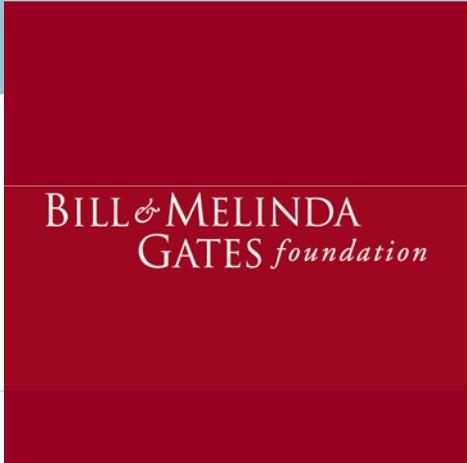


Empowering Effective Teachers: Efforts to Support the Field Through Evidence and Action

Greg Sommers, Bill & Melinda Gates Foundation

**Cristina de Jesus, Green Dot Public Schools
(The College-Ready Promise)**

April 22, 2010

The logo for the Bill & Melinda Gates Foundation, featuring the text "BILL & MELINDA GATES foundation" in white serif font on a dark red square background.

BILL & MELINDA
GATES *foundation*

All Lives Have Equal Value.

**Help Every Person Get the Chance
to Live a Healthy, Productive Life.**

United States Program Grantmaking

Providing greater opportunity through improving high school and postsecondary education, access to information, and stable housing.

EDUCATION

**College-
Readiness**

**Ensure students graduate
high school ready for college.**

**Postsecondary
Success**

**Ensure a postsecondary credential
with value in the workplace.**

**Pacific Northwest
and U.S. Libraries**

**Breaking the cycle of homelessness and ensuring
access to computers and the Internet.**

ADVOCACY

Catalyze, scale, and sustain programmatic work.

College-Ready Strategy

Our ambitious goal: *to help ensure that 80 percent of high school students graduate college-ready, with a focus on low-income and minority young people reaching this target*

College-Ready Work

- Aligning the work of teachers and students with college-ready competencies
- Providing students and teachers support through every step of their classroom experience

Empowering Effective Teachers

- Elevating teaching to a prestigious profession centered on improving student learning
- Increasing the level and consistency of effective teaching for low-income and minority students

Next Generation Models

- Creating new, radically-improved concepts of school / schooling
- Developing college-ready competencies in ways that inspire and engage disadvantaged students

Data

Advocacy

Empowering Effective Teachers

Evidence Base

- Differences in teacher effectiveness are the greatest drivers of student achievement

14x

- Researchers studying high schools in North Carolina found having a class with a strong teacher had an impact 14 times greater than having a class with five fewer students

C. Clotfelter, H. Ladd, and J. Vigdor, 2007

+10

- In another study, the average student in an effective teacher's class moved up 10 percentage points relative to the average student in a less effective teacher's class

Robert Gordon, Thomas J. Kane, and Douglas O. Staiger; 2006

Empowering Effective Teachers

Evidence Base

- **Systems have not developed the policies/practices to make best use of available information**
- **Low-income students are disproportionately taught by teachers who are less effective**
- **Better methodologies offer new insight into measuring teacher effectiveness**
- **Opportunity to better understand practices that drive success for effective teachers and provide better support**

