

How Bold is “Bold”?

Responding to *Race to the Top* with a Bold,
Actionable Plan on Teacher Effectiveness

November 2009

“This is your opportunity to be bold, creative, think big and push hard on the kind of reforms that we know will create fundamental change....”

“Today, perhaps for the first time, we have enough money to really make a difference. We have proven strategies for success in schools all across America.”

“The only question is whether we have the political courage – the will to make the tough choices that are right for kids.”

Secretary of Education Arne Duncan
2009 Governors Education Symposium
June 14, 2009



Introduction: Why Go Bold?

Secretary of Education Arne Duncan has called the Race to the Top education’s “moon shot.” For states, it represents an historic opportunity to escape the gravitational pull of outworn policies and the failures of the past. Ultimately, it is not about funding, but about finally fulfilling the promise of an excellent education for all. It is about moving from universal educational access to universal educational quality, from appalling achievement gaps to a new legacy of equity. And given their proven and unparalleled impact on student learning, it is about teachers, especially.

The challenge is meeting this opportunity with a reform plan that matches its vision and ambition. We believe that states that propose a series of disjointed initiatives or meet only the minimum requirements of the competition will not be successful – not only in the application process itself, but in achieving meaningful reform. In this document, we offer state applicants a blueprint for what we believe will be foundational to any winning Race to the Top proposal: **a bold, coherent agenda for building a highly effective teacher workforce**. On the following slides, we provide a unifying framework and practical strategies that will enable states to establish and achieve clear teacher effectiveness goals.

Our goals are simple, and shared by many. They include increasing new teacher effectiveness, providing support that helps all teachers continually improve, retaining the best teachers at high rates and exiting those who are persistently ineffective. Individually and collectively, these goals are essential to the task of ensuring that all students have excellent teachers capable of delivering a quality education. But however simple, they will not be easy to achieve. They will require strong leadership, resources, focus and a sense of urgency. That is what Race to the Top offers, and it is our hope that this guidance helps states respond boldly, so that this opportunity is not squandered.



Defining “Bold”: The New Teacher Project’s Perspective

Race to the Top requires applicants to address four assurance areas. TNTP believes that bold **Race to the Top** applications will differentiate themselves by placing a strong focus on teacher effectiveness in two key assurance areas, in particular:



Great Teachers and Leaders: Improving the effectiveness of the educator workforce by identifying and responding to the differences of individual teachers and principals in terms of their impact on student learning, and incorporating effectiveness data into policies and decisions.



Turning Around Struggling Schools: This assurance area applies the above human capital goals to how states and LEAs manage staffing when turning around low-performing schools.

This summary is intended to provide high-level guidance to policymakers interested in responding to **Race to the Top** (R2T) with a bold and coherent teacher effectiveness agenda. Our recommendations provide a practical framework for a plan that can be implemented in real schools and in real local educational agencies (LEAs).

This is not an analysis of the technical requirements of the R2T guidelines, nor does it reflect insight or guidance from the Department of Education. For additional technical guidance on the R2T competition, please see “*Interpreting Race to the Top*,” published by The New Teacher Project in August 2009 and available for download at www.tntp.org.



