

What We Are Learning About Effective Teachers

Peter Gorman
Charlotte-Mecklenburg Schools
June 3, 2010



ALIGNMENT RESULTING IN INCREASED STUDENT LEARNING AND ACHIEVEMENT



REACH FURTHER.
Global competitiveness starts here.



In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.



- Effective teaching is multi-dimensional.
- One dimension is the ability to increase student achievement as measured by the EOGs and EOCs.
- We call this dimension the teacher's "value-added." It's the growth above what we expected of the teacher's students that we can attribute to the teacher.



Defining Effective Teaching for this Presentation

1. Effective teachers are the key to raising student achievement.
2. Yet we do not pay our teachers based on their effectiveness.
3. In fact, we spend as much compensating our least effective teachers as we do our most effective.
4. We do this because we pay for qualifications that have little, if anything, to do with performance. We used to think these qualifications were good proxies for actual performance. We were wrong.
5. Now, we realize that emphasizing performance rather than qualifications will change everything.

Especially for our students.

And student achievement drives all of our reforms.



Overview

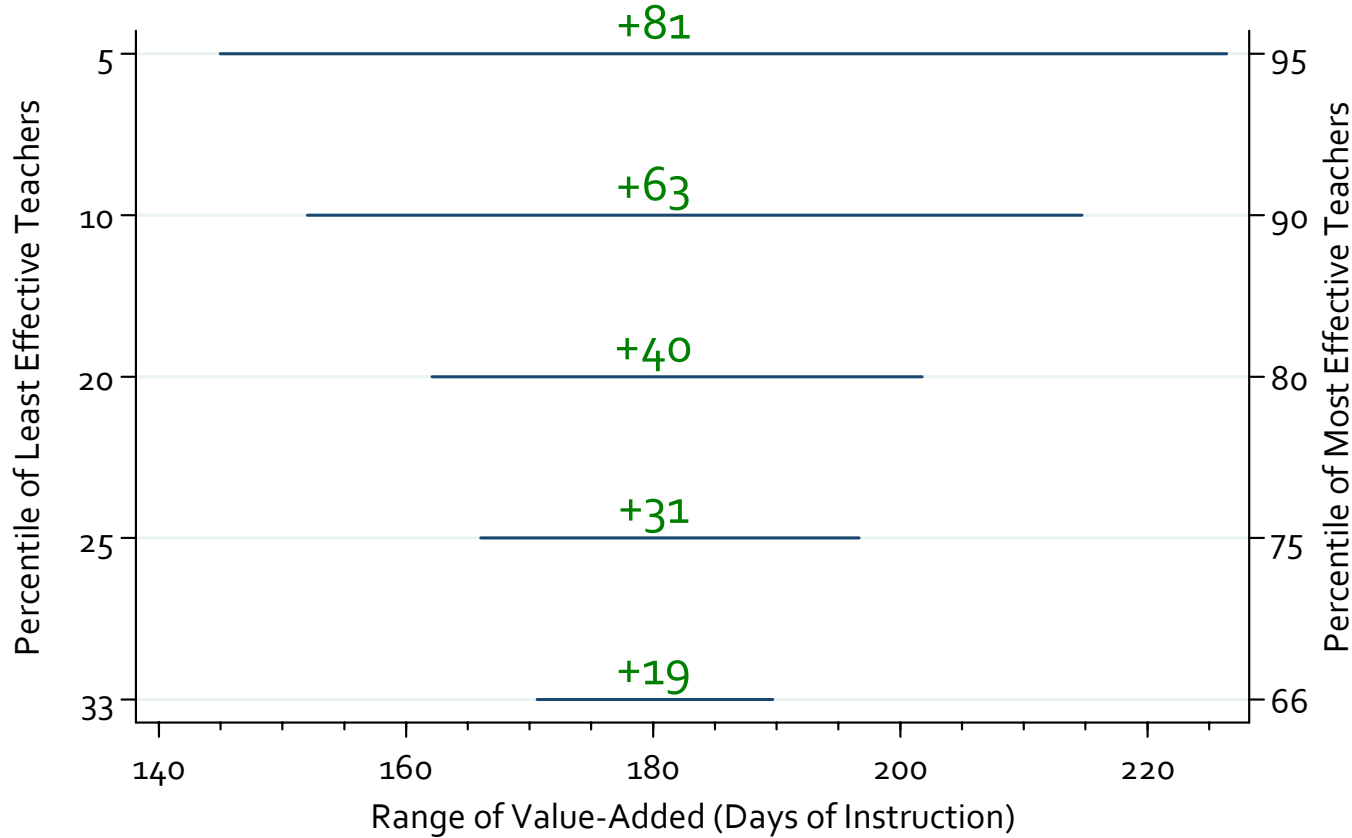
1. EFFECTIVE TEACHERS ARE THE KEY TO RAISING STUDENT ACHIEVEMENT.

<https://extranet.cms.k12.nc.us/news/stories/internetNews/pdf/2A25A201075816PM.pdf>



Most Effective v. Least Effective Teachers

Math: Grades 4-8




A Large Difference in Effectiveness

2009

THE WIDGET EFFECT

Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness

<http://widgeteffect.org/>

 The New Teacher Project • Daniel Weisberg • Susan Sexton • Jennifer Mulhern • David Keeling

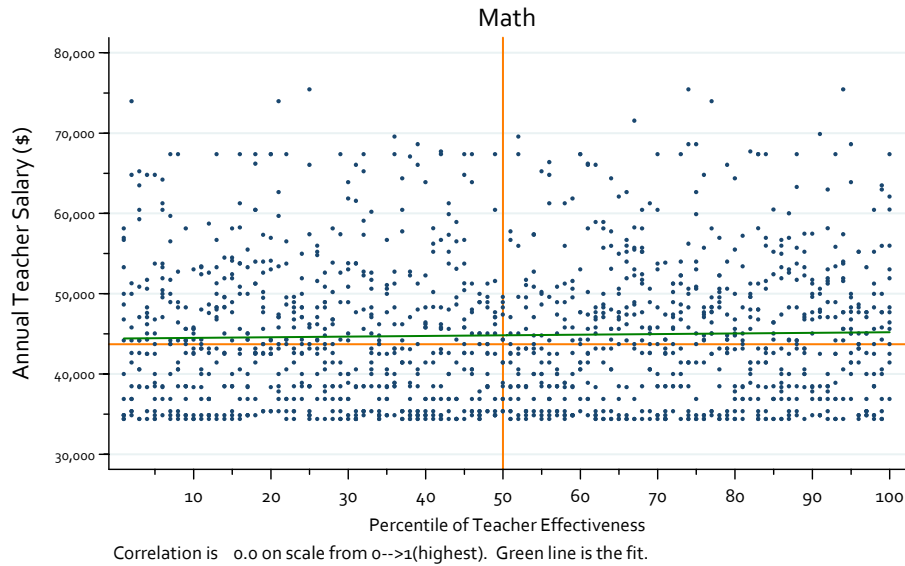


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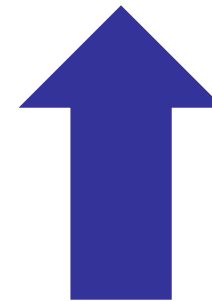
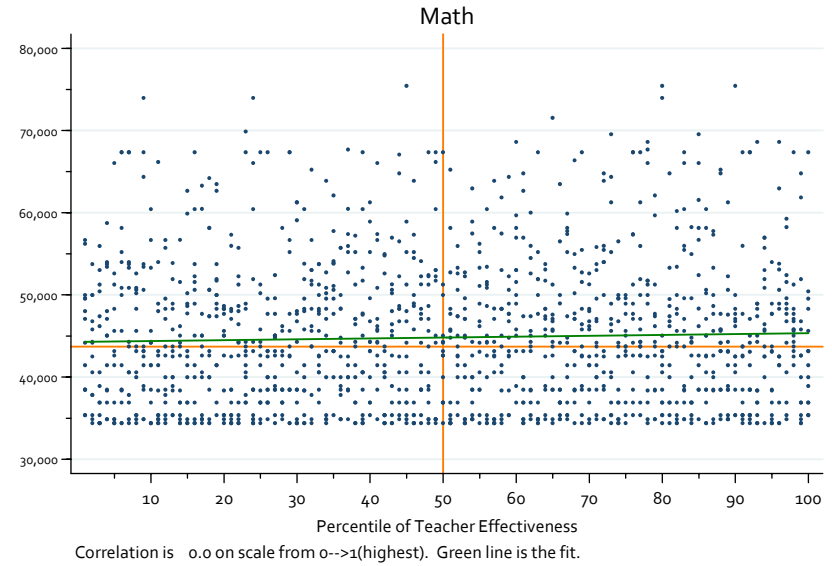
**2. YET WE DO NOT PAY
OUR TEACHERS BASED ON
THEIR EFFECTIVENESS.**