Empowering Effective Teachers

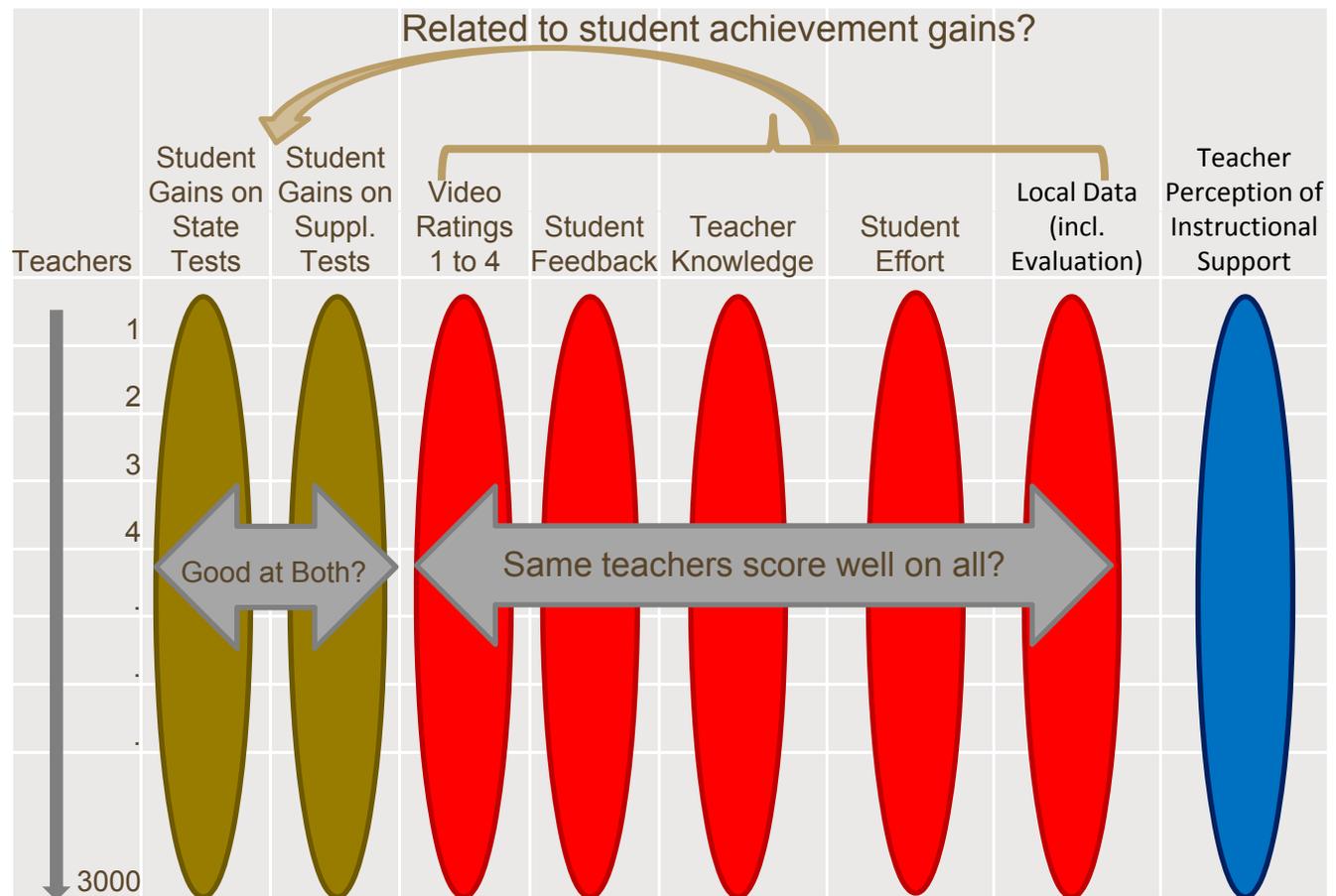
2009 Efforts Launched

Measures of Effective Teaching Project

- **Collaboration among researchers, school districts, principals, teachers, and unions to develop fair and reliable measures of effective teaching**
- **Help educators and policymakers recruit, retain, support and recognize effective teachers**
- **Two-year study; evidence and tools expected in late 2011**

Measures of Effective Teaching Project

- 3000 teachers across six urban school systems
- Multi-dimensional data collection
 - Videotaped classroom observations
 - Student feedback
 - Supplemental student assessments
 - Assessments of teacher ability to diagnose student misperceptions
 - Teacher surveys
 - Historical achievement data



Empowering Effective Teachers

2009 Efforts Launched

Measures of Effective Teaching Project

- Collaboration among researchers, school districts, principals, teachers, and unions to develop fair and reliable measures of effective teaching
- Help educators and policymakers recruit, retain, support and recognize effective teachers
- Two-year study; evidence and tools expected in late 2011

Intensive and Accelerator Partnership Sites

- Eight diverse sites with plans to use better measures of teacher effectiveness in policies, practices, and systems to improve student achievement
- Deliver impact for students in these sites and generate lessons for the field
- Seven-year implementation timelines, concluding in 2016

Intensive and Accelerator Partnership Sites

- **Competitive RFP process throughout 2009**

- **Governance, management, and labor work together to create plans to address four priorities**
 - **Develop/adopt a meaningful measure of teacher effectiveness**
 - **Increase the overall numbers of effective teachers**
 - **Provide increased pay and greater roles and responsibilities for teachers who earn tenure**
 - **Concentrate effective teachers where they are most needed**

- **Identified where grant funds can support design, implementation, and transition efforts – must include plan for sustainability beyond 2016**

Intensive and Accelerator Partnership Sites

- **Common commitments from funded proposals**
 - Integrate multidimensional measures of teacher effectiveness, including measures of student growth over time
 - Redesign teacher evaluation processes to provide better feedback to teachers; target professional development to identified needs; establish stronger supports for beginning teachers
 - Implement a more rigorous tenure decision process and establish tenure as a more meaningful milestone
 - Value performance as a greater driver of compensation than longevity or degree attainment
 - Expand career opportunities for teachers based on demonstrated effectiveness
 - Increase rewards and strengthen principal leadership to attract and retain effective teachers in priority schools or classrooms