A Framework for Optimizing Teacher Effectiveness

Components of a Bold Application

- o The State Role
- o The LEA Role

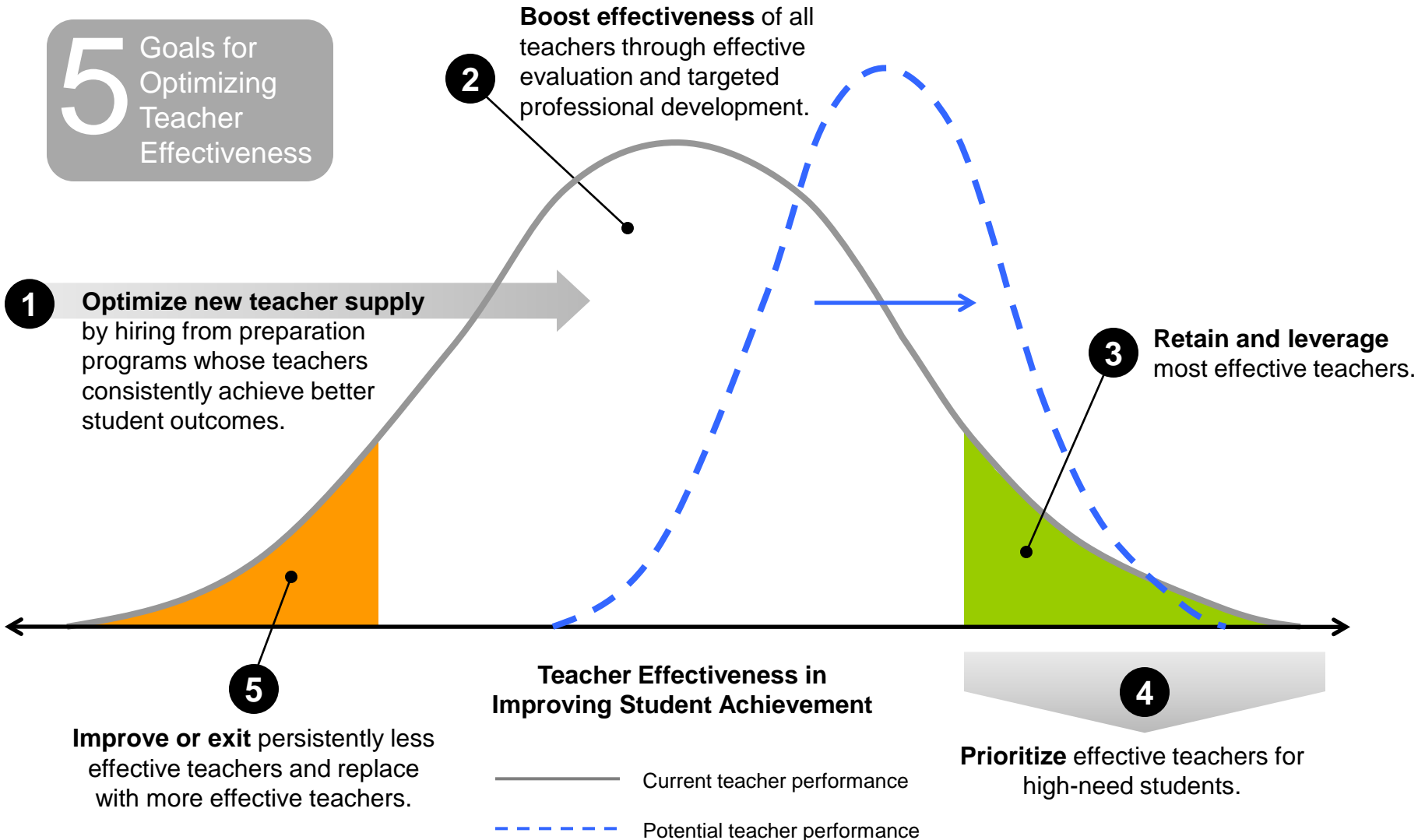
Appendix

- o Key State Strategies for Achieving Change
- o Teacher Preparation: Example



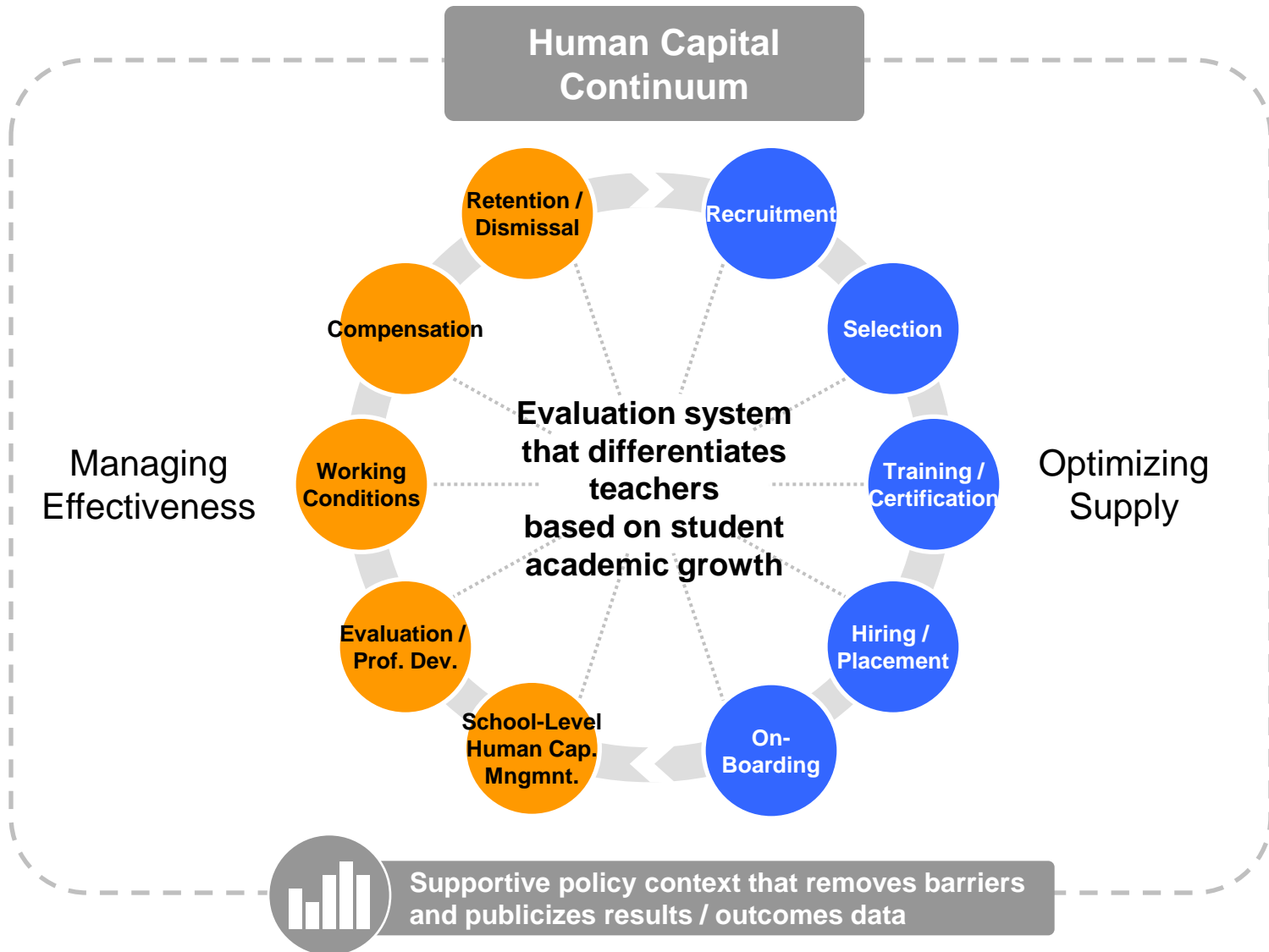
Dramatic improvements in student achievement cannot occur without a sustained and strategic focus on maximizing teacher effectiveness.

5 Goals for Optimizing Teacher Effectiveness





Education leaders must use clear evaluations of teacher effectiveness to inform decisions at each step of the human capital continuum.





A Framework for Optimizing Teacher Effectiveness

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- o The LEA Role

Appendix

- o Key State Strategies for Achieving Change
- o Teacher Preparation: Example



Bold applications will demonstrate a sharp focus on improving teacher effectiveness across several key areas, as summarized below.

▶ **Measuring Growth:** Measure each teacher's impact on student academic growth in both tested and non-tested grades and subjects.

▶ **Differentiating Teachers:** Design comprehensive, credible teacher evaluation systems that meaningfully differentiate teachers according to instructional effectiveness (as measured by their impact on student academic growth). Base critical human capital decisions such as tenure, promotion and compensation on evaluation data.

▶ **Professional Development:** Ensure that LEAs provide individualized and targeted professional development based on evaluation information, and that this support measurably improves teachers' impact on student academic growth.

▶ **Alternate Pathways:** Open up the teacher talent market to a range of providers, evaluate each based on demonstrated teacher effectiveness in the classroom, and offer continued support (through funding and program approval) only to providers that produce consistently effective teachers, particularly in high-need schools and subjects.

Continued on next slide



Summary of Components of a Bold Application (con'd)

▶ **Teacher Preparation:** Using data on each teacher's impact on student academic growth, analyze the effectiveness of teachers supplied by each teacher preparation program. Hold programs accountable and publish results.

▶ **Disseminating Data:** Design and disseminate to LEAs models of user-friendly effectiveness reports that reflect teachers' impact on student academic growth and provide comparative data to teachers about their performance relative to their peers. Fund effective real-time data tracking and reporting systems.