Relationship of Teacher Salary to Effectiveness



Relationship of Teacher Salary to Effectiveness

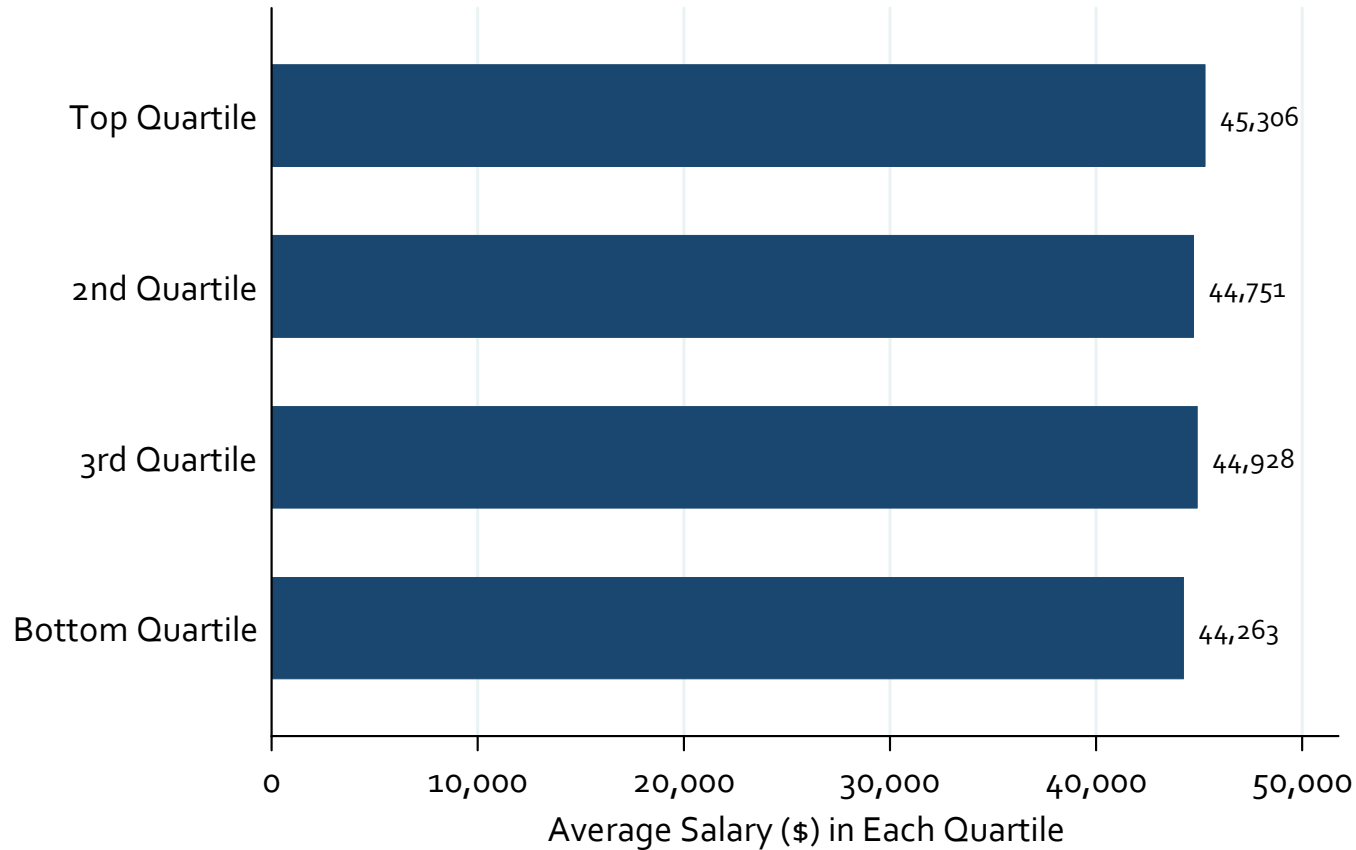


Can You Pick the Real Data?

3. CMS & THE STATE COMPENSATE OUR MOST AND LEAST EFFECTIVE TEACHERS EQUALLY.



Salary by Quartile of Teacher Effectiveness Math (2009)



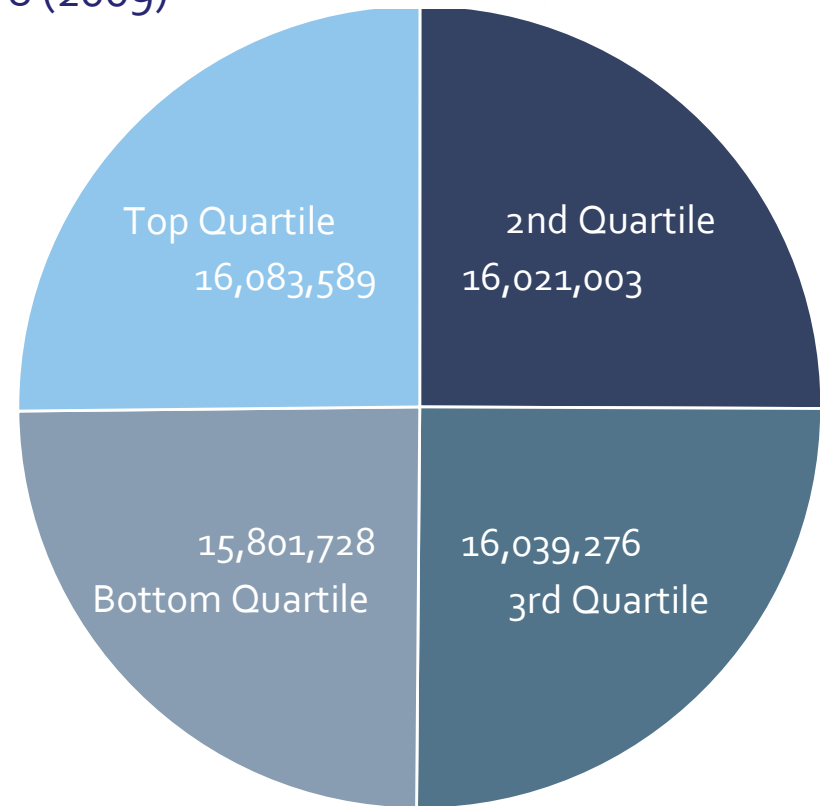
**No Meaningful Difference in
Avg. Salary**

Distribution of District Compensation by Quartile of Effectiveness:
Math, Grades 4-8 (2009)

