

# 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)**

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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.

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## EDUCATION

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**College-  
Readiness**

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

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**Postsecondary  
Success**

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

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

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

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## 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

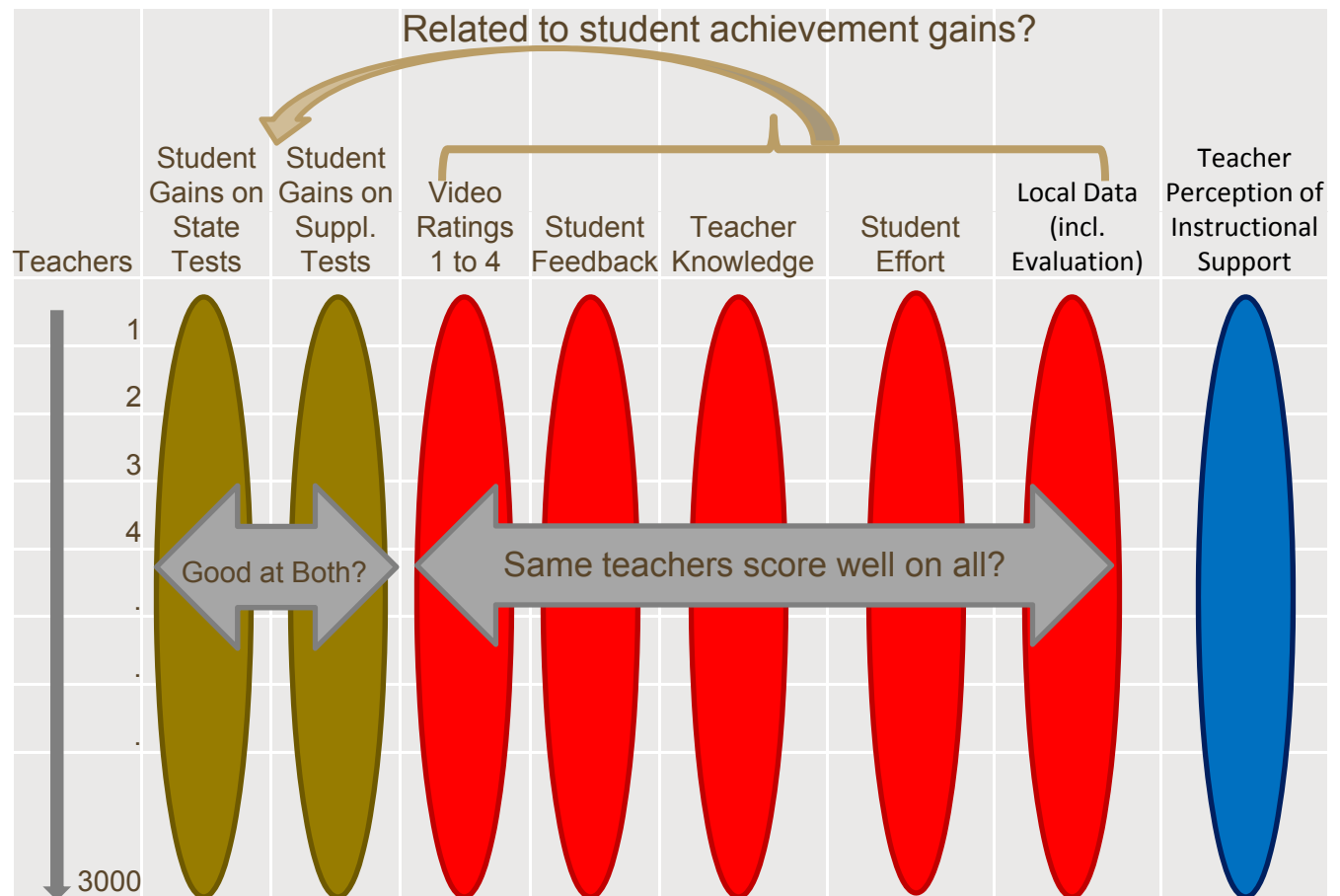
## *2009 Efforts Launched*

### 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

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### 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