▶ **Compensation and Promotion:** Fund LEAs to begin the transition to compensation models based primarily on teacher performance rather than seniority and education credits alone.

▶ **Tenure, Retention and Dismissal:** Award tenure based on proven effectiveness in the classroom rather than merely not being terminated. Improve, professionalize and humanize the dismissal process by eliminating licensure revocation for most dismissed teachers and streamlining the due process timeline.

▶ **Staffing Schools:** Ensure that turnaround schools have the flexibility to replace and choose new staff as necessary; use a system of mutual consent for displaced teachers to find new positions and create a process for them to exit the LEA if they cannot do so within a reasonable timeframe.



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Components of a Bold Application



o **The State Role**

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o Key State Strategies for Achieving Change

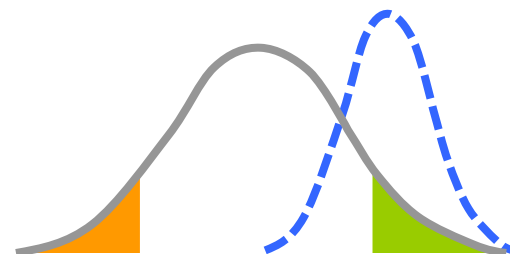
o Teacher Preparation: Example



Components of a Bold Application: Measuring Growth

State Role:

- Where they are not already in use, design growth or value-added models for teachers in tested grades and subjects with appropriate control variables to isolate teacher impact accurately without sacrificing clarity, so that data are transparent to teachers.
- Require LEA partners to design mechanisms for evaluating teachers' impact on student learning in non-tested grades and subjects, using audited LEA- or school-generated assessments, assessments of student work using standard rubrics, end-of-course grades, etc.



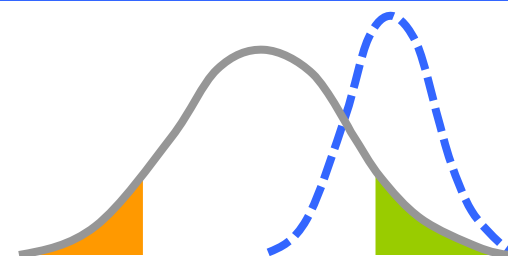
Goals Addressed	
✓	Goal 1: Optimize new teacher supply
✓	Goal 2: Boost effectiveness of all teachers
✓	Goal 3: Retain and leverage most effective teachers
✓	Goal 4: Prioritize effective teachers for high-need students.
✓	Goal 5: Improve or exit persistently less effective teachers



Components of a Bold Application: Differentiating Teachers

State Role:

- Require that impact on student academic growth be the predominant factor in teacher evaluations.
- Require LEAs to use a minimum of four summative rating categories to describe teacher effectiveness: highly effective, effective, developing and ineffective.
- Formulate annual teacher differentiation goals that have a basis in student academic outcomes and that encourage LEAs to ensure a fair and realistic distribution of teachers across the summative rating categories.
- Assess the correlation of summative teacher ratings with student outcomes (e.g., on-time graduation rates).



Goals Addressed	
✓	Goal 1: Optimize new teacher supply
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✓	Goal 5: Improve or exit persistently less effective teachers



Components of a Bold Application: Differentiating Teachers (cont'd)

State Role (cont'd):

- Require LEAs to conduct data reviews to ensure the accuracy of the teacher-student link.
- Collect and disseminate summative teacher rating data by LEA and school.
- Modify state laws and regulations to require that displacement and layoff priority at high-need schools be based primarily on performance evaluation data from R2T-compliant teacher evaluation systems, with seniority as the deciding factor when performance level is equal.
- Provide LEAs with model teacher evaluation tools (e.g., summative rating instruments, observation rubrics, performance standards, etc.) as well as implementation guides and strategies.
- Track and publicly report relative LEA progress in accurately differentiating teachers according to effectiveness (see sample report on following slide).



Sample LEA Report: LEA rankings based on differentiation of teachers by level of effectiveness (using multiple rating categories and student academic growth data).

Year 1: Collect baseline data, design new teacher evaluation system and plan for implementation;

Year 2: LEAs demonstrate teacher evaluation rating ratios that show meaningful differentiation of teacher performance

Year 3: LEAs increase the percentage of effective teachers and detail the strategies used to drive this increase.

Reporting requirements: Require each LEA to report teacher evaluation summative ratings and teacher experience levels by LEA, by school level (e.g., high school), by school poverty status and by individual school.

LEA Comparison Data				
District Name District A		District Ranking 1		
% of Teachers, by summative outcome rating				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Year 3 Results	13%	34%	37%	17%
Year 2 Results	14%	35%	35%	16%
(Year 1) Baseline Results	2%	8%	45%	45%
Change over time (Year 2 to Year 3)	-1%	-1%	2%	1%
Student Outcome Data				
Grade-level outcomes, by level of proficiency	% of students below standard	% of students meeting proficiency	% of students above proficiency	
Overall (Year 3 Results)	13%	70%	17%	
Year 2 Results	19%	68%	13%	
(Year 1) Baseline Results	25%	65%	10%	
Change over time (Year 2 to Year 3)	-6%	2%	4%	
% of students on track for on-time graduation	85%			
Change in teacher effectiveness outcomes compared to change in student outcomes				
	% Ineffective	% Developing	% Effective	% Highly Effective
	% of students below standard	% of students meeting proficiency	% of students above proficiency	
Teacher Performance: Change from year 2 to year 3	-1%	-1%	2%	1%
Student Performance: Change from year 2 to year 3	-6%	2%	4%	
District Name District C		District Ranking 200		
% of Teachers, by summative outcome rating				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Year 3 Results	3%	7%	36%	54%
Year 2 Results	2%	6%	37%	55%
(Year 1) Baseline Results	1%	5%	34%	60%
Change over time (Year 2 to Year 3)	1%	1%	-1%	-1%
Student Outcome Data				
Grade-level outcomes, by level of proficiency	% of students below standard	% of students meeting proficiency	% of students above proficiency	
Overall	30%	60%	10%	
Year 2 Results	30%	60%	10%	
(Year 1) Baseline Results	30%	60%	10%	
Change over time (Year 2 to Year 3)	0%	0%	0%	
% of students on track for on-time graduation	55%			
Change in teacher effectiveness outcomes compared to change in student outcomes				
	% Ineffective	% Developing	% Effective	% Highly Effective
	% of students below standard	% of students meeting proficiency	% of students above proficiency	
Teacher Performance: Change from year 2 to year 3	1%	1%	-1%	-1%
Student Performance: Change from year 2 to year 3	0%	0%	0%	