**Most Effective Teachers (Top 25%)
Compared to
Least Effective Teachers (Bottom 25%)**

Difference in Days
of Instruction
Provided **+40%**

Difference in Pay **+2%**

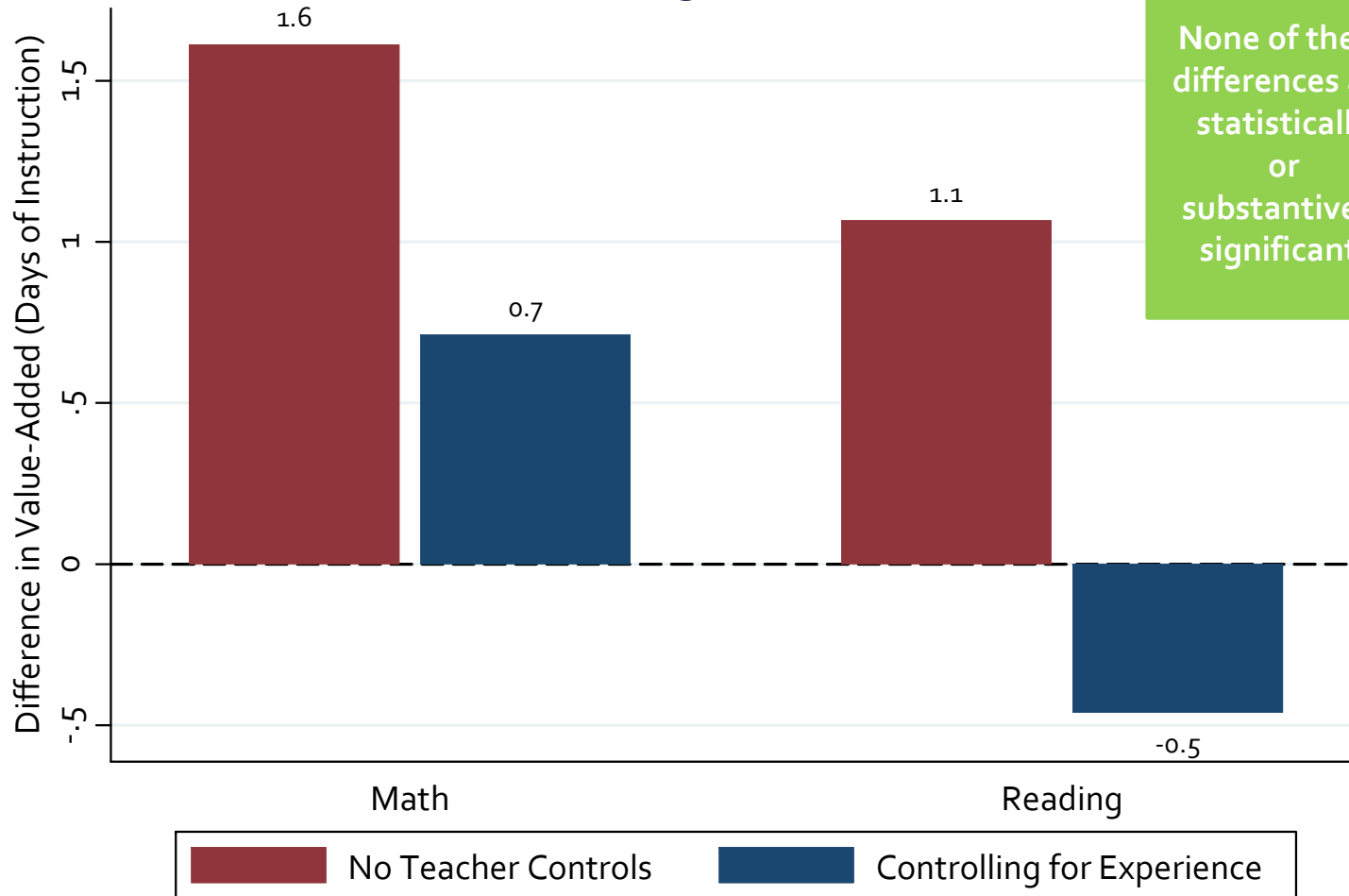


CMS Compensation

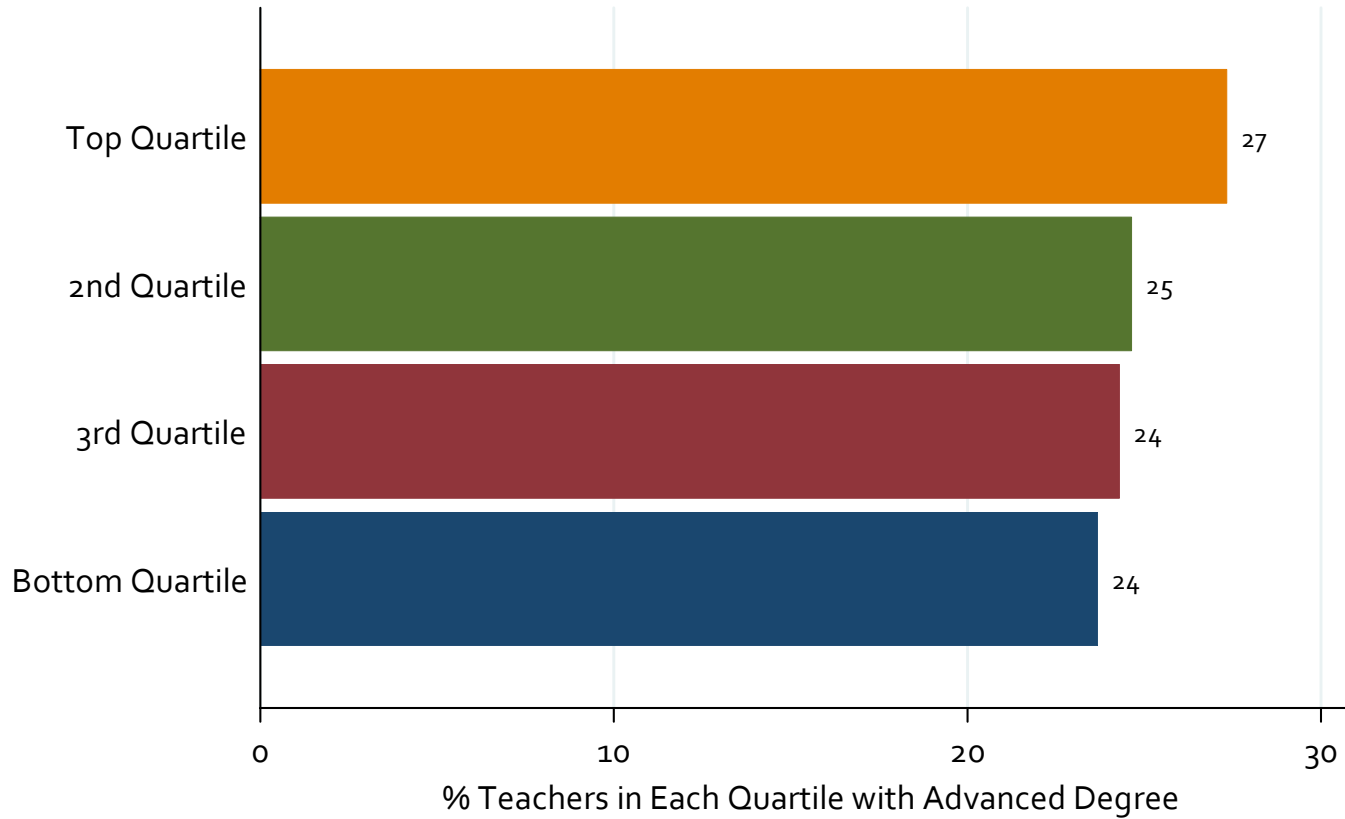
**4. WE DO THIS BECAUSE WE
PAY FOR QUALIFICATIONS
THAT ARE, AT BEST,
MINIMALLY RELATED TO
EFFECTIVENESS.**



Advanced Degrees vs. All Others

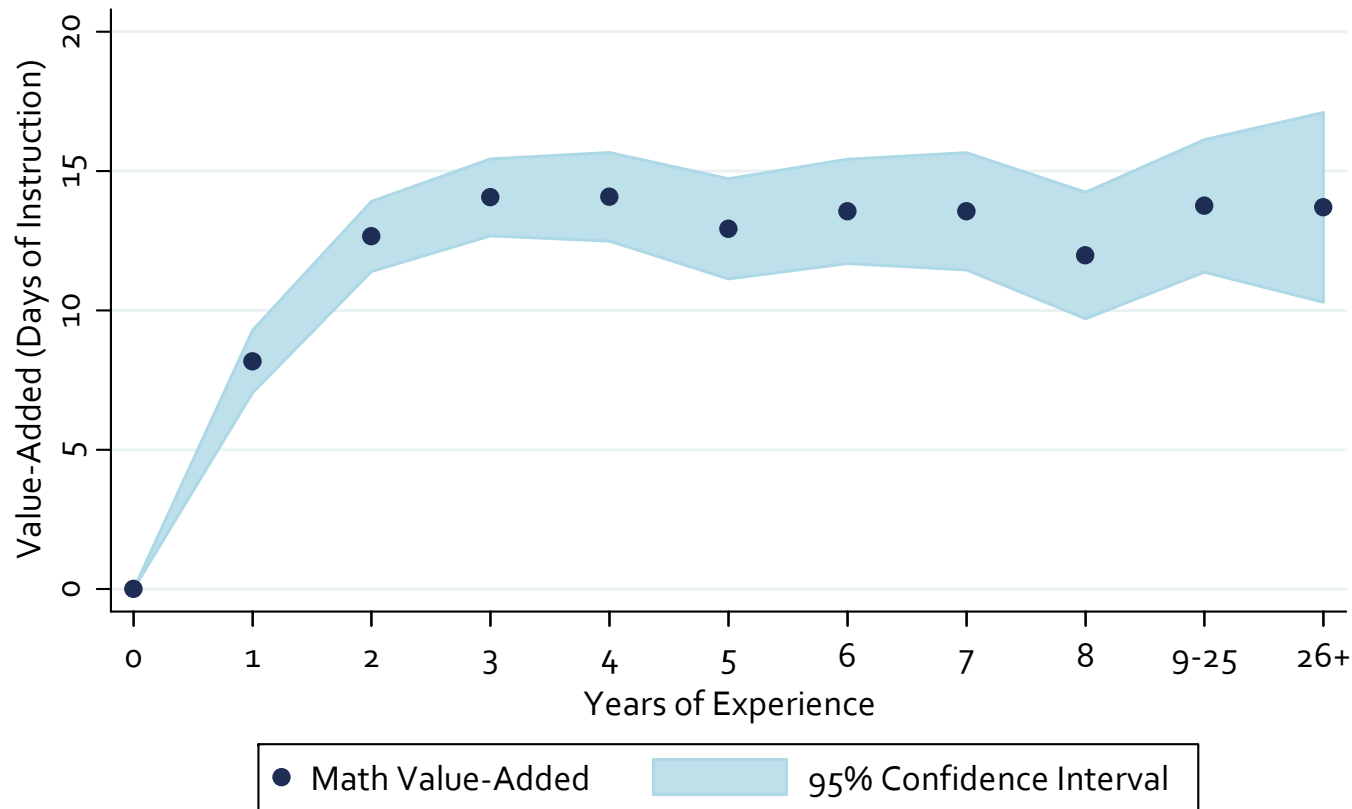


Teachers with Advanced Degrees by Quartile of Teacher Effectiveness Math (2009)



**Least & Most Effective Have
Advanced Degrees**

Returns to Experience Math

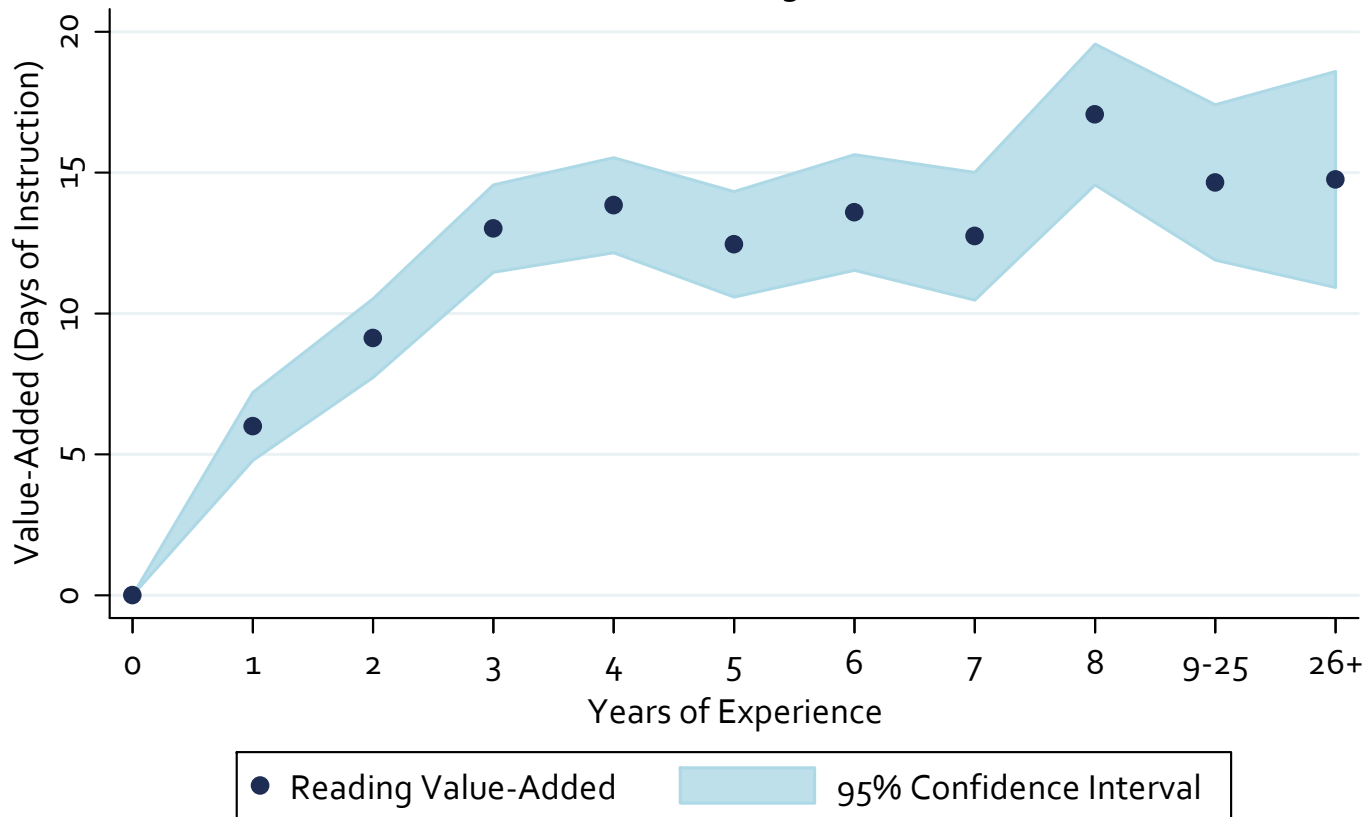


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Experience: Math, Grades 4-8