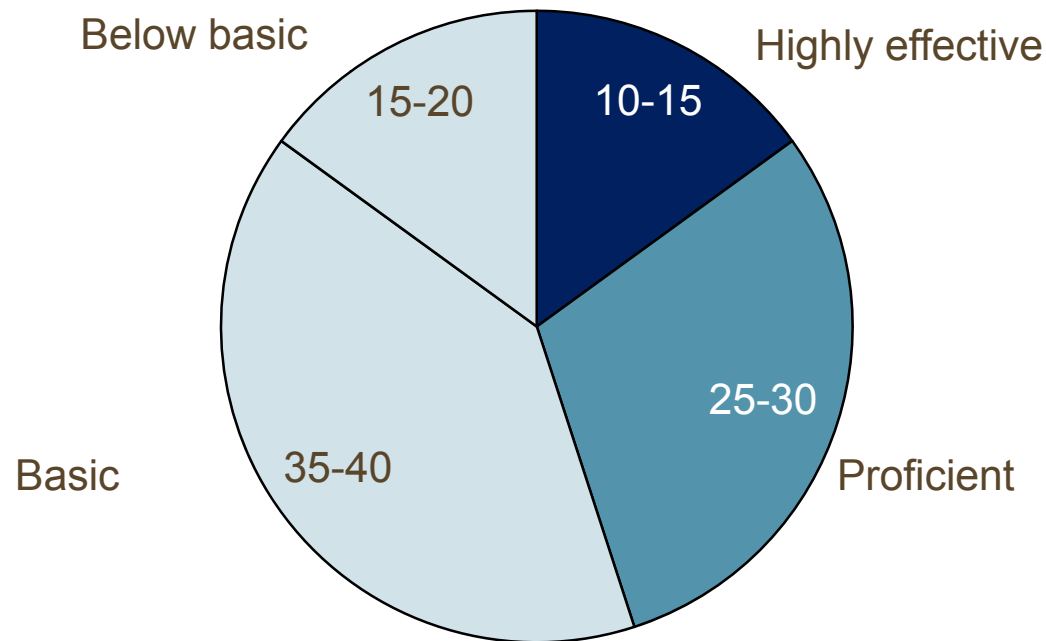
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- Beyond collaboration – we will collectively implement shared reform
- Driven by urgency to accelerate progress
- Because our kids have waited long enough

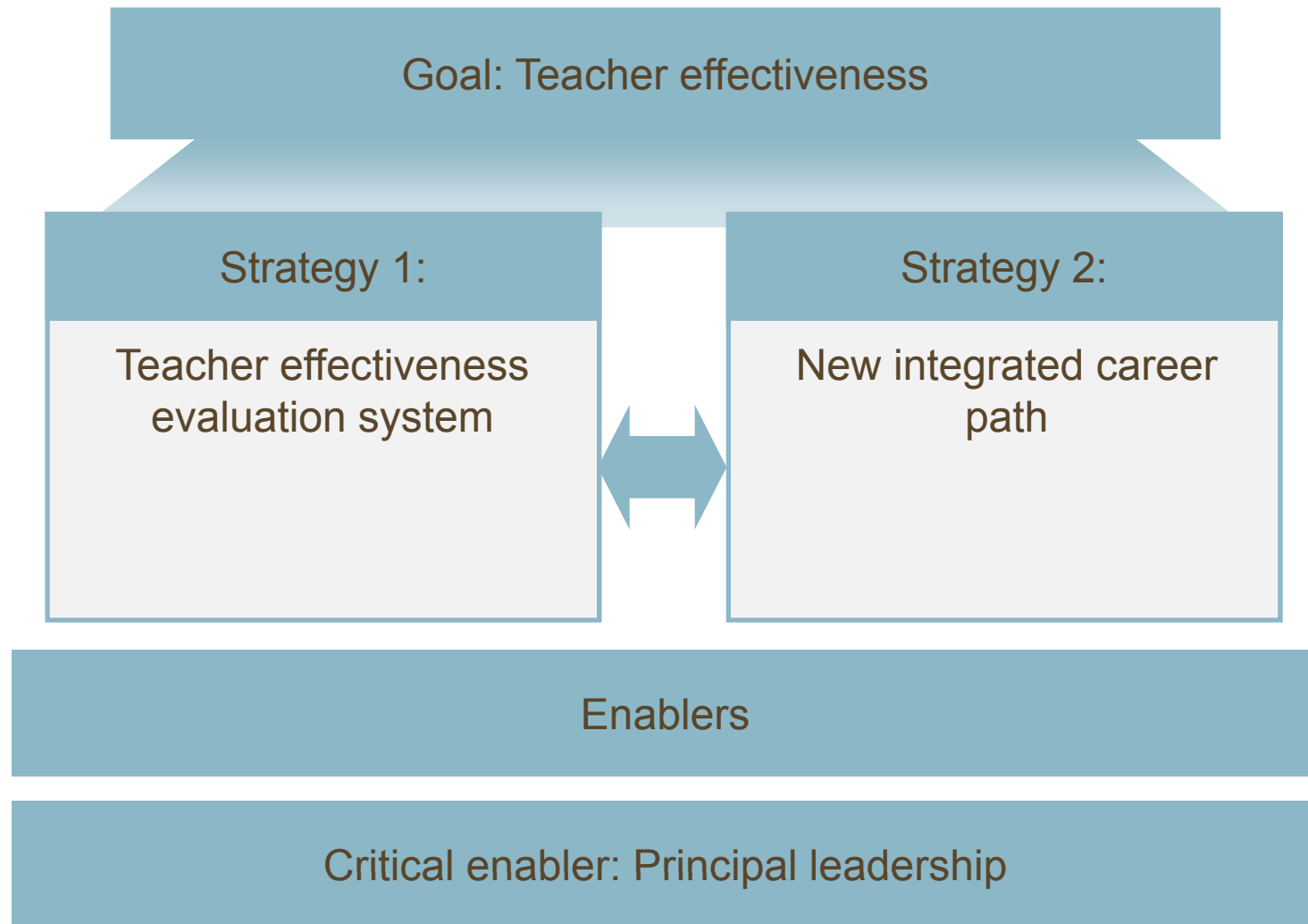
# Using stringent criteria, estimate 10-15% of teachers have proven effective at dramatically increasing student performance