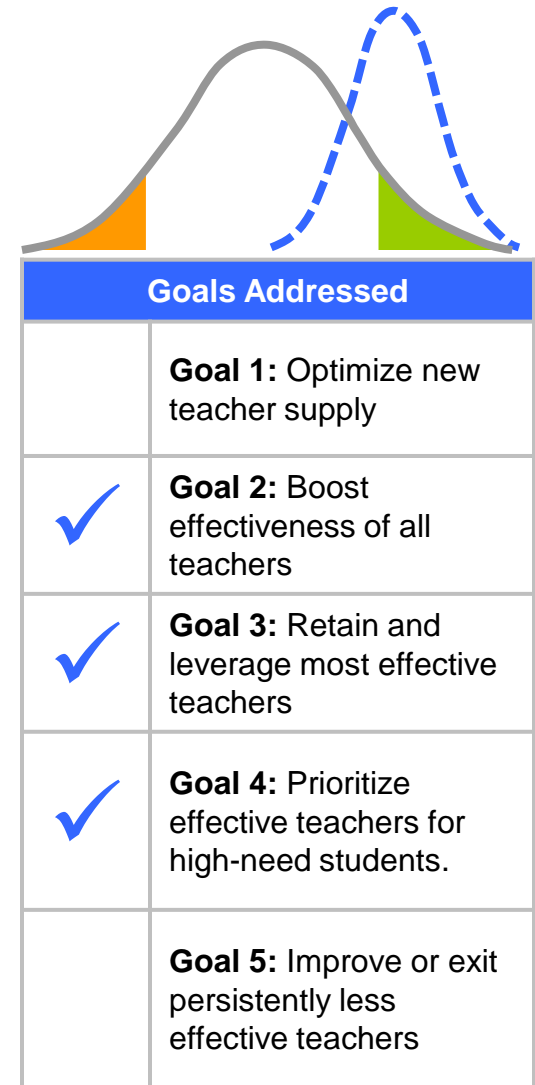
A key lever for states to achieve reform is to create public access to clear and transparent information. Greater outcomes will result from mandating the public reporting of teacher effectiveness data rather than mandating specific strategies that each LEA must employ.



Components of a Bold Application: Professional Development

State Role:

- Collect and disseminate data on performance of LEAs and schools in developing teachers, as reflected in improvement in teachers' summative ratings.
- Provide LEAs with best practices on professional development (both techniques and provider information). Provide technical assistance as necessary.
- Rank and publicly disseminate data, by LEA and school, on success in developing teachers (as measured by improved teacher evaluation outcomes).
- Fund only those professional development opportunities that are successful in developing teachers (as measured by improved teacher evaluation outcomes).

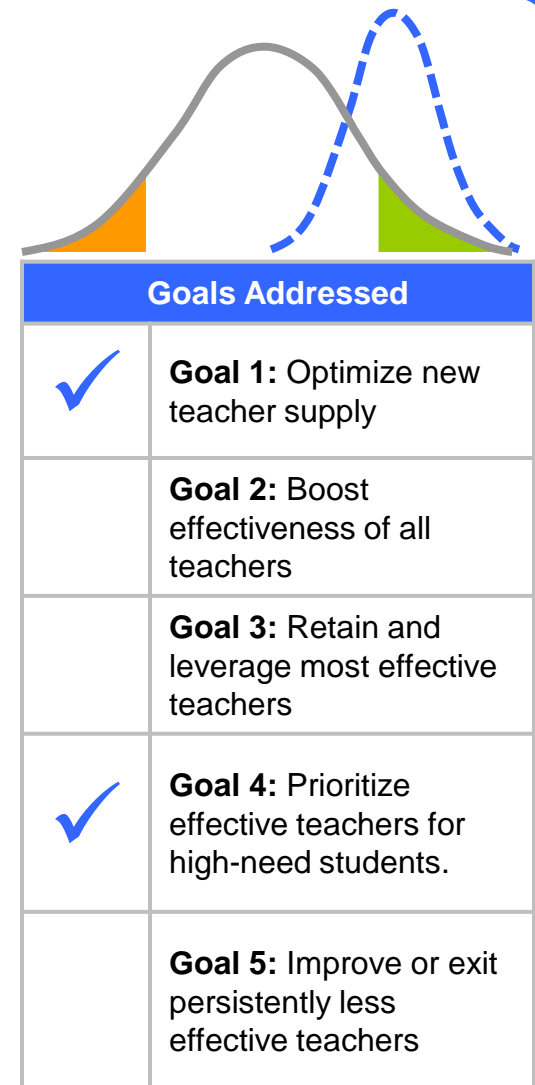




Components of a Bold Application: Alternative Pathways

State Role:

- Fund alternate route to certification providers (including non-university providers) that produce high percentages of graduates who deliver consistently effective instruction (based on growth in student outcomes), especially in schools with high-need students.
- Eliminate statutory and regulatory barriers to the creation of clinical alternate route to certification programs that have limited coursework requirements and are authorized to issue standard certificates.
- Monitor and make public the percentage of new teachers that come from the most effective pathways in each LEA.

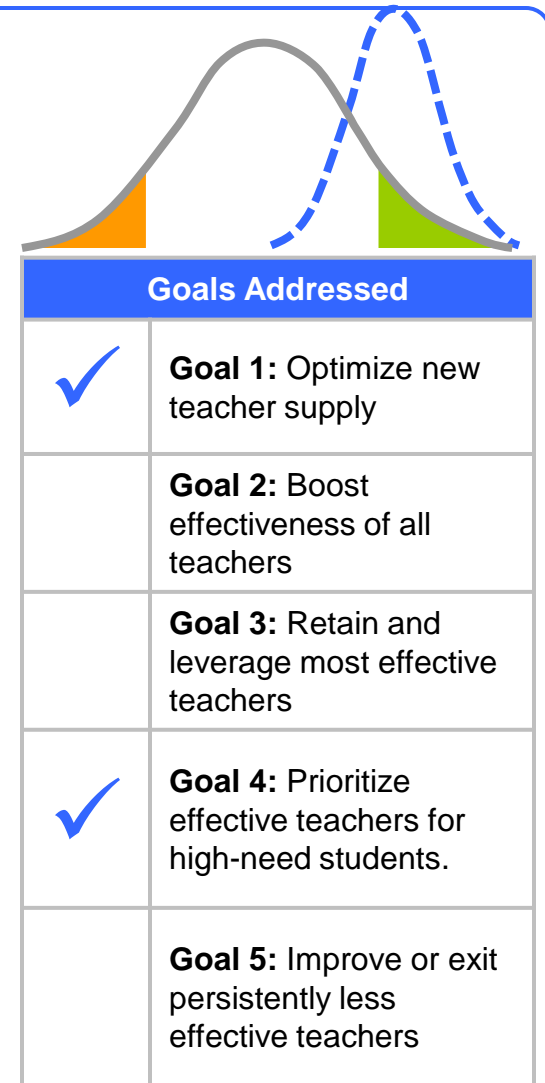




Components of a Bold Application: Teacher Preparation

State Role:

- Analyze the effectiveness of teachers supplied by each teacher preparation program, according to their impact on student growth and performance evaluation data (Louisiana offers a strong model; see appendix). Publish results on an annual basis.
- Hold programs accountable for their results, for example by closing programs that do not meet goals for effectiveness, or limiting their accreditation only to license areas where they are meeting such goals.





Sample Preparation Program Report: Teacher preparation program ratings based on teacher performance data.

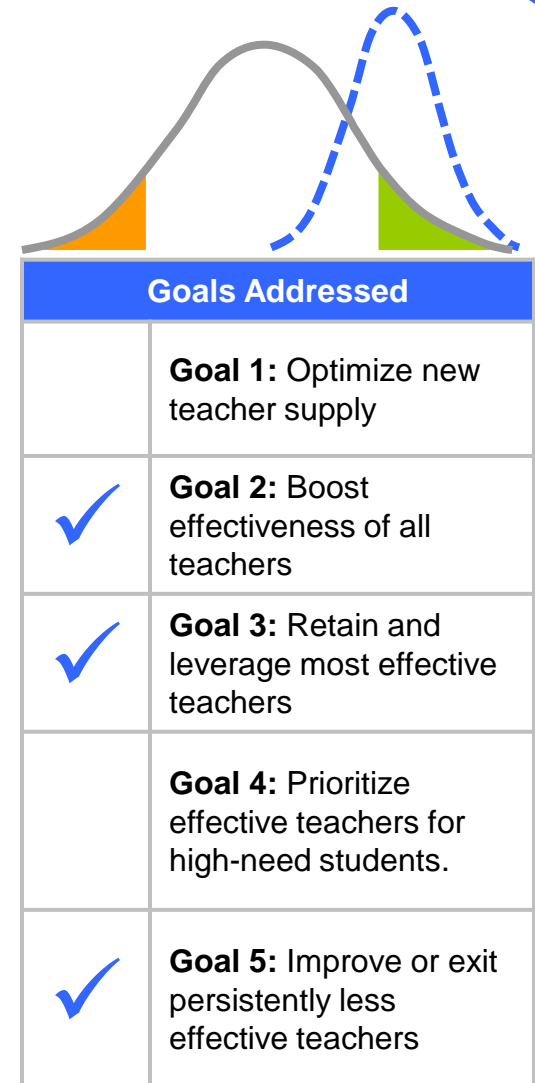
Preparation Provider Report				
Provider Name	Provider A			
Provider Ranking	1			
Percentage of teachers hired, teaching as classroom teacher of	100%			
Graduates' District Evaluation Data				
Evaluation Outcomes:	% Ineffective	% Developing	% Effective	% Highly Effective
Provider A	6%	16%	39%	39%
State Average	15%	32%	33%	20%
Graduates' District Evaluation Data, by Years of Experience				
Evaluation Outcomes:	% Ineffective	% Developing	% Effective	% Highly Effective
1 year of experience	10%	22%	35%	33%
2 years of experience	7%	18%	39%	36%
3-5 years of experience	4%	13%	41%	38%
6+ years of experience	3%	10%	42%	43%
% of Graduates, by Tenure Outcome				
	Denied	Extended	Approved	
Provider A	5%	10%	85%	
State Average	15%	25%	60%	
Provider Name	Provider B			
Provider Ranking	2			
Percentage of teachers hired, teaching as classroom teacher of record	98%			
Graduates' District Evaluation Data				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Provider A	8%	19%	34%	40%
State Average	15%	32%	33%	20%
Graduates' District Evaluation Data, by Years of Experience				
Evaluation Outcomes:	% Ineffective	% Developing	% Effective	% Highly Effective
1 year of experience	10%	22%	35%	33%
2 years of experience	7%	18%	39%	36%
3-5 years of experience	4%	13%	41%	38%
6+ years of experience	3%	10%	42%	44%
% of Graduates, by Tenure Outcome				
	Denied	Extended	Approved	
Provider A	5%	10%	85%	
State Average	15%	25%	60%	
Provider Name	Provider C			
Provider Ranking	45			
Percentage of teachers hired, teaching as classroom teacher of	60%			
Graduates' District Evaluation Data				
Evaluation Outcomes:	% Ineffective	% Developing	% Effective	% Highly Effective
Provider A	26%	45%	20%	10%
State Average	15%	32%	33%	20%
Graduates' District Evaluation Data, by Years of Experience				
Evaluation Outcomes:	% Ineffective	% Developing	% Effective	% Highly Effective
1 year of experience	28%	47%	18%	7%
2 years of experience	27%	46%	19%	8%
3-5 years of experience	25%	44%	20%	11%
6+ years of experience	22%	43%	22%	13%
% of Graduates, by Tenure Outcome				
	Denied	Extended	Approved	
Provider C	20%	25%	55%	
State Average	15%	25%	60%	



Components of a Bold Application: Disseminating Data

State Role:

- Design and disseminate to LEAs models of user-friendly effectiveness reports, which reflect teachers' impact on student growth and provide comparative data to teachers about their performance relative to their peers.
- Design data systems with the goal of providing real-time student assessment data to teachers (e.g., through PDAs and wireless access).