Returns to Experience Reading

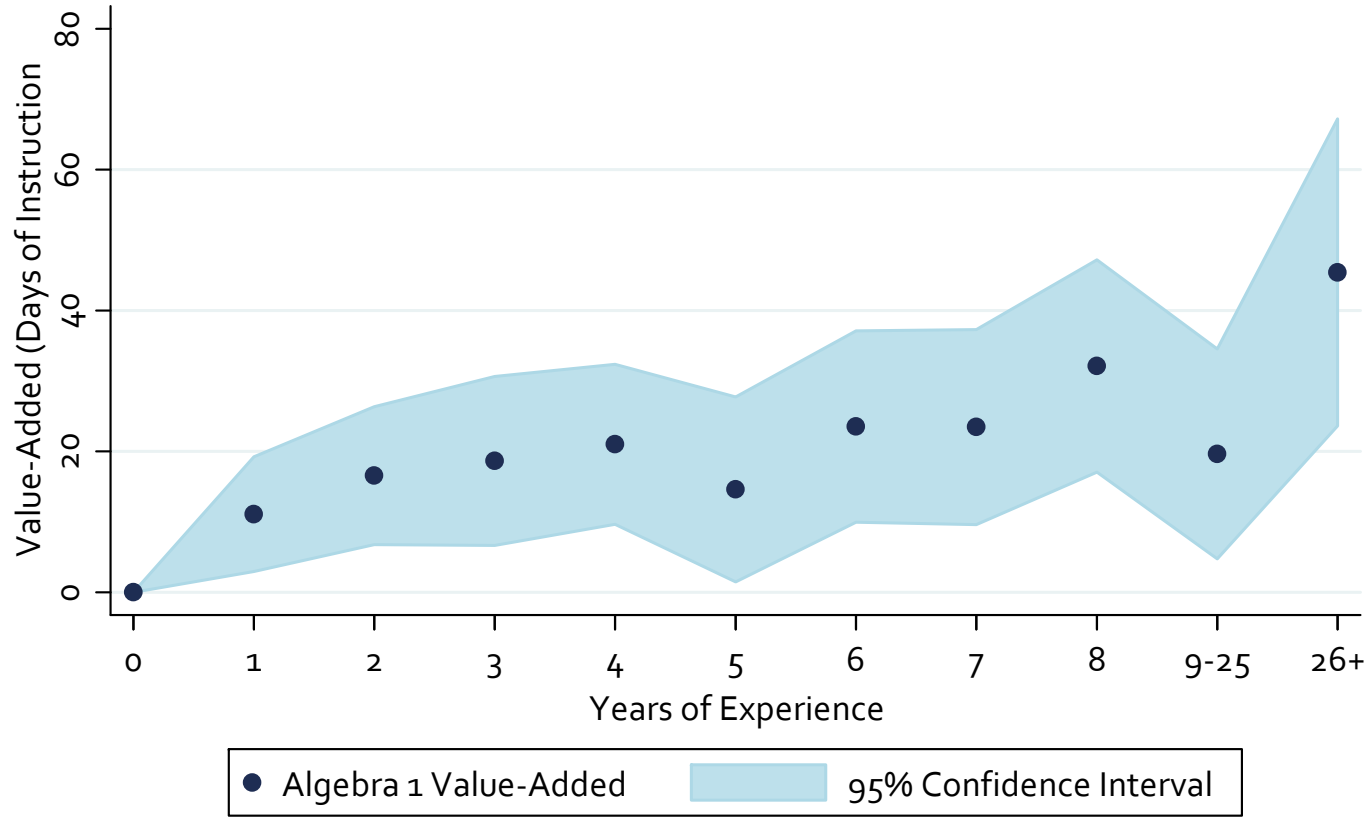


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Experience: Reading, Grades 4-8

Returns to Experience Algebra 1

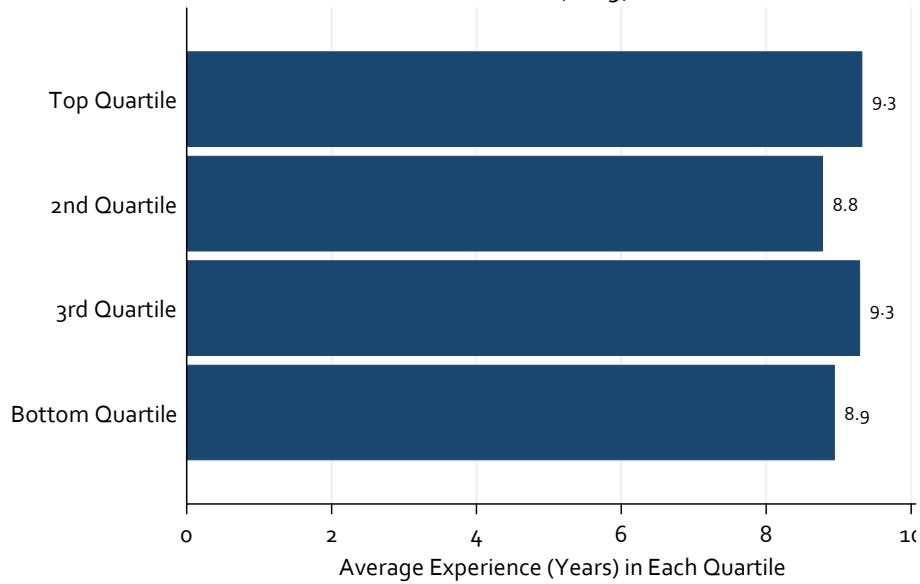


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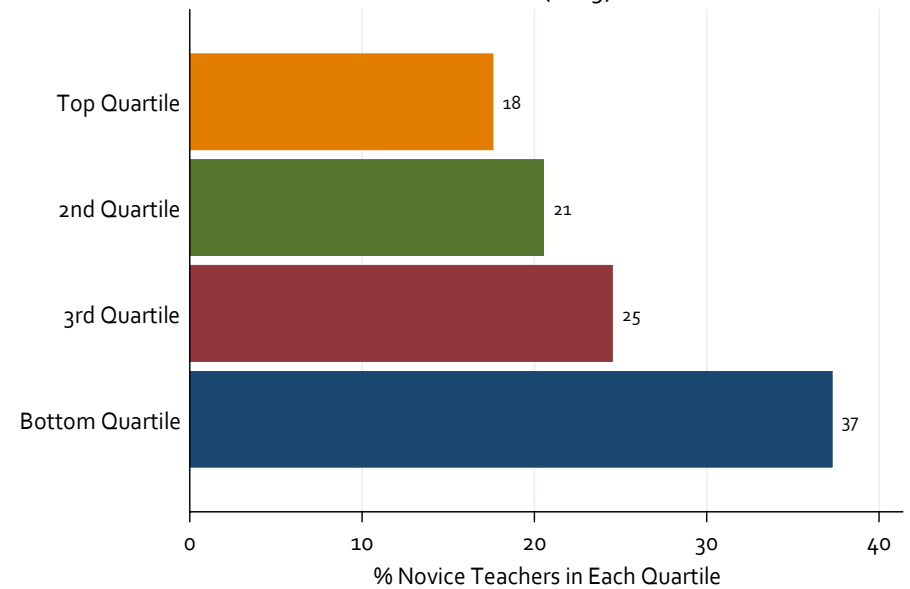


Experience: Algebra 1

Years of Experience by Quartile of Teacher Effectiveness
Math (2009)

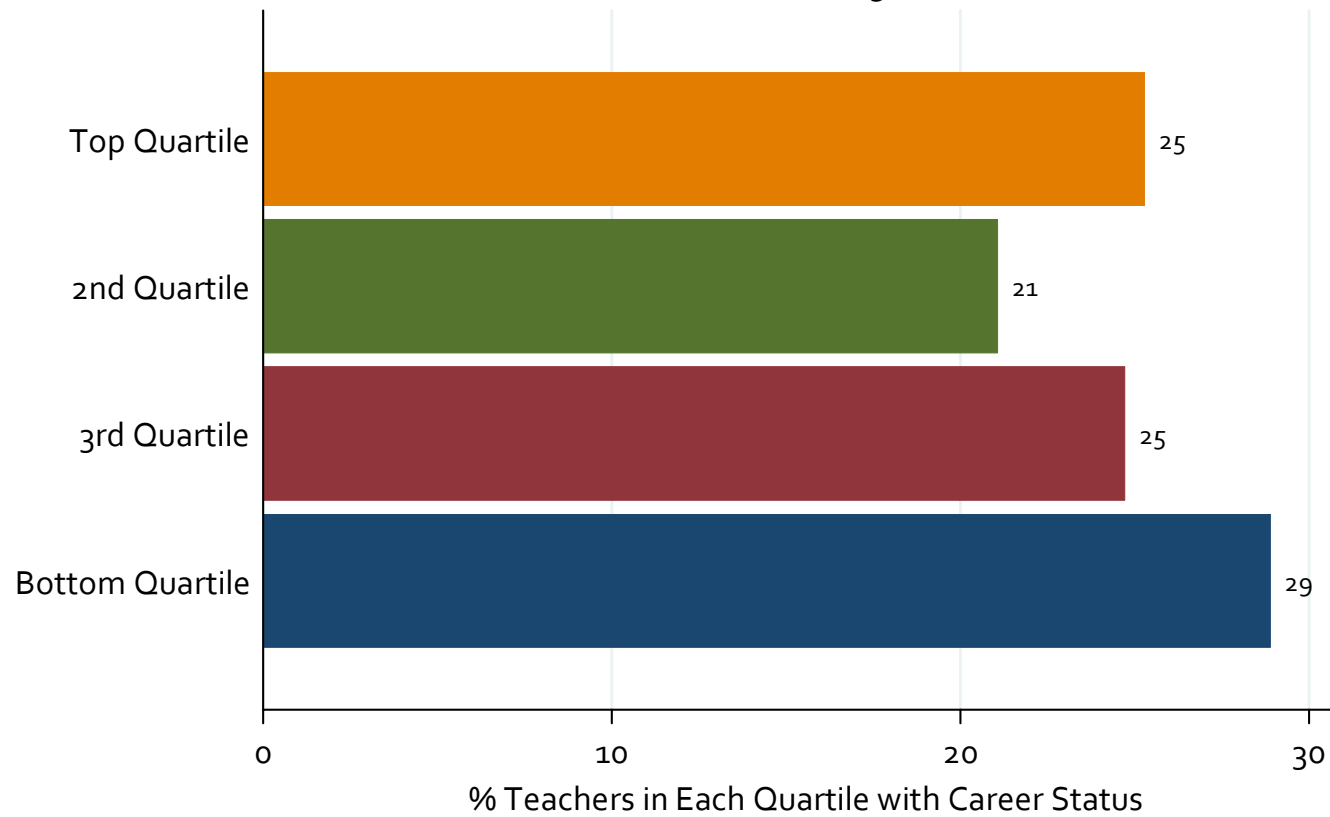


Novice Teachers by Quartile of Teacher Effectiveness
Math (2009)