Empowering Effective Teacher Sites



Legend

-  Intensive Partnership Sites
-  Accelerator Partnership Sites
-  MET Project Sites

The College-Ready Promise

- **Five public charter management organizations**
 - Alliance College-Ready Public Schools (Los Angeles)
 - Aspire Public Schools (Los Angeles, Bay Area, Central Valley)
 - Green Dot Public Schools (Los Angeles)
 - ICEF Public Schools (Los Angeles)
 - PUC Schools (Los Angeles)
- **85 schools...almost 30,000 students today**
- **A shared commitment to improving college-ready graduation rates through effective teaching**

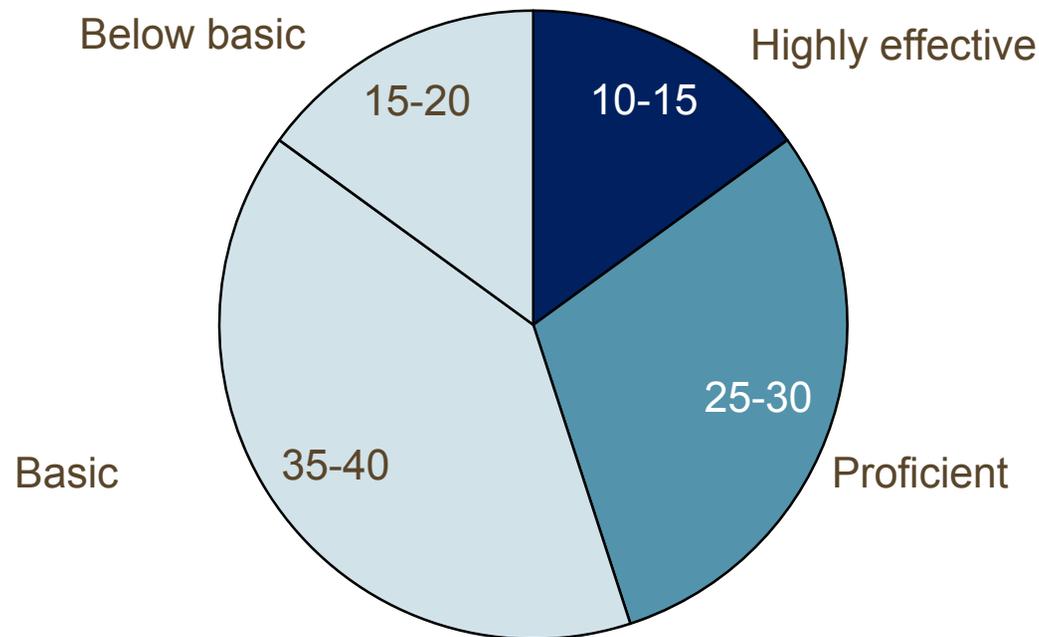
We will dramatically accelerate the achievement of our students



- Beyond collaboration – we will collectively implement shared reform
- Driven by urgency to accelerate progress
- Because our kids have waited long enough