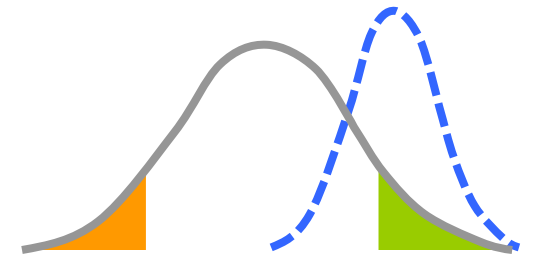


Components of a Bold Application: Compensation and Promotion

State Role:

- Collect, analyze and disseminate LEA data regarding the percentage of teacher compensation that is based on demonstrated instructional effectiveness rather than years of experience or academic qualifications.
- Provide funding for phased compensation reform, whereby new teachers and incumbent teachers who opt-in to the new system receive bonuses or skip salary steps for exceptional evaluations, with higher compensation for exceptional performance in the highest-need schools and subject areas.
- Analyze the impact of differential compensation strategies on retention of effective teachers.
- Eliminate any state regulation that mandates minimum compensation for each seniority level.

Note: The boldest plan will also phase in new LEA hires onto defined contribution pension plans (vs. defined benefit plans) as a means of providing sustainable funding for new compensation systems and higher long-term teacher salaries; additionally, teachers should be included in the social security system in every state.



Goals Addressed	
	Goal 1: Optimize new teacher supply
✓	Goal 2: Boost effectiveness of all teachers
✓	Goal 3: Retain and leverage most effective teachers
✓	Goal 4: Prioritize effective teachers for high-need students.
	Goal 5: Improve or exit persistently less effective teachers



Sample LEA Report: LEA ratings based on percentage of compensation devoted to rewarding teacher effectiveness.

LEA Comparison Data

District Name	District A
District Ranking	1

% of Compensation Paid to Teachers, by Rating Category				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Teachers - overall	13%	34%	37%	17%
% of compensation (beyond starting base salary) rewarding effectiveness	25%			
% of compensation (beyond starting base salary) not rewarding effectiveness	75%			
% of compensation (beyond starting base salary) rewarding effectiveness, by rating category	0%	0%	25%	75%

District Name	District B
District Ranking	2

% of Compensation Paid to Teachers, by Rating Category				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Teachers - overall	14%	26%	32%	28%
% of compensation (beyond starting base salary) rewarding effectiveness	15%			
% of compensation (beyond starting base salary) not rewarding effectiveness	85%			
% of compensation (beyond starting base salary) rewarding effectiveness, by rating category	0%	0%	35%	65%

District Name	District C
District Ranking	200

% of Teachers, by summative outcome rating				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Teachers - overall	3%	7%	36%	54%
% of compensation (beyond starting base salary) rewarding effectiveness	0%			
% of compensation (beyond starting base salary) not rewarding effectiveness	100%			
% of compensation (beyond starting base salary) rewarding effectiveness, by rating category	0%	0%	0%	0%

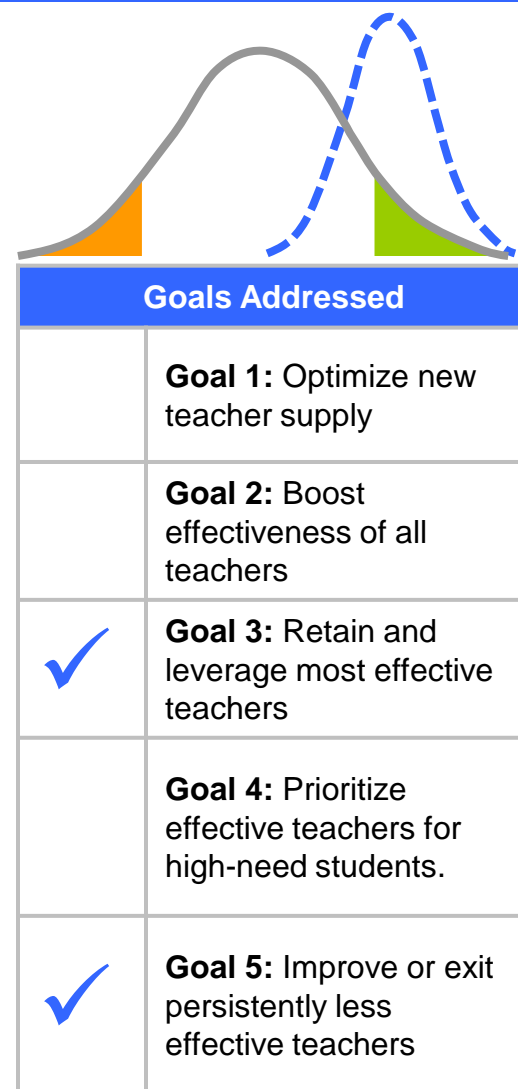


Components of a Bold Application: Tenure, Retention and Dismissal Decisions

State Role:

- Modify standards for early-career teachers; grant tenure only to teachers who demonstrate effective performance (as defined in R2T) for a sustained period of time.
- Where necessary, modify tenure policies to provide grounds for termination, though not license revocation, of tenured teachers for persistently ineffective performance* despite receiving targeted support.
- Modify state law to provide that, where administrator assessments of ineffective performance are validated by peer or external observers, disciplinary hearings will be limited in duration to one day and used only to test whether targeted support was given.
- Collect and disseminate LEA data regarding retention and attrition of teachers by summative rating category. Rank LEAs based upon their success increasing the retention of effective teachers and decreasing retention of ineffective teachers who do not improve.

* As measured by an R2T-compliant evaluation system





Sample LEA Report: LEA ratings based on differential retention rates.

LEA Retention Rate Data

District Name	District A
District Ranking	1

District Name	District C
District Ranking	200

% of Teachers Retained, by Rating Category				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Evaluation outcomes, on average	13%	34%	37%	17%
Retention rate	81%	83%	86%	87%

% of Teachers, by summative outcome rating				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Evaluation outcomes, on average	3%	7%	36%	54%
Retention rate	96%	87%	79%	73%

% of Teachers Retained, by Years Experience, by Rating Category				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
1 year experience	85%	86%	84%	83%
2 years experience	84%	85%	85%	85%
3-5 years experience	82%	82%	86%	87%
6-10 years experience	78%	81%	87%	89%
11+ years experience	75%	79%	88%	91%

% of Teachers Retained, by Years Experience, by Rating Category				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
1 year experience	94%	95%	77%	70%
2 years experience	95%	96%	78%	71%
3-5 years experience	96%	97%	79%	72%
6-10 years experience	97%	98%	80%	74%
11+ years experience	98%	99%	82%	76%

Success in Teacher Improvement				
Teacher Rating	Developing		Ineffective	
	Number	Percentage	Number	Percentage
Number rated "developing" previous year	340		130	
Number improved to "Effective"	119	35%	33	25%
Number exited	34	10%	33	25%
Number with no change	187	55%	64	50%