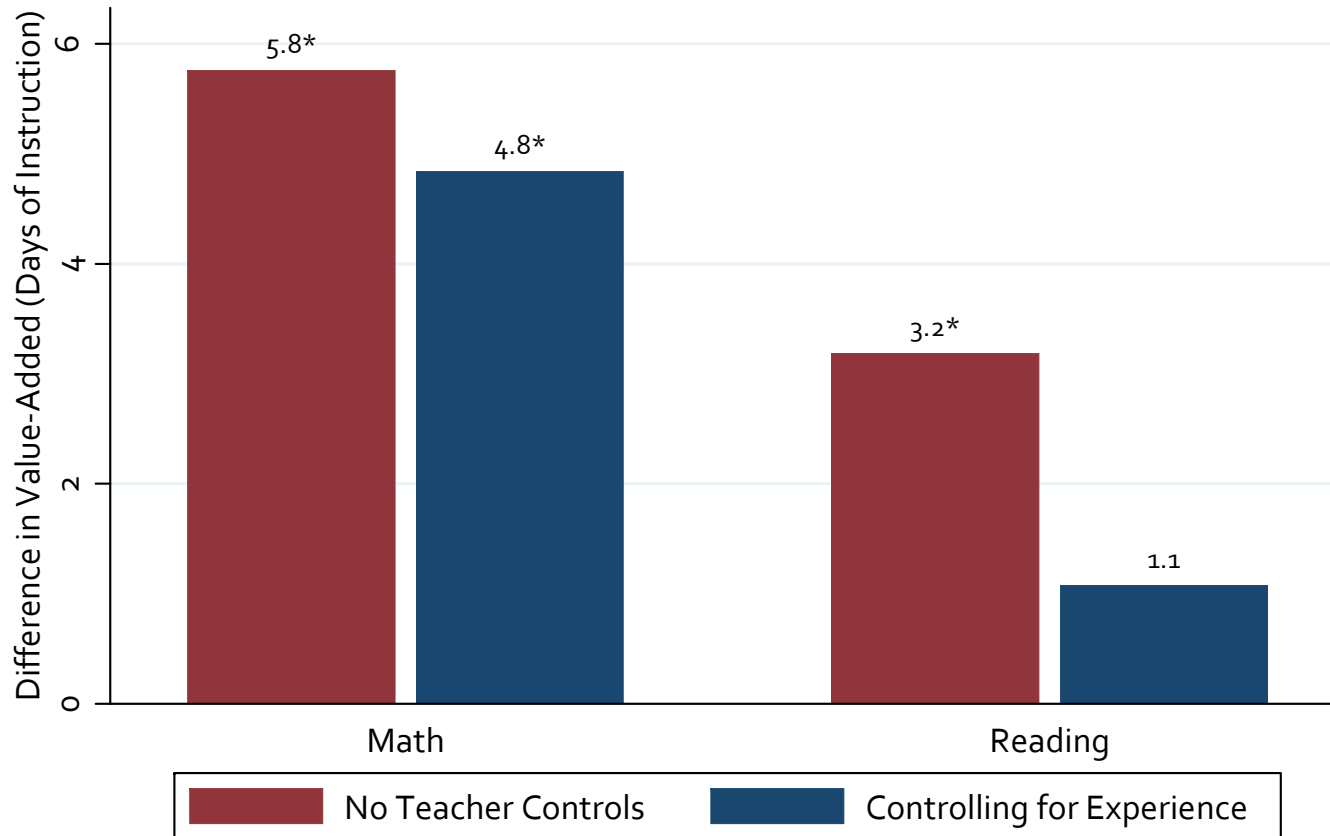
**Least & Most Effective
Teachers Have Same Experience**

Teachers with Career Status by Quartile of Teacher Effectiveness Math (2009)