Middle and High School distribution of teacher effectiveness<sup>1</sup>, 2007-08



<sup>1</sup> 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

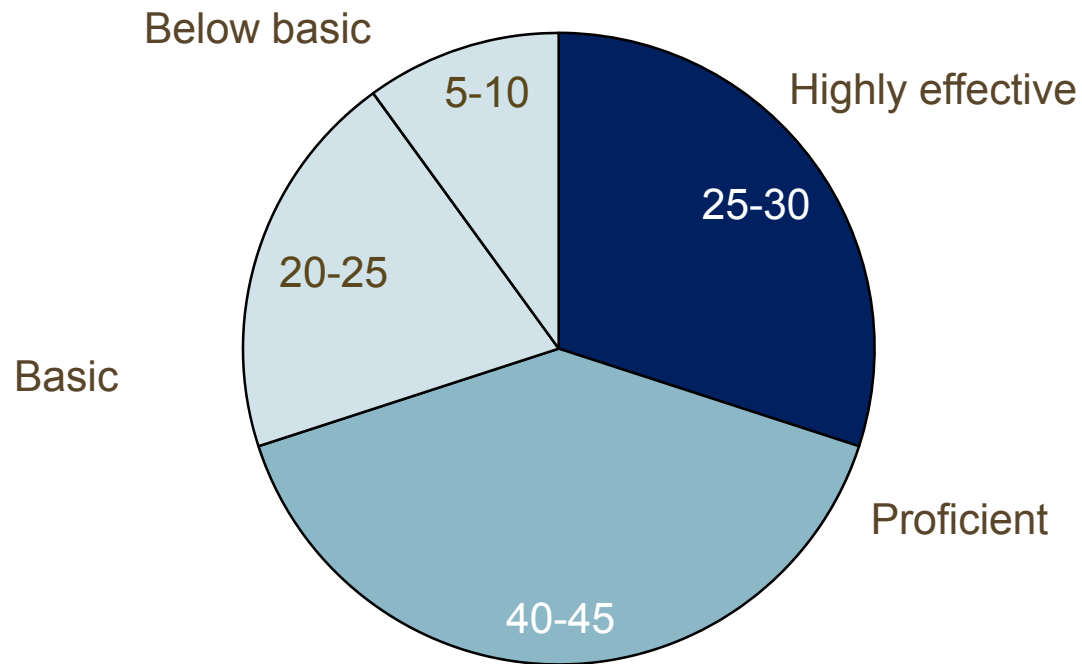
# Our theory of action: We will transform the profession of teaching by aligning our career path with student achievement