Success in Teacher Improvement				
Teacher Rating	Developing		Ineffective	
	Number	Percentage	Number	Percentage
Number rated "developing" previous year	60		140	
Number improved to "Effective"	3	5%	14	10%
Number exited	2	3%	7	5%
Number with no change	55	92%	119	85%

% of Teachers Retained, by School Poverty Status				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Poverty quartile 1 (lowest poverty)	79%	82%	89%	91%
Poverty quartile 2	80%	83%	87%	89%
Poverty quartile 3	82%	83%	85%	85%
Poverty quartile 4 (highest poverty)	83%	84%	83%	81%

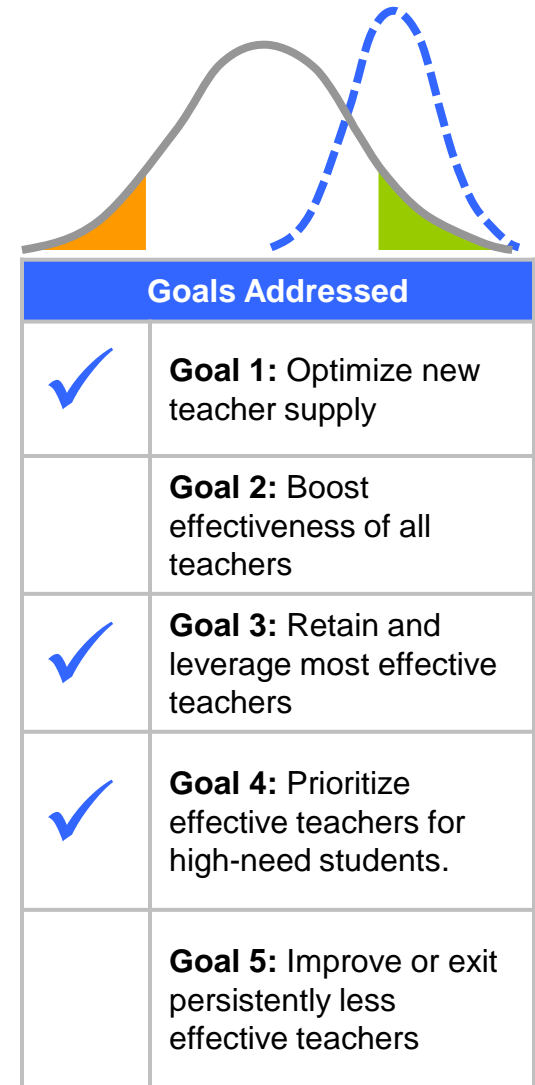
% of Teachers Retained, by School Poverty Status				
Evaluation Outcomes: Overall	% Ineffective	% Developing	% Effective	% Highly Effective
Poverty quartile 1 (lowest poverty)	90%	96%	83%	76%
Poverty quartile 2	96%	97%	78%	74%
Poverty quartile 3	97%	97%	76%	73%
Poverty quartile 4 (highest poverty)	100%	98%	74%	70%



Components of a Bold Application: Staffing Schools

State Role:

- Modify state laws and regulations to require the mutual consent of teacher and principal in all hiring decisions at turnaround schools.
- Prohibit teachers who are displaced from turnaround schools from being force-placed in other schools in the LEA, so that turning around failing schools does not have negative repercussions for other schools.
- Permit LEAs to use unpaid leaves, buy-outs or other mechanisms to exit displaced teachers who are unable to secure another position within a reasonable period of time.





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Components of a Bold Application

- o The State Role



- o The LEA Role**

Appendix

- o Key State Strategies for Achieving Change

- o Teacher Preparation: Example



Components of a Bold Application: Differentiating Teachers

LEA Role:

- Design observation rubrics, formative feedback and summative rating tools that are aligned to state rating categories. LEAs without the short-term capacity to undertake rigorous design work should adopt state-recommended tools.
- Implement a teacher engagement plan to solicit teacher input on the final evaluation system design and give teachers access to clear information about the evaluation system.
- Design and implement:
 - **Plans to train administrators** on effective uses of formative and summative teacher evaluation tools and to provide at-elbow support as the evaluation system is implemented;
 - **Norming mechanisms**, such as peer evaluators or master teachers who, at a minimum, assess performance of teachers rated in the top and bottom categories and audit principal judgments at randomly-selected schools;
 - **Specific rubrics** to determine layoff and displacement priority in schools with high-need students, giving predominant weight to teacher performance data and incorporating seniority and other teacher contributions to the school community;
 - **An administrator evaluation process** that measures principals' ability to meaningfully differentiate their teaching force, provide meaningful development, retain top performers, and make staffing decisions (e.g., regarding promotions) based on this data; and
 - **Feedback avenues** for teachers to report, at least annually, on the quality of evaluations and feedback they are receiving.



Components of a Bold Application: Professional Development

LEA Role:

- Provide targeted school-based support to teachers, differentiated based on areas of teacher improvement identified in formative and summative evaluations.
- Use teacher effectiveness data to identify highly effective teachers who can serve as models or provide support to teachers in need of development in particular areas.
- Provide development activities for teachers in how to interpret and apply student assessment data.
- Evaluate administrators based on their effectiveness in developing teachers.



Components of a Bold Application: Compensation and Promotion

LEA Role:

- Design specific alternative compensation systems by allocating substantial percentages of overall compensation to rewarding effective teaching.
- Select for overtime assignments (e.g., summer school) based on performance evaluations.
- Create non-monetary recognition programs for excellent performers.
- Offer excellent teachers the opportunity to participate in design and execution of school turnaround work.
- Create career ladder positions, such as lead teaching positions, and base selection on performance evaluations.



Components of a Bold Application: Tenure, Retention and Dismissal

LEA Role:

- Set performance standards for teacher contract renewal after each year prior to tenure, taking into account both current effectiveness and trajectory.
- Establish a clear and straightforward strategy to non-renew ineffective teachers in order to avoid sustained poor-quality instruction or risk of granting tenure to ineffective teachers who cannot improve.
- Design and implement a process whereby principals are notified of tenure decisions in advance and required to make affirmative decisions based on performance evaluation data.
- Analyze tenure decisions centrally to determine patterns and trends.
- Annually provide administrators with school-level data about retention rates for top and bottom performers. Provide additional retention support or interventions as needed.
- Invest in creating disproportionately attractive working conditions in high-need schools to attract effective veteran teachers.