Career Status

National Board Certification vs. All Other Teachers

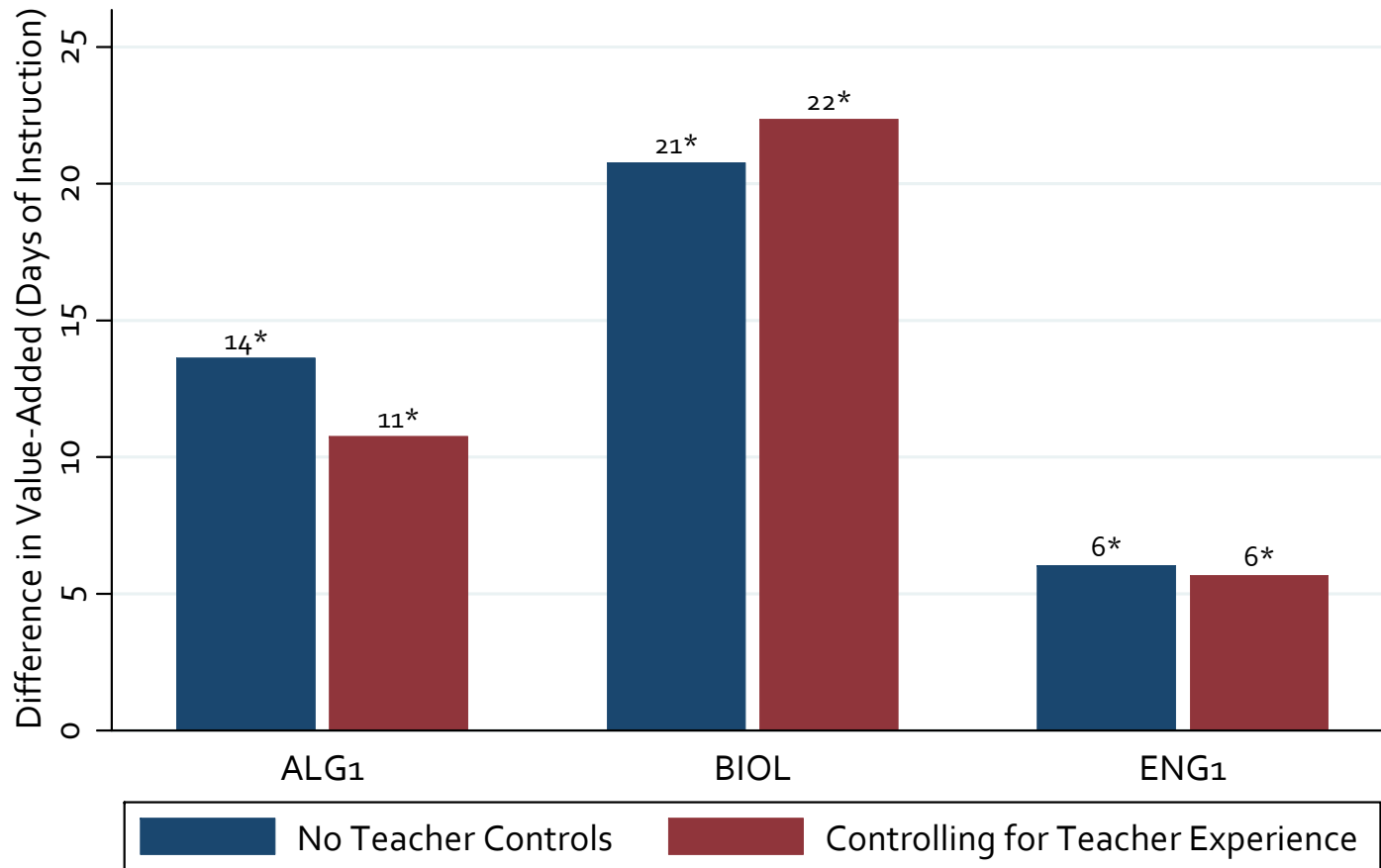


* Statistically Significant



National Board Certification: Math & Reading

National Board Certification vs. All Other Teachers

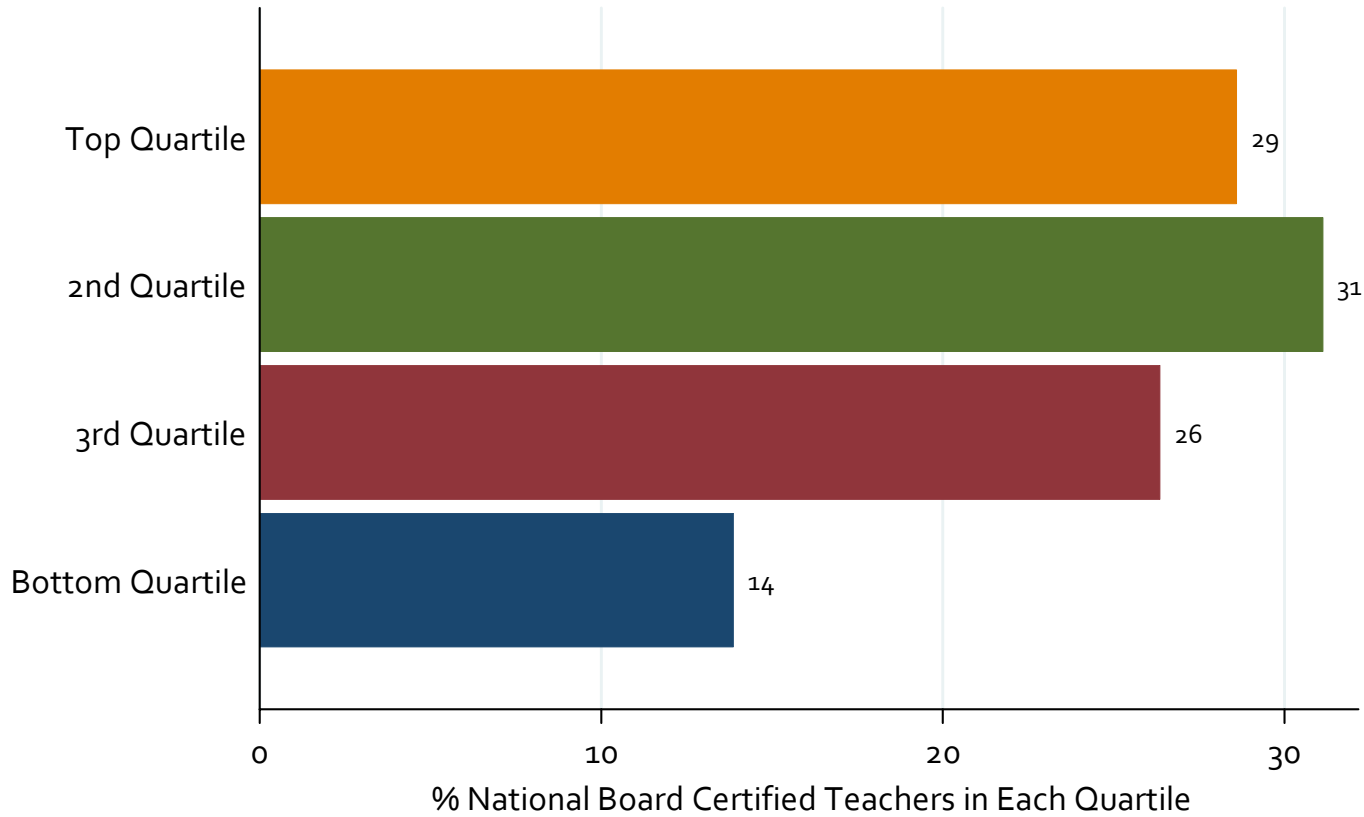


* Statistically Significant



National Board Certification: Select EOCs

National Board Certified Teachers by Quartile of Teacher Effectiveness Math (2009)



**National Boards
at all Levels of Effectiveness**

5. EMPHASIZING PERFORMANCE OVER QUALIFICATIONS



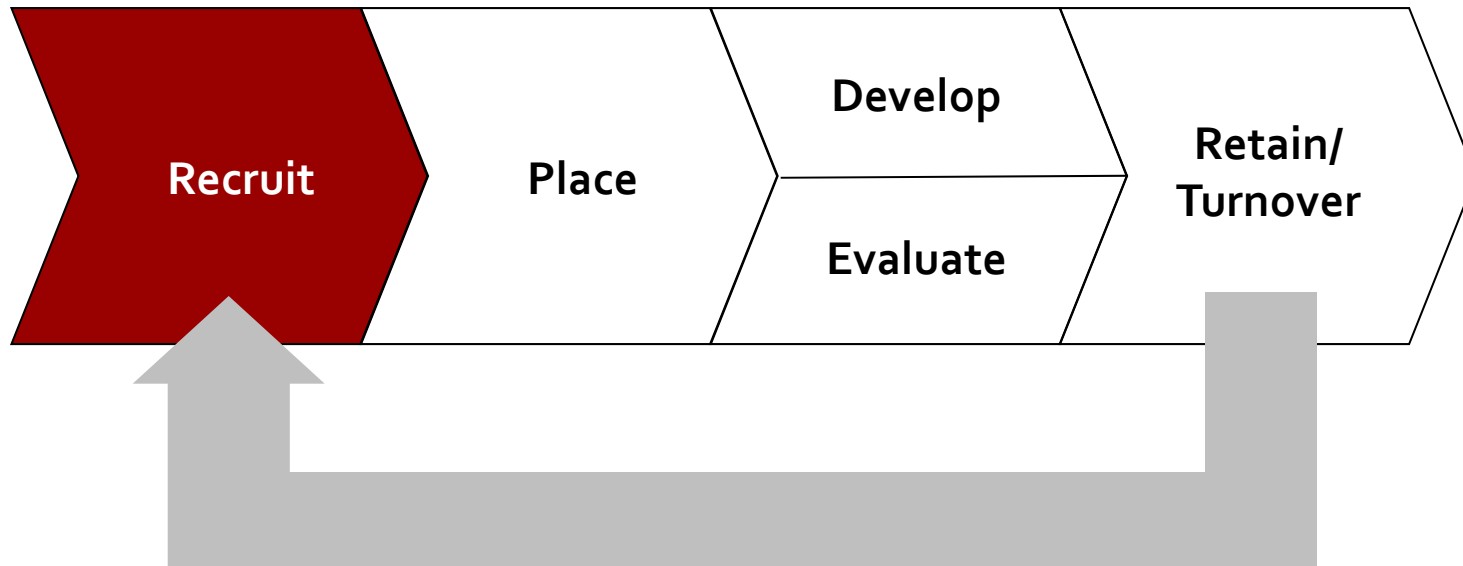
- Turnover of Principals
- Self-Selection is Poor Predictor of Performance
- Leadership Development
 - New Leaders for New Schools
 - Leaders for Tomorrow
 - Queens University McColl School Program
 - Aspiring Leaders
- Succession Planning
 - Business Partners
- Teach for America



It Begins with Leadership



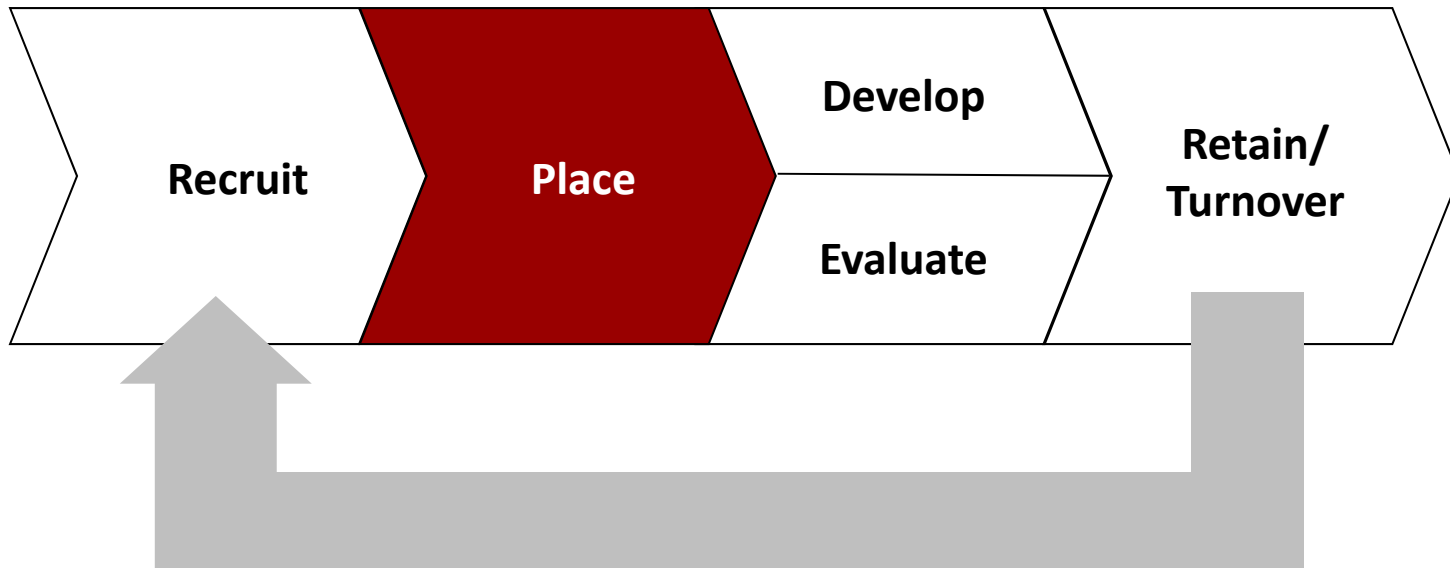
**And It Changes Everything
We Do With and For Teachers**



- Gates Measuring Effective Teaching Study
- If resumes are not going to tell us about a candidates future performance, what will?
 - Teaching camps