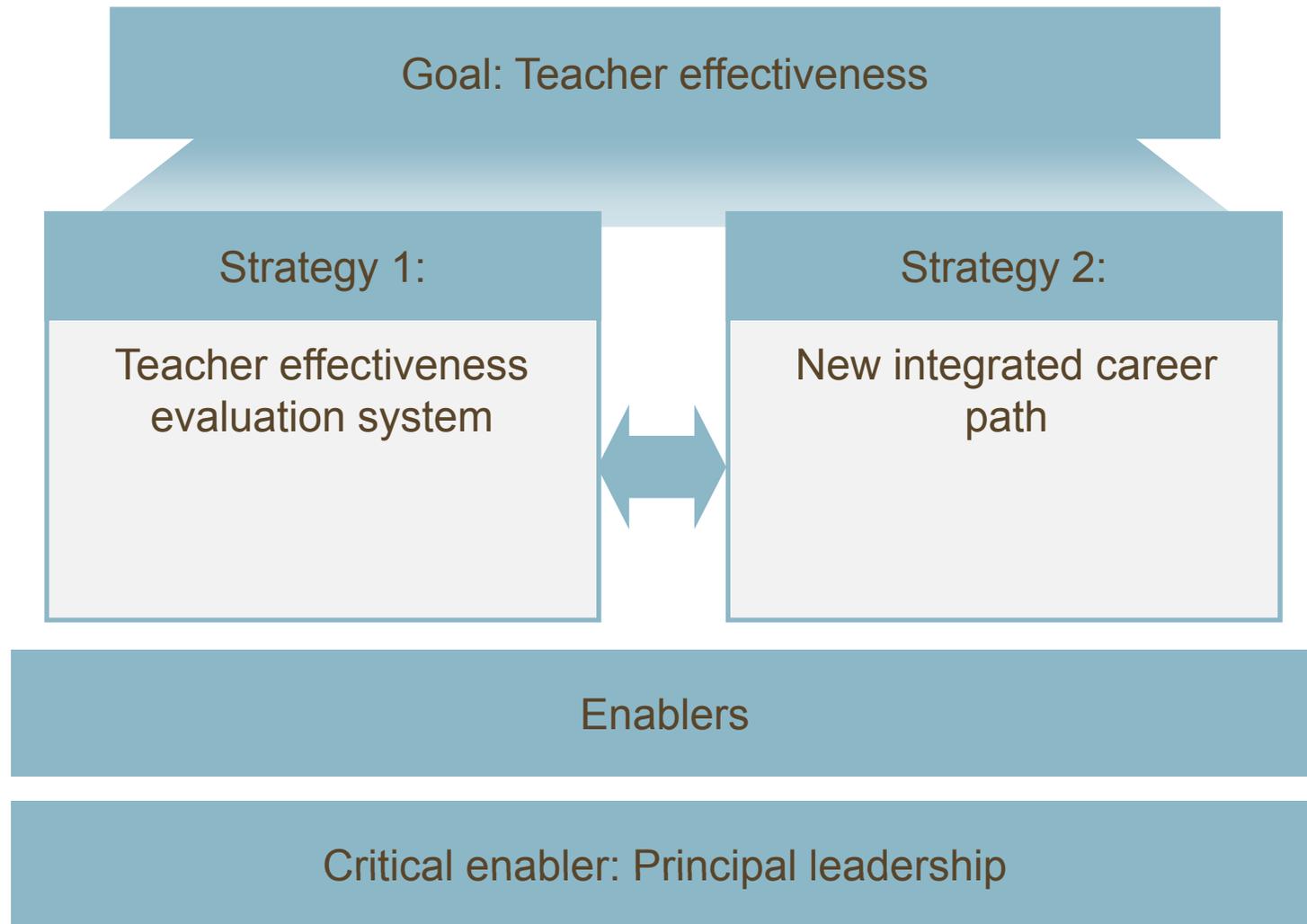
Using stringent criteria, estimate 10-15% of teachers have proven effective at dramatically increasing student performance

Middle and High School distribution of teacher effectiveness¹, 2007-08



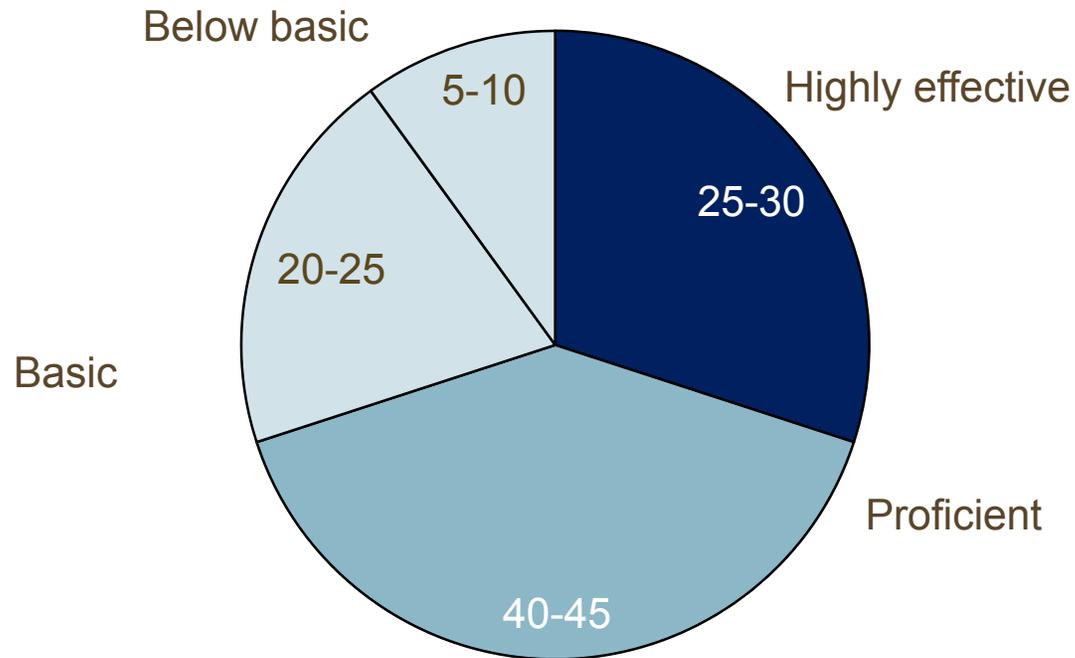
¹ Distribution is calculated using average CST proficiency level changes from Green Dot (grades 9-11)
SOURCE: Alliance, Aspire, Green Dot, ICEF, PUC; Aspire and Green Dot CST and roster files; California Department of Education; team analysis

