables. Source: District and survey data.

TNTP reimagine teaching / 24

TNTP helps school leaders make the retention of their high-performing teachers a top priority.

Retain Irreplaceables

✓ Set clear, public retention targets for Irreplaceables

Overhaul principal hiring support and evaluation to focus on instructional leadership.

Monitor school working conditions and address concerns that drive away Irreplaceables

$ Pay Irreplaceables what they're worth, and create career pathways that extend their reach

✗ Protect Irreplaceables during layoffs

A combination of focused strategies, focused leadership, and focused policies will help keep the best teachers in the classroom longer.

Understanding the Retention Crisis

Instructional Culture's Impact on Retention and Student Outcomes

▶ *SCSC Staffing Toolkit:* **Customizable Resources for School Leaders**

Teacher Talent Toolbox Offerings
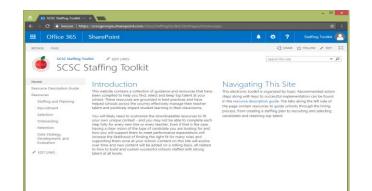
SCSC STAFFING TOOLKIT

The SCSC Staffing Toolkit is a free resource offering proven tools and innovative strategies for building a high-performing teacher workforce.
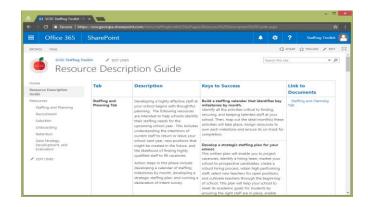
School leaders can access downloadable resources collected from over 60 of the nation's most innovative districts, states, and charter schools.

RECRUITMENT & HIRING
How an effective hiring process can help schools choose the right teaching team.

Teacher Talent Toolbox Offerings

Recruitment/Cultivation Plan
GA Charter Schools

Strategy	Start	Details	Target Audience	Status
Online job posts	February	• Update postings as they expire or with new deadlines	Potential candidates	
E-mail blasts	February	• Draft/send new e-mail to candidates by subject area when needed (job fair time, low apps in any given area)	Potential candidates in high-need subjects	
Resume Mining (online websites)	March	• Look through candidates in high-need areas and refer them to the application • Target messages by subject area if any areas are particularly low	Potential candidates	
Resume Mining	April	• Examine candidates for potential good fit and contact to gauge interest in a new schools/transfer schools	Screened candidates	
Messages to high-quality candidates	April	• Reach out to candidates who have expressed interest	Potential candidates who have expressed interest	
Messages to	May	• We've referred your resume!		

APPLICATION STARTED SERIES		
EMAIL TITLE	RECIPIENTS	EMAIL CONTENT
Please complete (school name) application	Applicants who began an application 14-20 days ago	Dear [FirstName], Thank you, once again, for beginning your online application with _____. This is your opportunity to join a selective group of dedicated educators with a shared mission of closing the achievement gap. The need for high-quality teachers is real. Apply to join [school]'s dedicated educators who are making a positive difference in the lives of our students. Please note that your materials cannot be reviewed until we have received your completed application. We strongly encourage you to return to the application log in page by visiting [website], and hitting the "Apply" tab at the top of the page to log into and complete your application. We look forward to receiving your application soon!
Finish your application today!	Applicants who began an application 21-27 days ago	Dear [FirstName], Once again, thank you for your interest in [school]. Our records indicate that you have started an application but have not yet submitted it. Please return to [website], and log in by clicking the "Apply" tab at the top of the page to submit your

Understanding the Real Retention Crisis in America's Urban Schools

THE IRREPLACEABLES

TEACHER RETENTION PLAN

*Principals, this template is meant to be used by you for your own planning purposes, and is not designed to be shared with the teacher. Complete one of these plans for each of your high-performing, irreplaceable teachers. Think about each teacher's contributions and value to your school, and **select at least three strategies you will use** to ensure that the teacher returns to your school next year, and hopefully for many years to come.*

TEACHER:

GRADE/SUBJECT:

WHY IS THIS TEACHER IRREPLACEABLE?

STRATEGY: Choose an item.

DETAILS:

Choose an item
Provide regular, positive feedback
Help identify areas of development
Give critical feedback about performance (informally)
Recognize accomplishments publicly
Inform teacher that he/she is high-performing
Identify opportunities for teacher leader roles
Put the teacher in charge of something important
Provide teacher with access to additional resources for his/her classroom

STRATEGY:

DETAILS:

STRATEGY:

DETAILS:

Please reach out if you have questions:

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