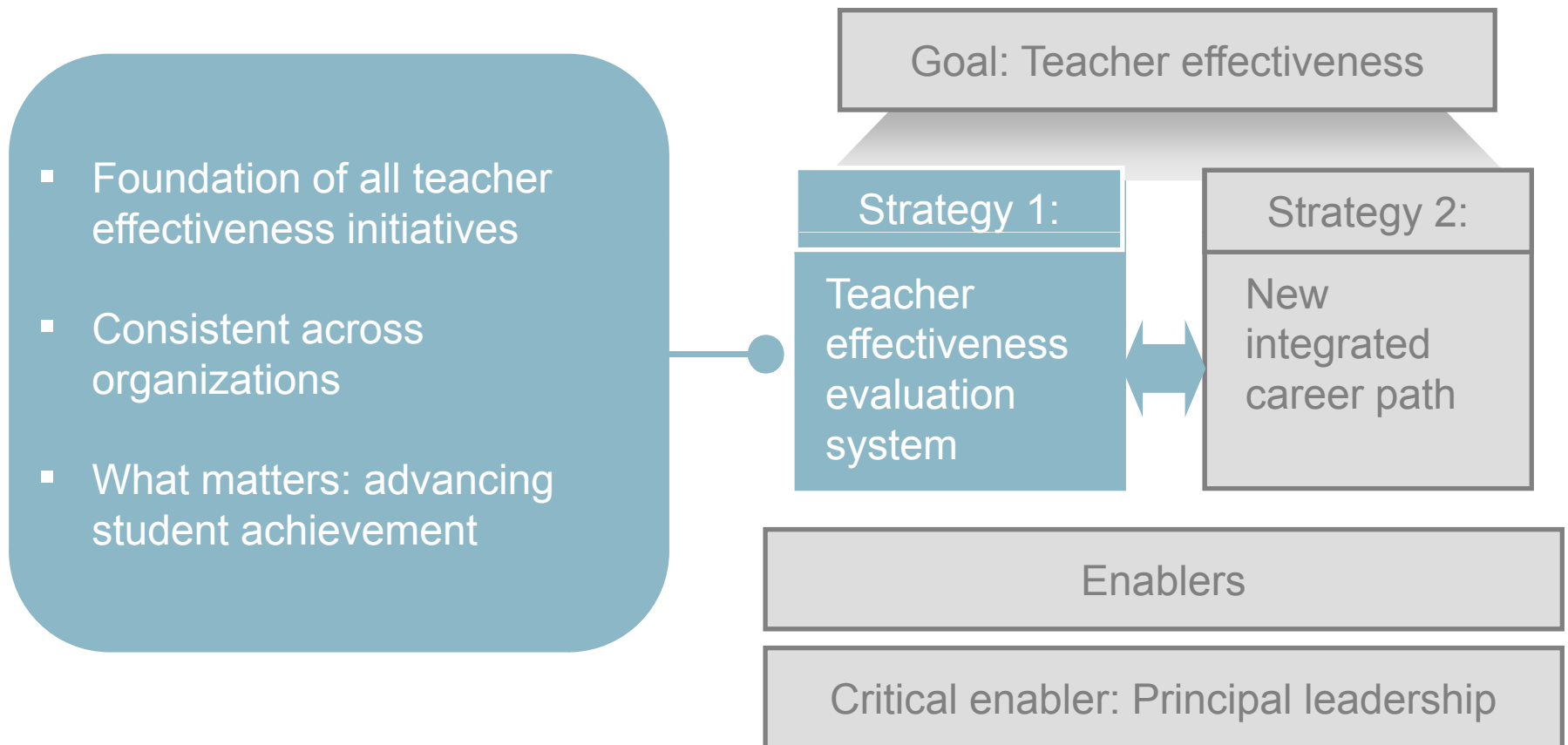


# This strategy will double proportion of highly effective teachers by 2013-14

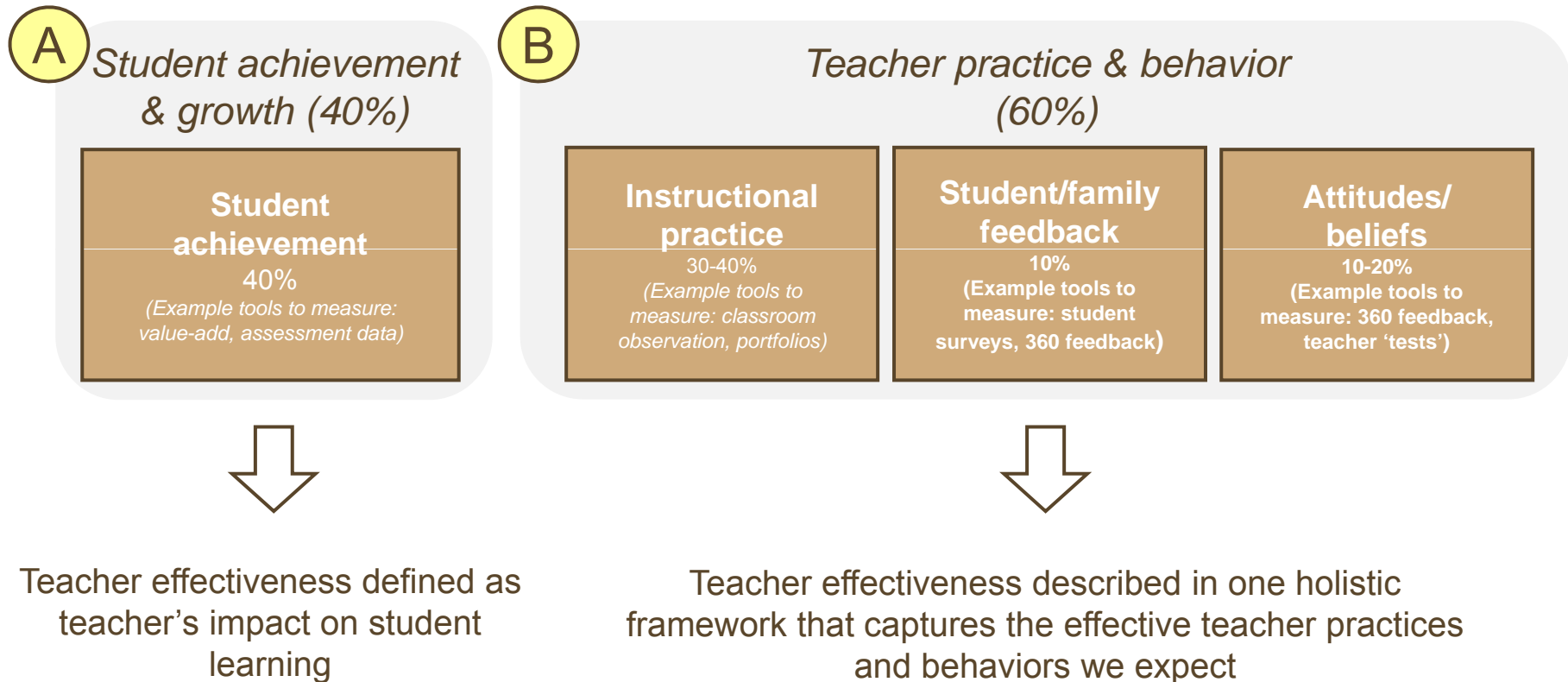
