Welcome to Strategy Session #1: The Teaching Profession 2.0

Moderator: Kate Walsh, President, National Council on Teacher Quality
Bryan Hassel, Co-Director of Public Impact
Kimberly Lightford, Illinois Senate
Erik Fresen, Florida House of Representatives
Tom Luna, Idaho Superintendent of Education
Tony Bennett, Indiana Superintendent of Public Instruction

Today's presentations available for download at www.ExcelinEd.org/agenda
<table>
<thead>
<tr>
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<th>Indiana (SB 1)</th>
<th>Florida (SB 736)</th>
<th>Illinois (SB 7)</th>
<th>Idaho (SB 1108)</th>
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</thead>
<tbody>
<tr>
<td>Is student learning factored into TENURE decisions?</td>
<td>YES</td>
<td>YES—the most important criterion</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Is student learning the most important criterion in TEACHER EVALUATIONS?</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<td>Are all teachers evaluated ANNUALLY?</td>
<td>YES</td>
<td>YES</td>
<td>NO (every two years)</td>
<td>YES</td>
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<tr>
<td>Is INEFFECTIVENESS</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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</table>
Policy Imperatives

- Accelerate identification of excellent teachers
- Clear policy barriers to digital learning & great-teacher reach
  - Digital Learning Now elements
  - Rigid teacher policies: class size, pay, licensure
- Increase the will to reach all with excellence
  - Financial rewards for success?
  - New civil right to excellent teachers?
Teachers in the Digital Age: Even More Important

Roles shift toward more complex teaching tasks:

- Motivate students to take on challenges, persist
- Help students manage time and tasks
- Build students’ social and emotional skills
- Mentor and model life skills
- Address personal situations that impede learning
- Help students dig deeper into material and develop higher-order thinking skills

Using Technology to Boost Solid Teachers’ Effectiveness

- Delivering initial knowledge and skill instruction
- Generating real-time data and advice
- Enhancing professional development
- Enabling specialization
- Introducing time-saving tools
Using Technology to Extend Reach

In-person time-technology swaps
- Digital time frees great teacher time

Remote instruction
- Great teachers can reach students everywhere

Boundless instruction
- Video of super-instructors
- Smart software mimics great teachers

Redesigning Jobs, Roles and Schedules

Change instructional roles and how schools are organized to leverage limited numbers of excellent teachers

- Allow excellent elementary teachers to specialize
- Have excellent teachers with managerial skills lead multiple classrooms
- Give top teachers a few more children, while peers have smaller classes
The One-Teacher-One-Classroom Trap

If only 20-25% of teachers produce gap-closing, bar-raising progress...

...only 20-25% of students make gap-closing, bar-raising progress.

We can move this number, but probably not past 40%.

We HAVE TO move this number!

What’s Next for the Teacher Effectiveness Agenda?

Reaching every child with excellent teachers by breaking away from one-teacher one-classroom mode.

Redesign jobs, roles & schedules

Use technology to transform teaching
What’s Next for the Teacher Effectiveness Agenda?

Bryan C. Hassel
Excellence in Action 2011
Senate Bill 7: Illinois Decided to Act

Why we needed to act?

- We needed education reform in Illinois because the education system we had was leaving too many students behind.

- A funding system that relies too much on local property revenue led to rich districts getting richer, and poor districts getting poorer. We needed to do something to improve education for students in low-income communities.

- Despite low test scores, a high percentage of schools on the academic watch list, a growing achievement gap between students in different communities, and high drop out rates, more than 90% of teachers in Illinois were rated “excellent” and less than 1% were rated “unsatisfactory.” We needed a system with more accountability.
How did we get there?

- Prior to 2009, we had been working on reforming education in Illinois but with little success and not much cohesiveness.

- Lawmakers introduced SB 750 to end funding disparities, and worked with education stakeholders on Burnham Plan.

- In 2009, President Obama announced Race to the Top, providing a financial incentive for legislators to act quickly on reform legislation.

How did we get there?

- Over the next 15 months, we passed several reform laws: a longitudinal data system to track student progress, stronger principal preparation programs, an expansion of charter schools, and reforms to teacher and principal evaluations.

- Those new laws established systems and processes that set the stage for us to begin work on an even more comprehensive reform bill.
How did we get there?