Our theory of action: We will transform the profession of teaching by aligning our career path with student achievement

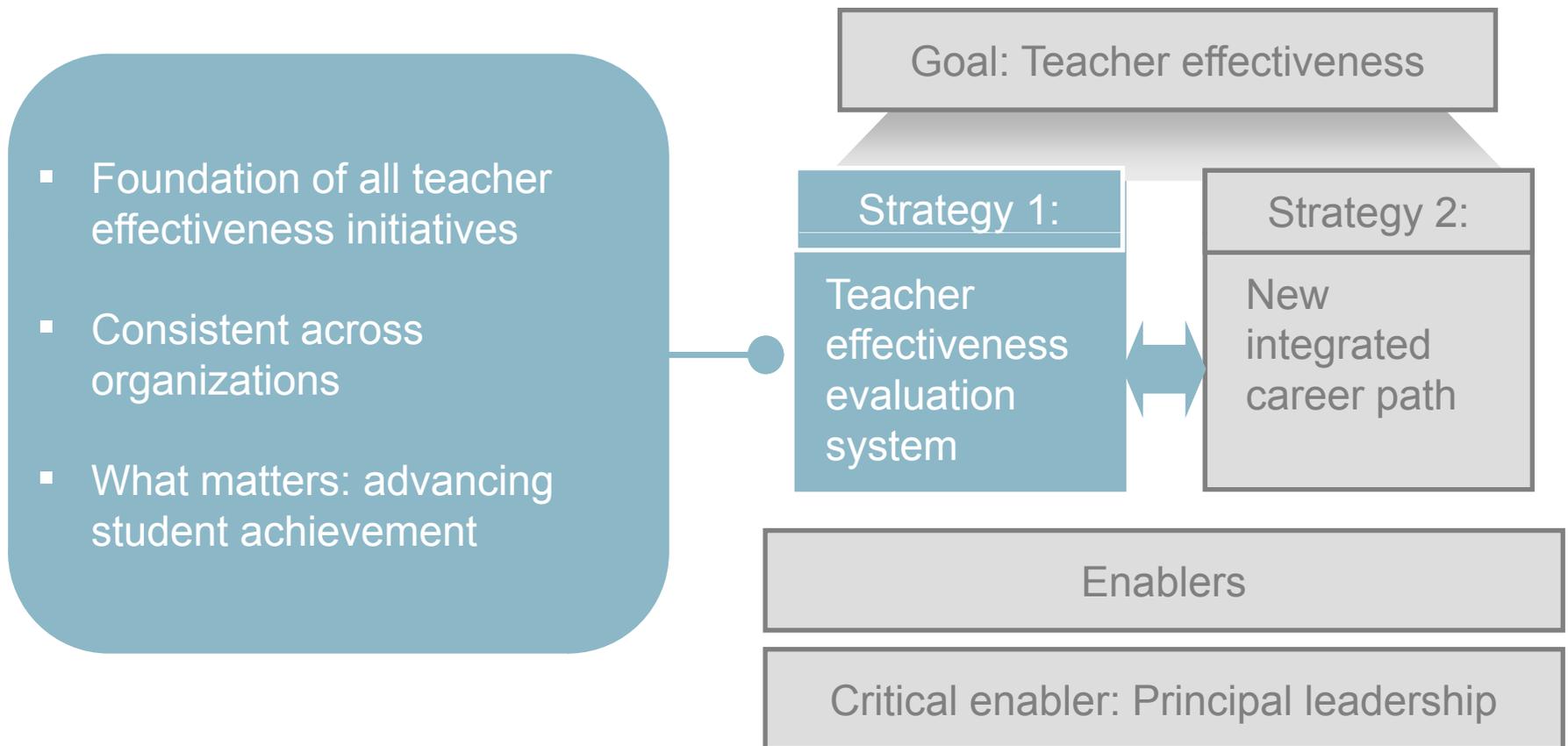