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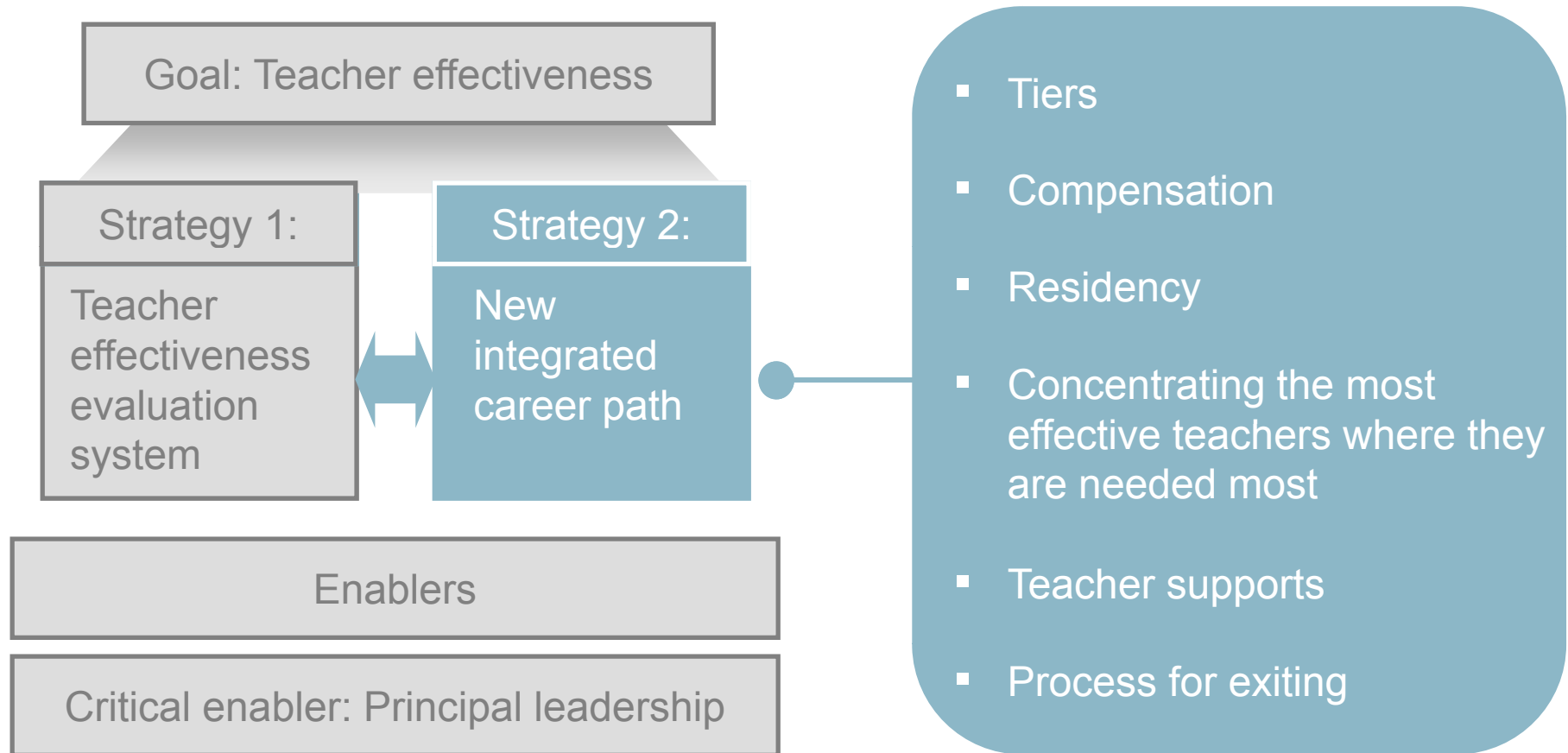
# The evaluation system will provide a transparent, rigorous assessment of each teacher's impact on student achievement