- At the end of 2010, reforms groups like Advance Illinois and Stand for Children – who had been very active during the 2010 election cycle – wanted to pass their own reform proposals, and appeared prepared to rush a bill through the process.

- I wanted to hear from all stakeholders who would be affected by such legislation including teachers’ unions – who had introduced their own reform proposal – management, business, and parent groups.

- We collaborated for several months to reconcile the two proposals, and ultimately passed an agreed bill with significant and meaningful reforms in it.

Senate Bill 7

- Senate Bill 7 places a higher priority on performance rather seniority as it relates to staffing decisions.

- The bill ends the practice of “last hired, first fired.”

- It doesn’t allow seniority to protect poorly-performing teachers, and rewards teachers who have proven themselves as effective.

- Authorizes Chicago to increase the length of the school day and the length of the school year.
Excellence in Action
Turning reform into reality

Students Come First
A plan to educate more students at a higher level with limited resources.

STUDENTS COME FIRST
www.studentscomefirst.org
Vision
Idaho is a global leader, providing high-quality, cost effective education to its citizens.

Why Students Come First?

- Eliminate laws and rules that conflict with putting students first.
- Spend existing resources differently to accomplish goals and priorities.
- Increase student learning by investing in highly effective teachers, high-quality educational opportunities, and advanced technology for every classroom.
- Ensure every Idaho student – no matter where they live – will receive access to the best education.
Three Pillars of Students Come First

21st Century Classroom
Great Teachers & Leaders
Transparent Accountability

STUDENTS COME FIRST

21st Century Classroom

The 21st Century Classroom is not limited by walls, bell schedules, school calendars, or geography. It is focused on what the student needs – when the student needs it.

STUDENTS COME FIRST
Components of 21st Century Classroom

- Higher standards
- Advanced technology to close the digital divide
  - Idaho Education Network
  - $13M a year for classroom technology
  - 1:1 ratio of students to mobile computing devices in every high school
- Online learning requirement

Transparent Accountability

Parents, taxpayers, and policymakers will have access to current, accurate information on all student achievement results and financial matters in schools and districts.
Components of Transparent Accountability

- Fiscal Report Card
- All district budgets and master agreements posted online
- Negotiations take place in open, public meetings

Great Teachers & Leaders

Every student must have a highly effective teacher and highly effective principals every year they are in school.
Teachers are the Solution

- The **most** important factor in a student’s academic success is the quality of the teacher in the classroom.
- *What Works in Schools* by Robert Marzano
- The current system makes it difficult to reward excellence and nearly impossible to address ineffective teaching. We have to remove the barriers to both.

Components of Great Teachers & Leaders

- Phases out tenure (continuing contract)
- Eliminates seniority in RIF
- Reforms collective bargaining
  - Limits negotiations to salaries and benefits
  - Eliminates “evergreen” clause
  - Negotiations must be held in open, public meetings
- Transfers decision-making to board policy
Components of Great Teachers & Leaders

- Implements statewide pay-for-performance
- 50% of teacher and administrator evaluations based on student achievement or growth
- Nearly $4M a year for professional development

Idaho’s Pay-for-Performance

- Developed with all education stakeholder groups
- Rewards teachers in 3 areas:
  - Taking on leadership duties
  - Working in hard-to-fill positions
  - Helping improve student achievement schoolwide, based on growth
- In addition to a teacher’s base salary
- Teachers can earn up to $8,000 a year in bonuses
Benefits of Changing the System

• The system is no longer focused on the adults in education. It’s a customer-driven education system that is focused on the kids.
• We accomplished our goals with existing resources.
• We removed the barriers to rewarding excellence and addressing ineffective teaching.
• Local school boards have the authority and flexibility they need to do what is best for students.
• Every student will have a high-quality teacher every year they are in school.

Contact Information

For more information, please visit:  
www.studentscomefirst.org
Up Next...Strategy Sessions
10:45 -- 12:00 pm

Strategy Session #4: How Can Locally-Controlled Education Fuel a Global Economy?
Gold Ballroom

Strategy Session #5: R U Ready, Grads?
Twin Peaks

Strategy Session #6: Fed Up With Failure?
Presidio