This strategy will double proportion of highly effective teachers by 2013-14

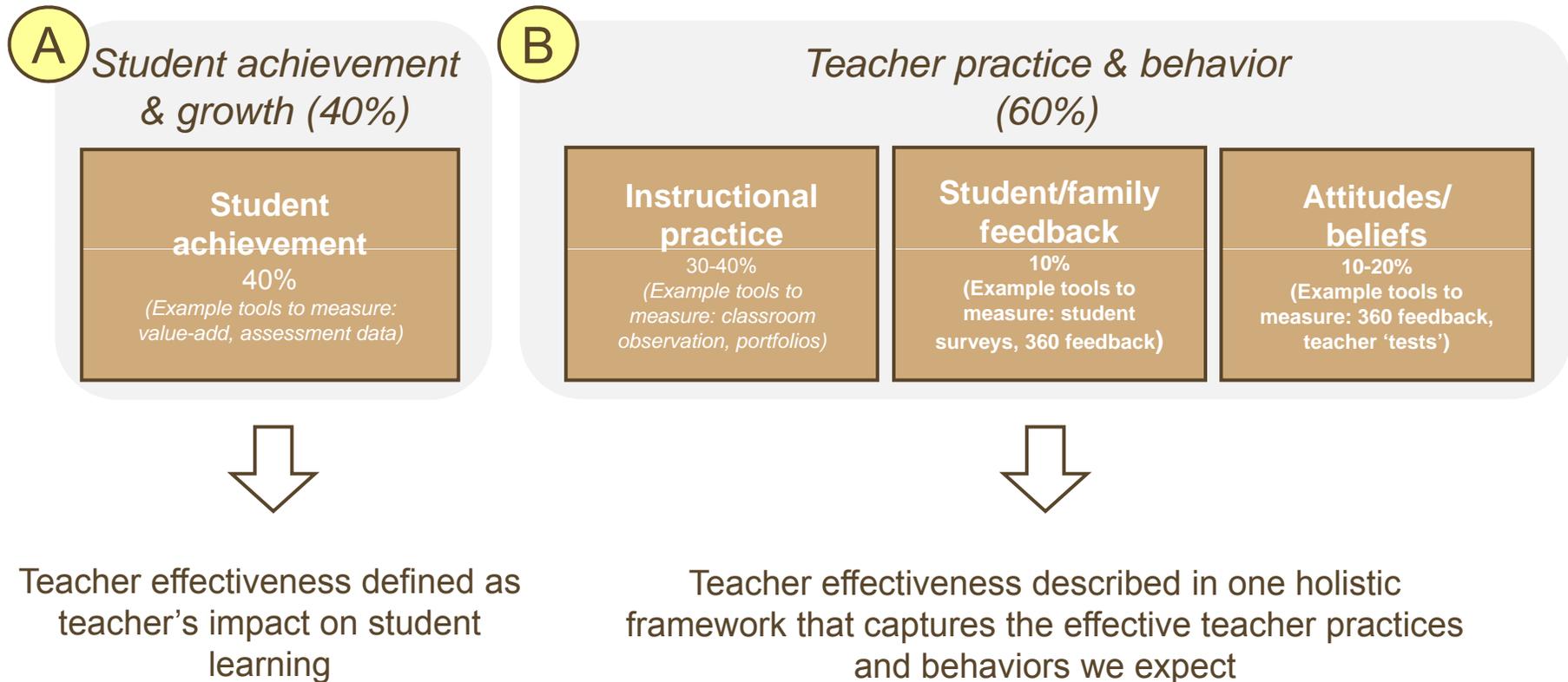
Middle and High School distribution of teacher effectiveness, 2013-14