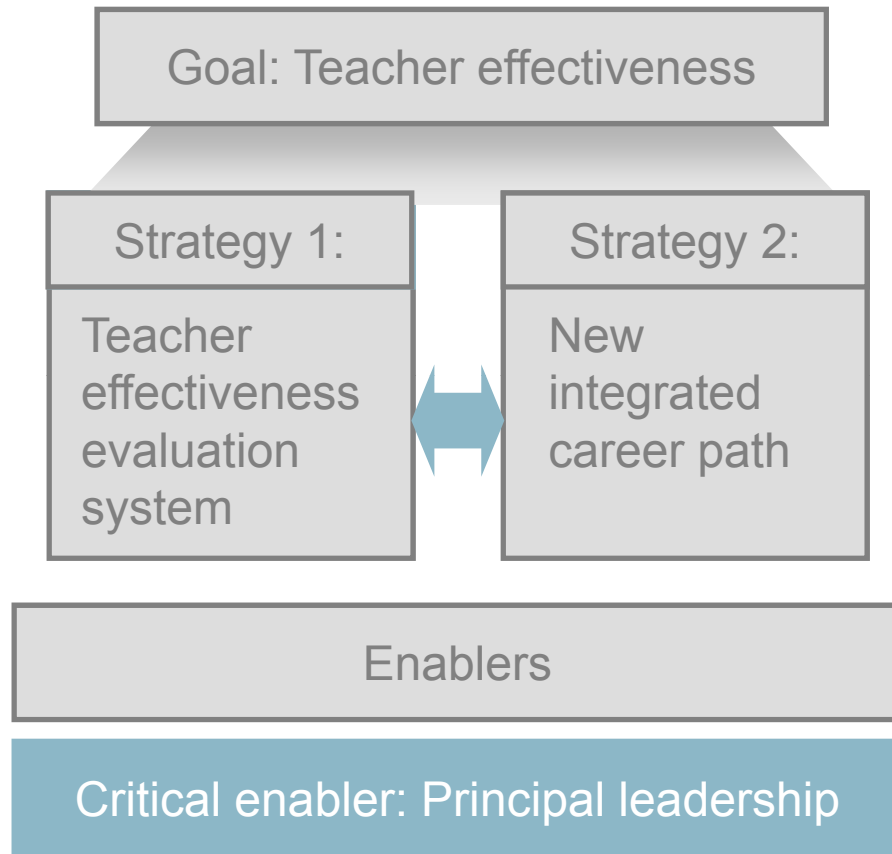
# The teacher evaluation system will include multiple elements



