

STATE ROADMAP TO SMHC RESOURCES FOR FEDERAL “RACE TO THE TOP” PROPOSALS

This document offers states a framework for addressing teacher and principal quality and effectiveness for Race to the Top proposals within the American Recovery and Reinvestment Act. This framework covers all the core issues being addressed by SMHC, except for items 1 and 5, which are beyond thought linked to talent and human capital issues.

Prime goal: Raise student achievement by large amounts and reduce achievement gaps.

Required state assurances: Governors will write a letter assuring the President that the state is:

- Making progress toward rigorous college and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
- Establishing pre-K to college and career data systems that track progress and foster continuous improvement.
 - In speeches, Secretary Duncan is directly suggesting that these data system should link students, and their test scores, to teachers so that teacher effectiveness, as measured by student learning gains, can be identified over time.
- Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
 - In speeches, Secretary Duncan is directly suggesting the education system must improve teacher effectiveness and produce a fair distribution of effective teachers, where effective is some measure of impact on student learning gains.
 - Secretary Duncan also is directly suggesting that typical teacher evaluation scores, which often give a “satisfactory” to nearly all teachers, must change to one that gives multiple levels of performance with the levels validated, i.e., correlated with impacts on student learning gains.
- Providing intensive support and effective interventions for the lowest-performing schools.
 - Districts and schools need powerful education improvement strategies that work in the lowest-performing schools, including a variety of effective school models and providers. The Broad Prize winners provide excellent examples.

The Policies and Practices targeted by SMHC are highly aligned with these assurances.

The mission of SMHC is to boost student achievement by getting more powerful instructional practices into all classrooms by reforming and restructuring the state and district talent and human resource systems responsible for recruiting, developing, retaining and rewarding teacher and administrator talent.

The “What is SMHC” [Odden and Kelly paper](#) provides a comprehensive overview defining SMHC. The [Lawler paper](#) discusses strategic talent management in the private sector.

Possible Framework of Issues for a Collaborative Race to the Top Proposal

1. Strategies for Developing a Linked Data System:

Each state commits to developing a student-teacher-school-linked data system that tracks students over time, including their test scores. It should also include an individual teacher identifier, an element that links students to teachers who taught them the course for which there is a test score, the teacher's evaluation score (should be a score from a standards-based evaluation system that assesses teaching practice to multiple levels), and a linkage to both school and district data.

Examples: *Florida, North Carolina and Ohio student-linked-to-teacher data systems.*

Such data systems can be used for multiple purposes including tracking the effectiveness of various pathways to teacher licensure, tracking the effectiveness of various principal training programs, analyzing the information to ensure an equitable distribution of teacher and principal talent, validating a performance-based teacher evaluation system, and evaluating a variety of educational innovations, among other purposes.

SMHC often partners with the [Value Added Research Center](#) (VARC) at the University of Wisconsin, which is working with multiple districts and states to create such data systems, designed to conduct multiple value added analyses. The [Data Quality Campaign](#) provides guidance on effective longitudinal data systems.

2. Strategies Focused on Recruiting/Acquiring Top Teacher and Principal Talent:

States can partner with such national organizations as [Teach For America](#) (TFA), [The New Teacher Project](#) (TNTP), [New Leaders for New Schools](#) (NLNS), National Institute for School Leadership (NISL) or others. The [SMHC cross-case analysis](#) found that these and other new organizations are an important part of the talent recruitment strategies many urban districts are using to fix historic shortages of effective and high quality teacher and principal talent.

Further, SMHC case studies provide more detail on how several districts have “fixed” their teacher and principal talent problems through multiple, comprehensive recruitment initiatives: [Boston](#), [Chicago](#), [Fairfax County](#), [Long Beach](#), and [New York City](#).

SMHC presentations elaborate on teacher and principal recruiting strategies that work to solve teacher and principal talent problems in urban districts including:

- [Allan Odden's presentation](#) at the 2008 SMHC National Conference, and
- [Tim Daly's presentation](#) at the 2009 SMHC District Reform Network Conference.

Recognizing that there are now two strategic pipelines for teacher talent – the traditional undergraduate program and programs after individuals earn a bachelors degree – states could modify licensing requirements to:

- Enable individuals, who already have earned their bachelors degree, to enter teaching through some new route to the initial license such as TFA, TNTP, or a university based master of arts in teaching degree or residency program, among others.