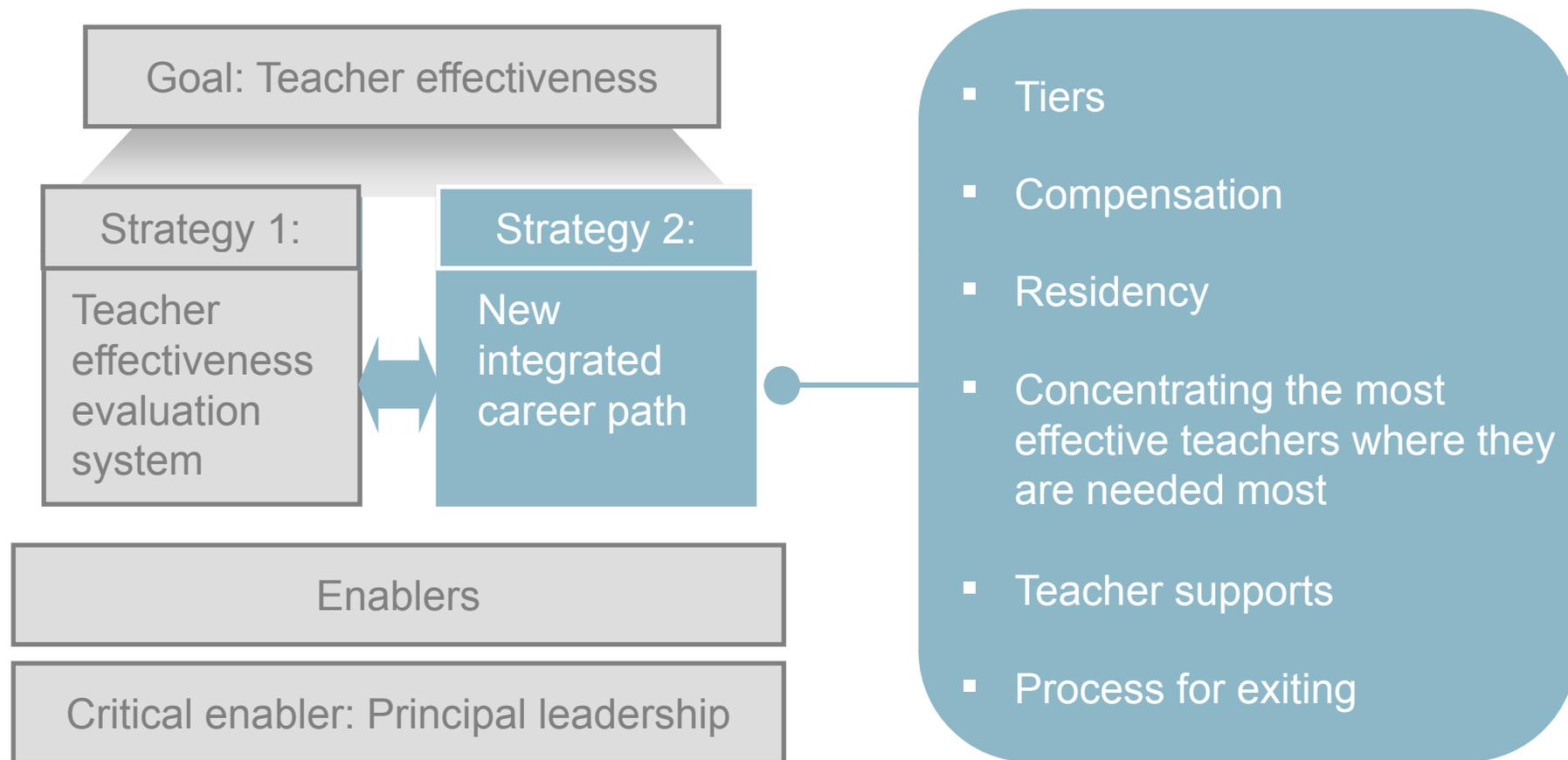
The evaluation system will provide a transparent, rigorous assessment of each teacher's impact on student achievement



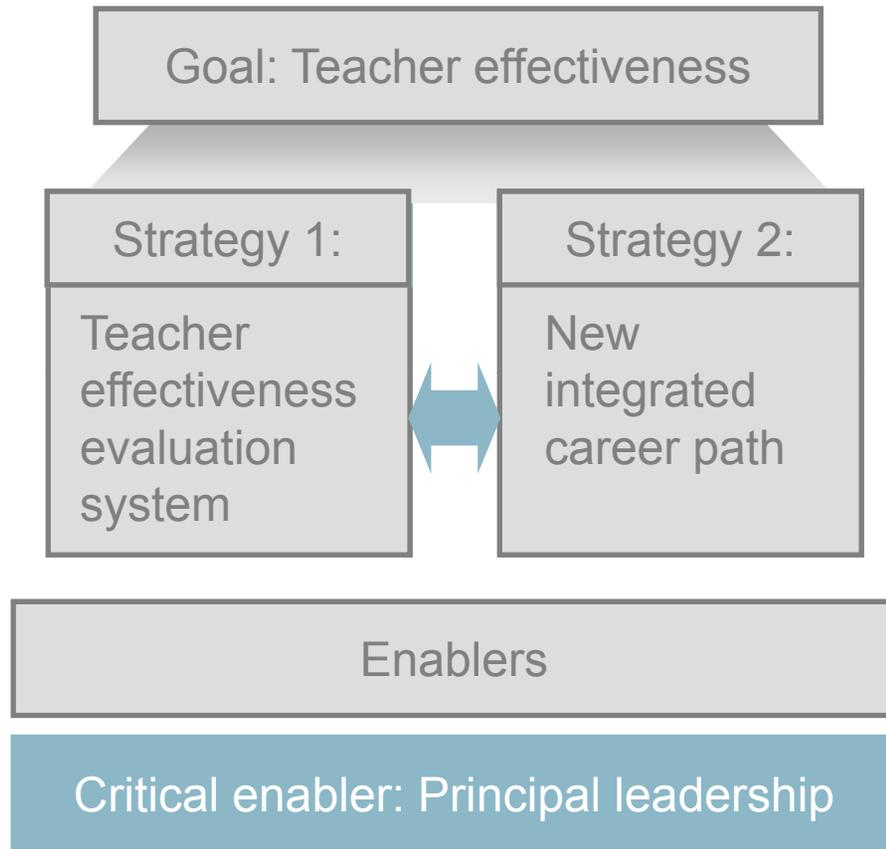
The teacher evaluation system will include multiple elements