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



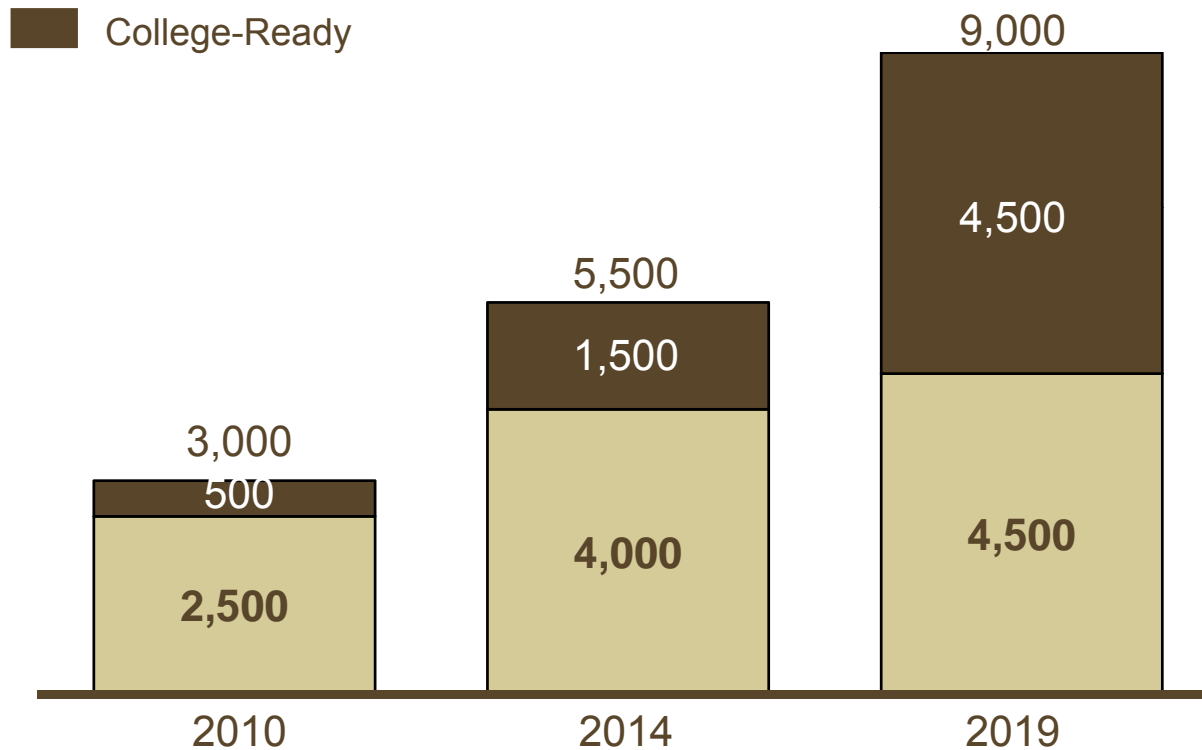
# Principals must be capable of implementing the evaluation system and career path



- 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 - 12<sup>th</sup> grade students



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

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

Thank you

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