Components of a Bold Application: Staffing Schools

LEA Role:

- In turnaround schools, design and implement a rigorous, criteria-based teacher selection process aligned with the school leader's instructional vision and the LEA's goals for improving teacher effectiveness.
- Use teacher effectiveness data to drive hiring and transfer processes.
- Ensure mutual consent (approval from incoming teacher and receiving administrator) for all school staffing decisions.



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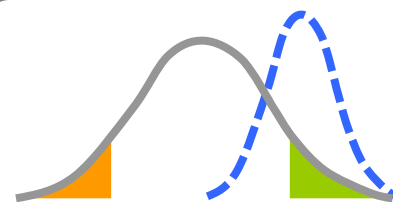
o Key State Strategies for Achieving Change

- o Teacher Preparation: Example



To realize the goals for optimized teacher effectiveness, states must rely on five key strategies.

1. **Reshape state-level laws and policies** to support a focus on improving teacher effectiveness (e.g., changing state law to require that student achievement be the predominant factor in teacher evaluation).
2. **Require minimum LEA-level reforms** as a condition for receiving R2T funding (e.g., agreeing to mutual consent hiring).
3. **Create annual progress metrics** for each goal area (e.g., retention of most effective teachers) and **provide transparency by publicly reporting LEA*** and statewide progress on a regular basis (*see examples on slides 14, 18, 21, 23*).
 - A. Provide additional funding for LEAs that meet goals for differential teacher retention, development and effective hiring;
 - B. Provide differential funding/accreditation for universities based on the effectiveness levels of their teachers; and
 - C. Hold LEAs that fail to meet progress accountable (e.g., through R2T funding reductions or suspension of their ability to issue permanent certificates to teachers or administrators)
4. **Shift funding formulas to sustain reforms** after Race to the Top funding is expended.
5. **Set clear student achievement goals** linked to increases in teacher effectiveness (e.g., a 20% decrease in the achievement gap, a 20% increase in graduation rates, etc.).



Goals for Optimizing Teacher Effectiveness

Optimize new teacher supply

Boost effectiveness of all teachers

Retain and leverage most effective teachers

Prioritize effective teachers for high-need students.

Improve or exit persistently less effective teachers



A Framework for Optimizing Teacher Effectiveness

Components of a Bold Application

- o The State Role
- o The LEA Role

Appendix

- o Key State Strategies for Achieving Change



- o **Teacher Preparation: Example**

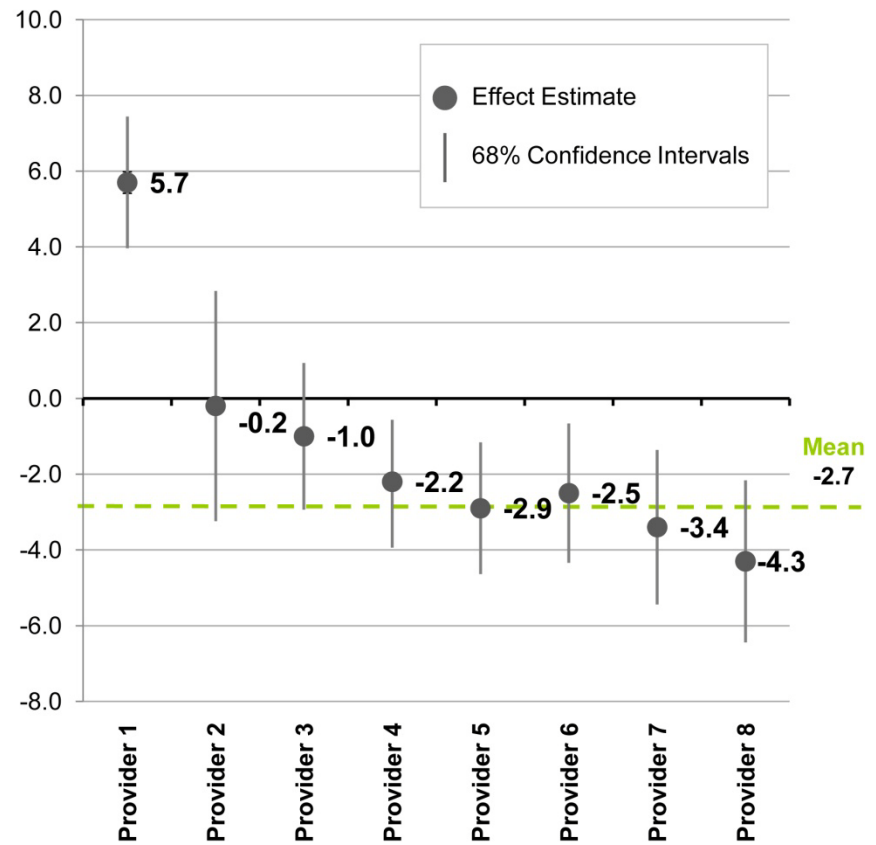


Teacher Preparation: Analyzing the effectiveness of preparation providers according to impact on student growth.

Louisiana offers a model for accountable teacher preparation:

- Efforts to open the teacher education market to a range of providers, set high standards for all, and hold programs accountable for results are paying off.
- By linking value-added estimates of new teachers' impact on student achievement to the programs where these teachers earned their certification, and by assessing and reporting the results publicly, Louisiana encourages a systemic focus on effectiveness and has paved the way for LEAs, school leaders and potential education students to make informed decisions.

Teacher Effect Estimates on Student Achievement in Mathematics, by Preparation Provider (Louisiana, August 2009)



"Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2007-2008" (Year 4 - 2009). Louisiana State University.



For More Information

The screenshot shows the homepage of the The New Teacher Project website. At the top left is the organization's logo and name. To the right are links for 'Contact Us', 'Join Our Staff', and 'Teach'. Below this is a dark navigation bar with menu items: 'Home', 'About Us', 'Services', 'Our Impact', 'Publications', 'Our Clients', and 'News & Press'. The main content area features a large background image of a young boy's face. Overlaid on the left side of this image is the text: 'Teachers matter. In the fight to eliminate educational inequality, teachers matter most. The New Teacher Project works with school districts and states nationwide to recruit, select, train and hire exceptional teachers.' Below this text is a 'FIND OUT MORE' button. At the bottom of the page, there are three columns of content: 'Our Impact' with a link to a Baltimore case study, 'Publications' with links to PDF reports on 'Unintended Consequences' and 'Missed Opportunities', and 'News & Press' with links to articles from 2007.

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