And to further assist districts in efforts to attract the most effect administrators, states should modify licensing requirements to:

- Allow non-traditional principal candidates to be licensed, if trained by such national organizations as NLNS, NISL or others.
- Allow talented non-educators to become superintendent and central office staff, particularly human resources positions, particularly graduates of such initiatives as the Broad Superintendents Program and the Broad Residency Program. Graduates of these programs are leaders in many urban districts who are making improvements in teacher and principal talent and student performance.

3. Strategies for Developing Effective Teachers:

Create a state view of effective instructional practice with a set of specific teaching standards and behavioral rubrics. It is understood that all districts and schools, including charter schools, that produce large gains in student performance create a particular view of effective instructional practice. There are patterns of multiple *common* teaching practices in these views that should be reinforced by a state core practice system.

Examples: [Indiana](#), [New Mexico](#) and [Ohio](#) teaching standards and performance rubrics.

SMHC’s paper, “Review of Teaching Performance Assessments for use in Human Capital Management,” mentions seven approaches to measuring teaching practice, based on different views of effective instructional practice and provides an overview of several systems of teaching standards and performance rubrics. This paper will be available soon.

Conduct an HR Alignment Assessment to determine the degree to which current state programs, policies and requirements all reinforce the state’s view of instruction, from accrediting teacher training institutions and organizations, to licensure requirements, to residency/induction/mentoring, to ongoing professional development, to compensation and career progression. This would be new for nearly all states, although the current proposal in Ohio--linking its vision of effective teaching to a multi-tiered licensure system used for earning the professional license, tenure and professional development--is an example of such alignment.

SMHC Human Resource Alignment resources include a background paper describing the process in some detail (Heneman and Milanowski’s, [Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement](#)); a shorter document summarizing the HR Alignment Process and presenting a step-by-step process to conduct an HR alignment analysis ([Analyzing Human Resource Practices Alignment](#)); and a conference presentation/exercise on the topic (The [Human Resource Alignment Assessment Exercise](#)).

Create a multi-tiered state-licensure system, with a performance-based assessment to move from tier to tier. One example might include:

- Tier 1: used to confer the initial license for novice teachers
- Tier 2: used to confer the professional license (and perhaps after a residency/induction period)
- Tier 3: used to confer tenure (and thus specifying a level of teaching practice sufficient to earn tenure)
- Tier 4: perhaps an advanced status as well.

Examples: *Ohio's proposal for a multi-tiered licensure system. Indiana's beginning teacher licensure system could be enhanced to cover all levels of teaching practice.*

Create a residency program for all new teachers who have just the initial license. This would subsume both current state policies for induction and new teacher mentoring.

- Ensure that the residency was undertaken in an effective school, and provided for intense assistance for new teachers to create an array of effective classroom management and instructional skills.
- Require teachers to earn a professional license to exit the residency program, after two years if they met the performance standards for that licensure tier.
- Require teachers to either meet the standards by year four or exit the profession.

Create a system for providing ongoing professional development for teachers and ensure that the resources are sufficient for operating such a system that is curriculum and content based, ongoing, job-embedded and focused on developing instructional practice linked to student learning gains. Resources would include:

- a. Elective teachers to provide all teachers with time (usually one period each day) during the regular school day for job-embedded collaborative work on instructional practice;
- b. A specified number of pupil free days for training (a common standard is 10 days);
- c. School-based instructional coaches who are key to changes in instructional practice, linked to improved student performance, through their role in professional development;
- d. District allocation of \$25 per pupil for formative assessments which would be a key focus for collaborative work; and
- e. Funds for the training aspect of professional development, about \$100 per pupil.

Examples: *Ohio's Evidence-Based finance model moves towards this; these resources are provided in the Arkansas and Wyoming funding models. Minnesota requires districts to use 2 percent of their operating budget for professional development.*

The book, [*Doubling Student Performance ... and finding the resources to do it*](#), by SMHC's co-director Allan Odden and colleague Sarah Archibald, summarizes the characteristics of effective professional development and has a chapter on how such resources can be included in a state's funding model.

Specify a period after professional license for earning tenure and the evidence needed to earn tenure, e.g., performing to Tier 3 of the licensure system. Assuming a minimum residency period of two years, this could represent another three to five years. This would allow for fast learners to go through a formal assessment of their teaching practice in year three of the tenure period and earn tenure if the performance assessment results showed that their teaching practice met the standards for Tier 3, for example.

Examples: *Ohio is proposing to do this. New Mexico has such a system*

Districts need to develop new standards- and performance-based systems for measuring teaching performance that would be fully aligned with a state multi-tiered licensure system, if it exists.