The career path will provide meaningful opportunities to teachers that prove high levels of effectiveness



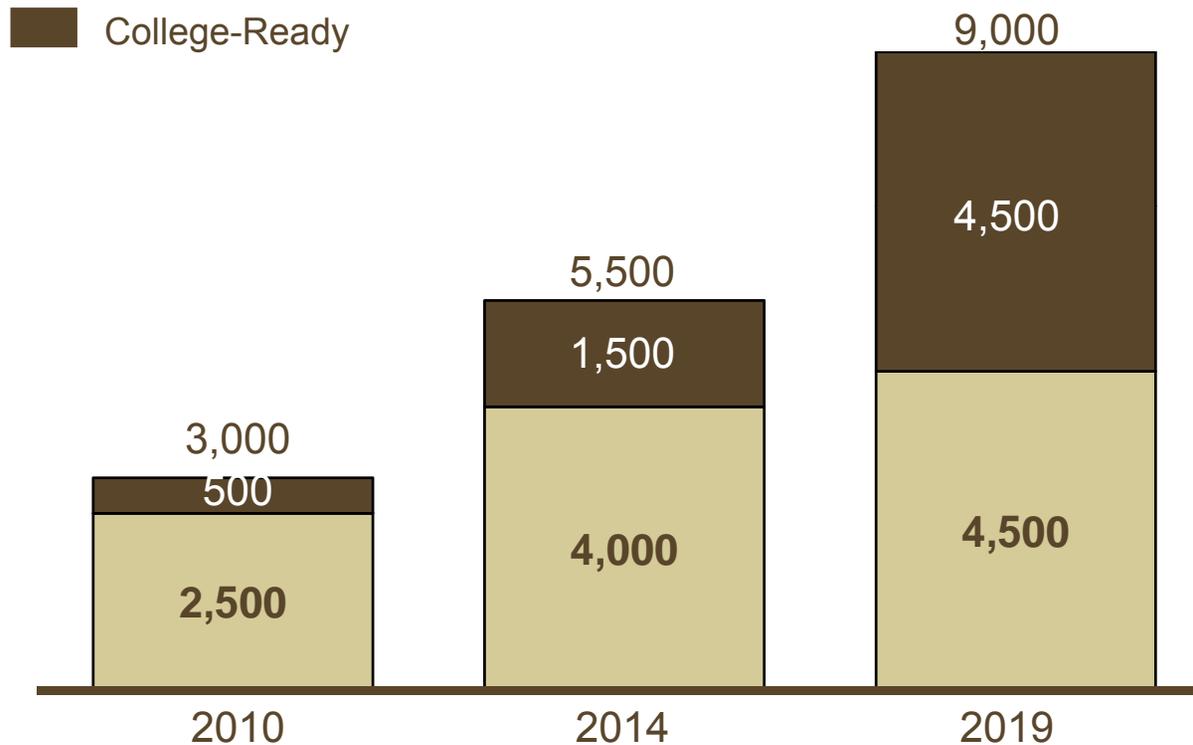
Principals must be capable of implementing the evaluation system and career path



- Expectations for principals will rise dramatically
- Our schools cannot improve without them, and we will give them more support

Impact for students and families will be dramatic: by 2019, 50% of our twelfth graders will graduate ready for college

The College-Ready Promise - 12th grade students



Last year, only 26% of LAUSD 12th graders graduated with eligibility for admission at UC/CSU

SOURCE: Alliance, Aspire, Green Dot, ICEF, PUC; California Department of Education

Thank you

BILL & MELINDA
GATES *foundation*