Recruitment

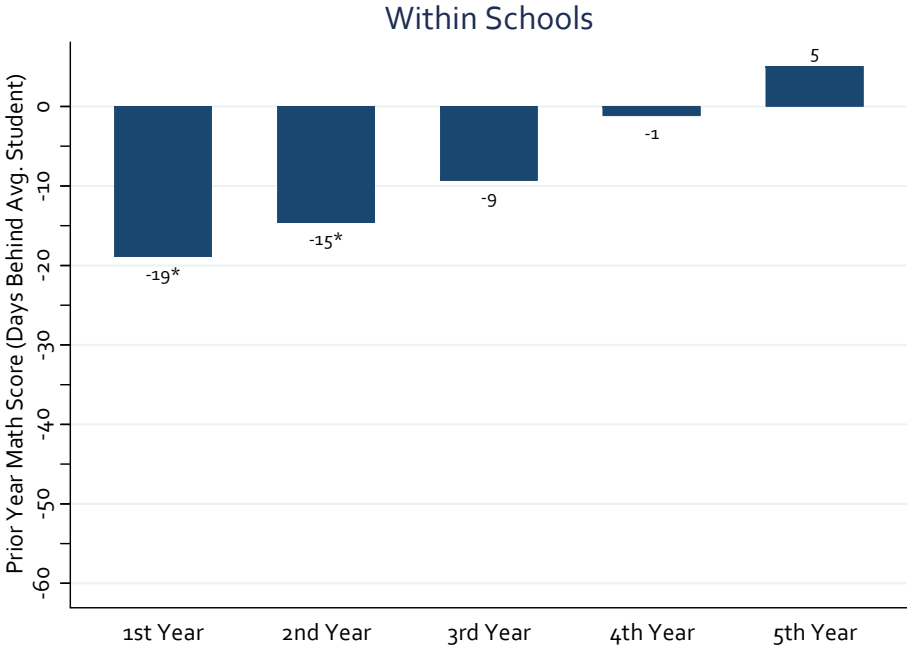
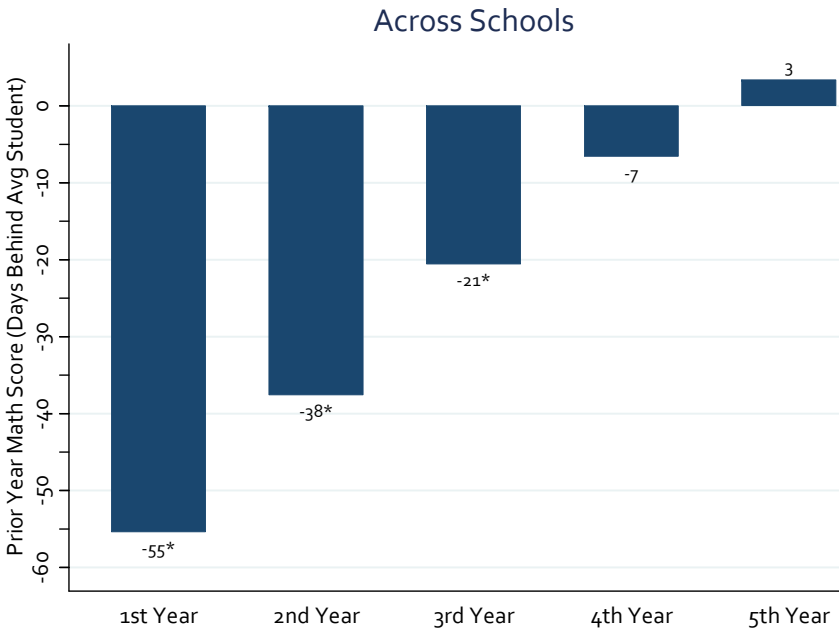


- Across Schools
- Within Schools



Placement

CMS Math Teachers, Grades 4-8

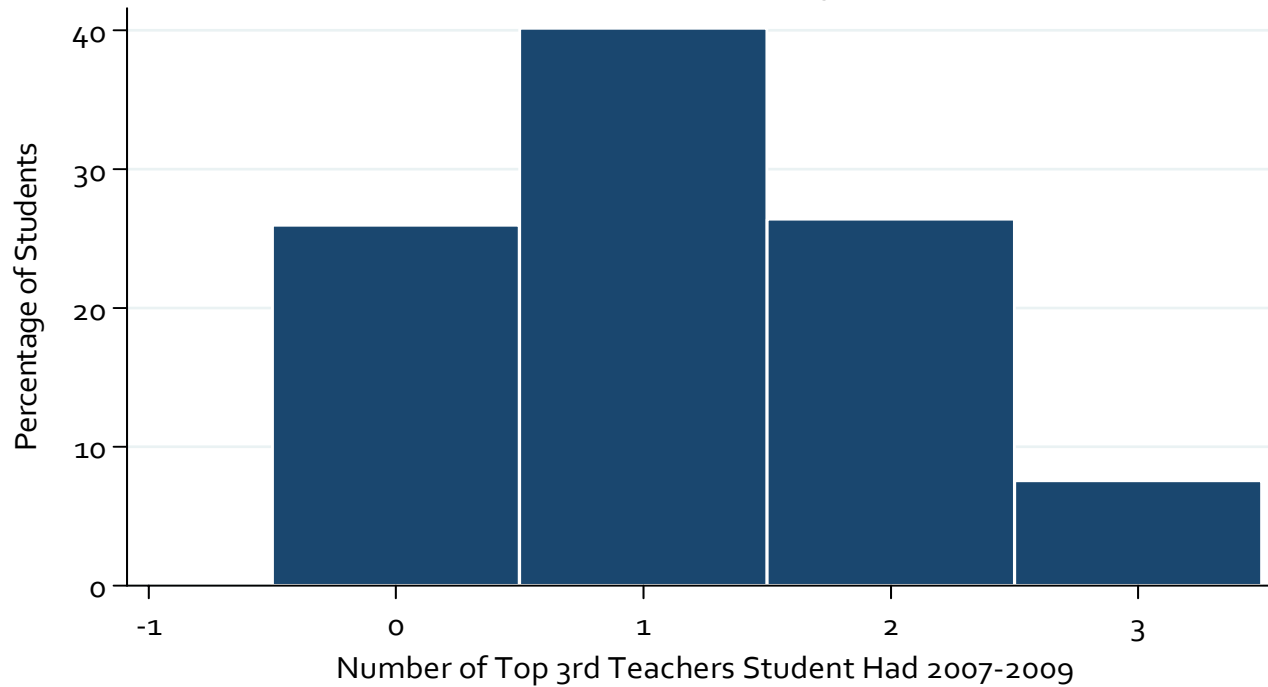


* Statistically significant.

**Lowest-Performing Students
Assigned to Novice Teachers**



Student Exposure to Top 3rd Teachers Math: 2007-2009



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Number of Students in Grades 4-8 and Attending All Three Years= 8355



Low-Performing Students & Top-Third Teachers

Strategic Staffing Initiative's Five Tenets

1. To turn around a low-performing school, a great leader is needed, a principal with a proven track record of success in increasing student achievement. Also, great teachers will not go to a troubled school without a great leader as principal.
2. A team needs to go to the school so a person is not alone in taking on this challenging assignment; there is strength and support in numbers.
3. Staff members who are disruptive, not supportive of reform and/or are not strong performers need to be removed from the school.
4. Principals must be given the time and authority to reform the school, and be freed from the district list of "non-negotiables" that constrain autonomy.
5. Strategic staffing also takes into consideration that not all job assignments are equal in difficulty and compensation should be varied to match.



Effectiveness Across Schools

Strategic Staffing
Schools
(Set 1)

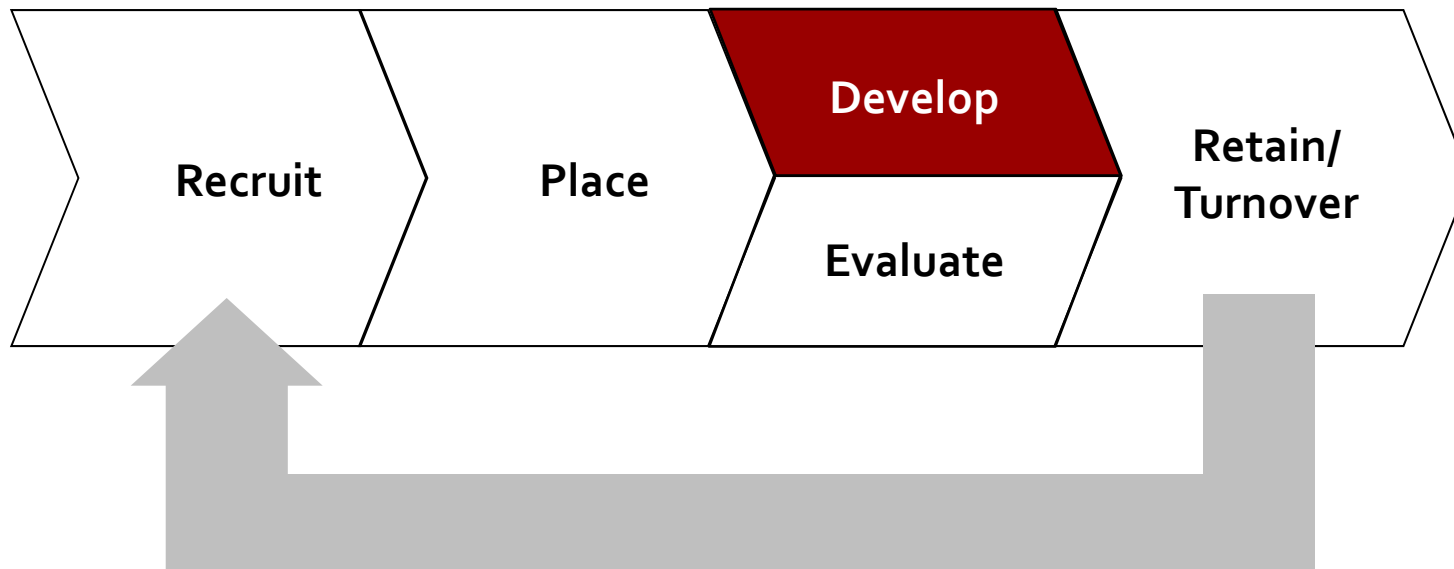
| cms | READING | | | MATH | | | SCIENCE | | |
|---------------------------|-----------|------------------------------------|---------------------------------|-----------|------------------------------------|---------------------------------|-----------|------------------------------------|---------------------------------|
| | 2007-2008 | 2008-2009 <i>without retest</i> | 2008-2009 <i>with retest</i> | 2007-2008 | 2008-2009 <i>without retest</i> | 2008-2009 <i>with retest</i> | 2007-2008 | 2008-2009 <i>without retest</i> | 2008-2009 <i>with retest</i> |
| Briarwood Elementary | 31.8 | 33.5 | 41.6 | 45.7 | 42.6 | 57.1 | 9.8 | 25.3 | 33.7 |
| Bruns Avenue Elementary | 18.8 | 28.8 | 36.4 | 43.8 | 48.7 | 56.8 | 1.1 | 15.3 | 22.2 |
| Devonshire Elementary | 33.9 | 43.1 | 54.9 | 54.2 | 69.8 | 77.3 | 24.6 | 46.1 | 51.3 |
| Ranson Middle | 32.0 | 37.0 | 48.5 | 39.0 | 56.1 | 64.0 | 21.1 | 24.9 | 32.4 |
| Reid Park Elementary | 22.8 | 24.7 | 35.0 | 30.8 | 36.7 | 46.6 | 2.2 | 14.0 | 18.3 |
| Sterling Elementary | 34.6 | 46.3 | 58.9 | 52.4 | 75.6 | 83.7 | 19.6 | 22.7 | 24.2 |
| Westerly Hills Elementary | 32.4 | 33.5 | 43.9 | 41.7 | 47.0 | 54.9 | 12.1 | 7.5 | 24.5 |