SMHC has multiple resources and studies on this topic, including cases of district that have developed and implemented such system (Anoka-Hennepin, Minnesota; [Newport News, Virginia](#); [Washoe County, Nevada](#); and [Cincinnati, Ohio](#)), studies of the validity and reliability of such systems (see [The Relationship Between Teacher Evaluation Scores and Student Achievement: Evidence from Coventry, RI](#); [Teacher Quality and Educational Equity: Do Teachers with Higher Standards-Based Evaluation Ratings Close Student Achievement Gaps?](#); [The Criterion-Related Validity of the Performance Assessment System in Cincinnati](#); [Preliminary Analysis of Criterion-Related Validity of the Teacher Performance Evaluation System in Washoe County](#); [The Relationship Between Measures of Teacher Quality and Student Achievement: The Case of Vaughn Elementary](#); Chapter 7, Teacher Accountability Measures and Links to Learning in *Measuring School Performance and Efficiency*); a 2006 policy brief on the status of such systems ([Standards-Based Teacher Evaluation as a Foundation for Knowledge- and Skill-Based Pay](#)); and a recent paper by Tony Milanowski describing the seven systems that currently exist and their various aspects including research on them, “Review of Teaching Performance Assessments for use in Human Capital Management.”

4. Strategies for Retaining and Compensating Talent

Ensure that all schools have effective principals. Good school leadership is a key to retaining effective teachers, particularly in high-need schools. SMHC underscores the importance of supporting principal training programs that produce individuals who are effective in traditionally low-performing schools, most often in urban and rural areas. (See forthcoming book chapter on principals as human capital managers by Milanowski and Kimball).

A recent SMHC study ([Recruiting New Teachers to Urban School Districts: What Incentives Will Work](#)) documents the importance of good principals in recruiting and retaining teachers.

The residency and professional development programs referenced in Strategy 3 of this roadmap help retain new teachers by making them more effective instructors.

Create state incentives for altering the salary schedule to provide for [pay increases based on skills and knowledge](#) (e.g., different tiers of the licensure system), incentives for teachers in subject shortages (e.g., mathematics, science, special education), incentives for teachers and principals to work in high-need schools, and both individual and school-based bonus programs based on improvement in student performance.

Additional SMHC compensation resources include [New Teacher Pay Structures: The Compensation Side of the Strategic Management of Human Capital](#), by Allan Odden; [Do Teacher Pay Levels Matter?](#), by Tony Milanowski; [How to Design New Teacher Salary Structures](#), by Herbert Heneman and Steve Kimball; [How to Pay Teachers for Student Performance Outcomes](#), by Tony Milanowski; [How to Fund Teacher Compensation Changes](#), by Allan Odden; and the [Minnesota Q Comp case-study](#).

Example: *Minnesota Q Comp Program. The State TIF programs in New Mexico, Ohio and South Carolina.*

5. Strategies for Turning Around Low-Performing Schools.

All of the initiatives in this roadmap provide the talent and other resources for schools and districts to implement proven-effective strategies for improving student performance and reducing the achievement gap, particularly in traditionally low-performing schools. As the Odden and Archibald book on [Doubling Student Performance](#) argues, as do the articles on the

finalists for the Broad Prize in Urban Education in the recent issue of [*Phi Delta Kappan*](#) and the findings on turn-around schools by the Massachusetts Insights group, there are several key ingredients for accomplishing this goal:

1. Ensure all schools have sufficient numbers of effective teachers and a strong/effective principal (Strategy 2);
2. Set high expectations for student learning (which should be a by product of having rigorous standards and assessments);
3. Adopt over time a district view of effective instructional practice, which would encompass the core elements of effective instruction in the state licensure system (Strategy 3);
4. Engage teachers in collaborative work teams to review student data (both formative and benchmark achievement data) to improve instructional practice and hone curriculum units, with expert assistance provided by instructional coaches (Strategy 3);
5. Provide ongoing professional development (Strategy 3);
6. Provide multiple extra-help strategies for struggling students; and
7. Have both principals and teachers provide school-based instructional leadership.

Each state needs an initiative to incent all districts, schools, teachers and principals to engage in these successful improvement strategies, perhaps by creating networks of districts/schools engaged in and working together to implement these practices.

Strategy 1 above provides the data and structure to evaluate the results of all strategies and initiatives, the data to determine whether any initiative is effective (i.e., producing learning gains), and the data to fairly distribute effective teachers and principals.

For comprehensive proposals, states also need rigorous curriculum standards for students and aligned assessments. Many states are opting into the “shared” reading and mathematics standards being developed by a process led by the Council of Chief State School Officers.