Strategic Staffing
Schools
(Set 2)

| cms | READING | | | MATH | | | SCIENCE | | |
|---------------------------|-----------|------------------------------------|---------------------------------|-----------|------------------------------------|---------------------------------|-----------|------------------------------------|---------------------------------|
| | 2007-2008 | 2008-2009 <i>without retest</i> | 2008-2009 <i>with retest</i> | 2007-2008 | 2008-2009 <i>without retest</i> | 2008-2009 <i>with retest</i> | 2007-2008 | 2008-2009 <i>without retest</i> | 2008-2009 <i>with retest</i> |
| Albemarle Road Elementary | 34.3 | 43.1 | 53.2 | 47.9 | 57.9 | 66.8 | 29.1 | 49.6 | 60.8 |
| Allenbrook Elementary | 31.1 | 28.3 | 32.3 | 53.8 | 47.6 | 55.6 | 10.5 | 9.3 | 20.4 |
| Ashley Park Elementary | 25.2 | 27.8 | 36.5 | 33.9 | 36.5 | 51.6 | 4.4 | 10.3 | 17.9 |
| Bishop Spaugh Middle | 18.1 | 21.6 | 27.9 | 24.1 | 29.3 | 37.3 | 12.4 | 16.7 | 25.4 |
| Druid Hills Elementary | 23.5 | 28.3 | 38.9 | 39.8 | 53.9 | 62.8 | 9.4 | 5.5 | 9.1 |
| Paw Creek Elementary | 47.7 | 48.3 | 60.4 | 56.5 | 63.0 | 70.1 | 32.2 | 33.5 | 41.9 |
| Thomasboro Elementary | 23.6 | 24.1 | 35.3 | 34.6 | 44.4 | 52.2 | 9.2 | 6.8 | 10.2 |



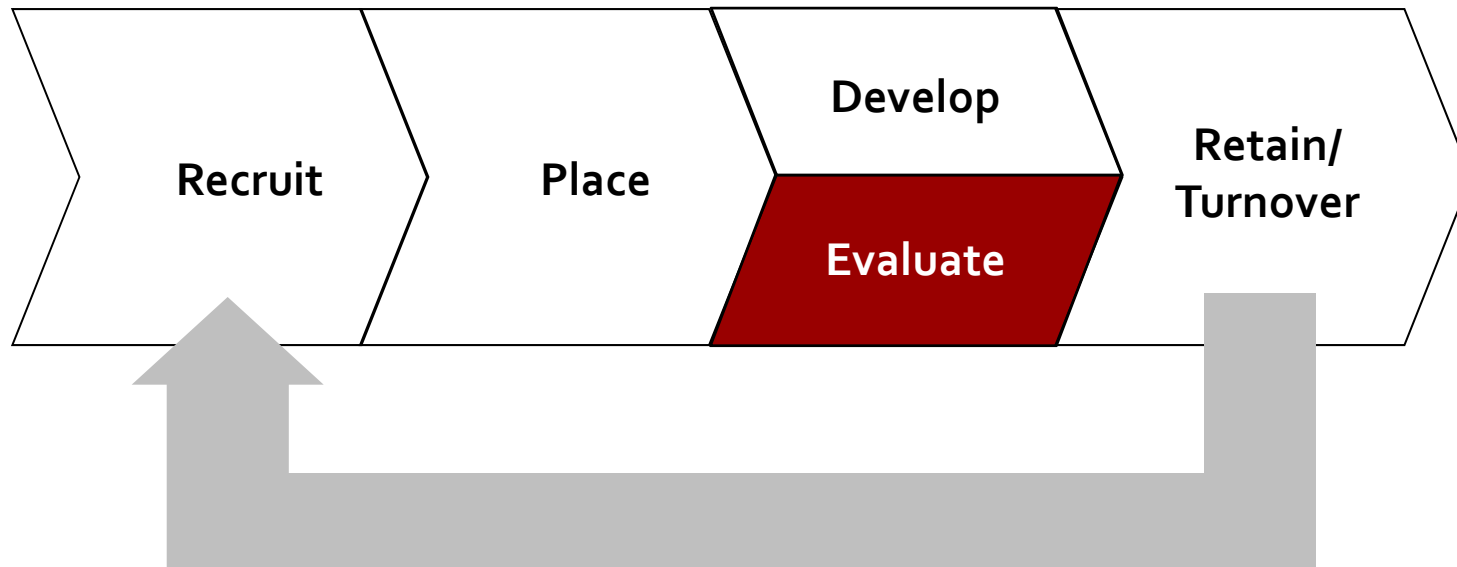
Early Results are Promising



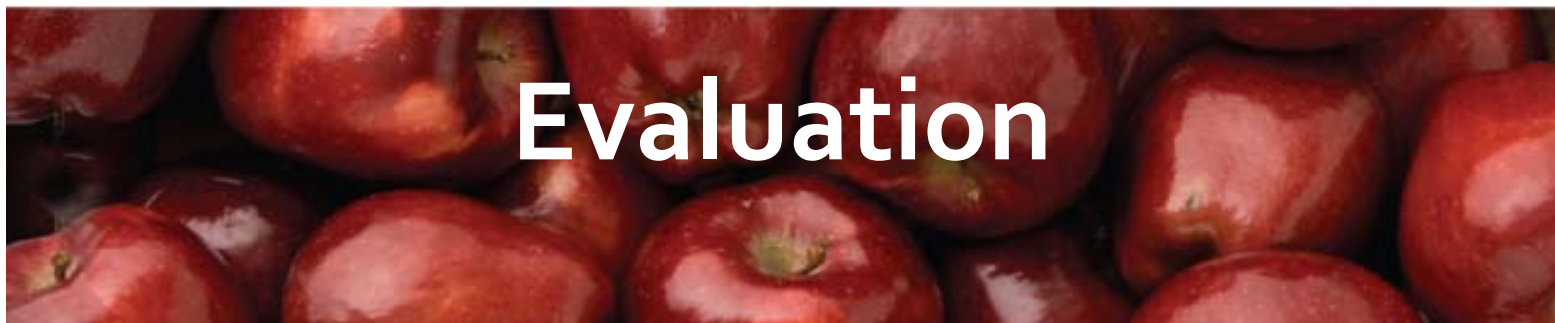
- Create professional development system that is tightly aligned with effective teaching.
- By removing incentives from salary schedule for certain types of professional development (e.g., master's degrees), we give freedom and flexibility to teachers to find the ways that best suit them to improve their teaching.

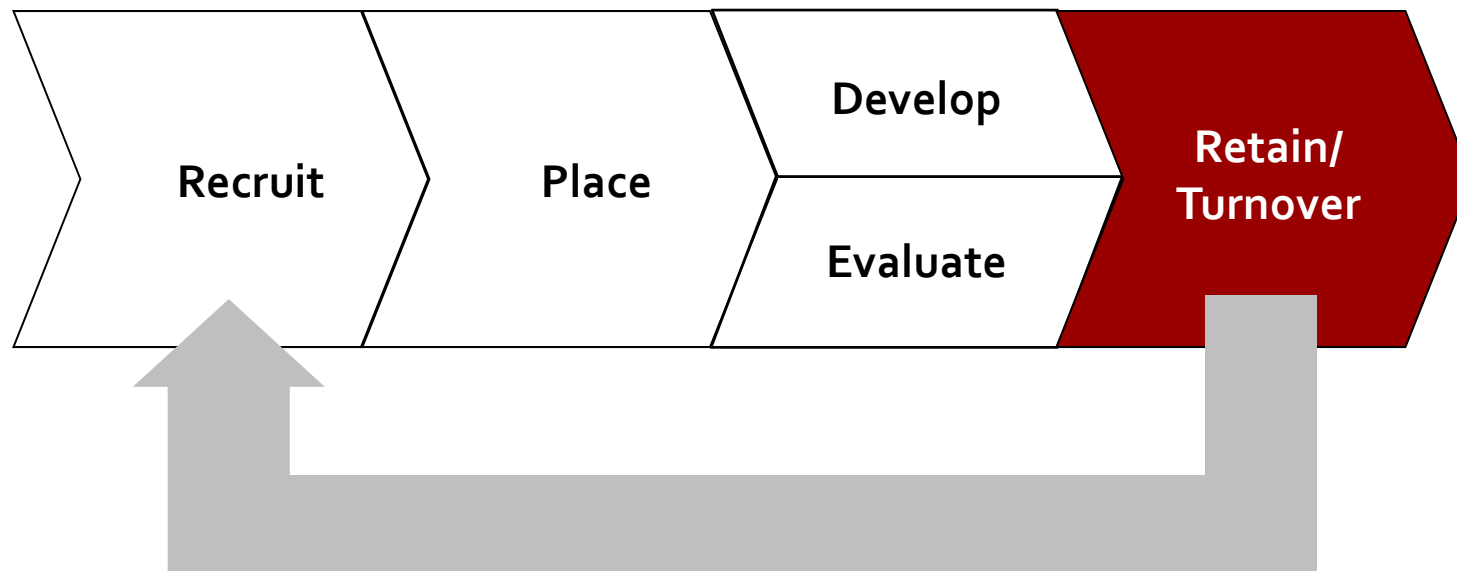


Development



1. Create 3-4 measures of effectiveness for every teacher in every grade and subject.
2. Evaluate teachers on these measures. Align to professional development.
3. Compensate based on these new measures through pay for performance.





- Pay effective teachers well.
- Make sure that those teachers who do leave are among our least effective.
- Examine closely career status decisions.



Retention

Every child deserves a highly effective teacher.



It Comes Down to This