



Rethinking the Role of Educators: Building Support Systems

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on the State of Latino Education**

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ELL Education Realities

- Nationwide, there are close to 6 million ELLs (about 10 percent of the student population)
- Less than 3 percent of ALL teachers of ELLs (i.e., any teacher with at least 1 ELL in his/her classroom) have received formal preparation, resources, and certification to work with them
- Only 12.5 percent of ALL teachers nationwide have had a maximum of one day of professional development related to ELLs in the past three years
- Higher education institutions in every region of the U.S. report a shortage of both bilingual and ESL teacher candidates, with the most severe shortage in states that have not traditionally had large immigrant populations



ELL Education Realities (continued)

- In a survey of large city school districts and colleges of education, 72.5% of large urban school districts reported an immediate shortage of bilingual teachers and 67.5% cited an immediate shortage of ESL teachers
- Hence, the responsibility for educating ELLs will fall largely on mainstream teachers without specialized certification or preparation and we need to do everything possible to give our teachers the PD, resources, and support needed to help this large and growing population of students



Quotes: AFT Presidents

“It is as much the duty of the union to preserve public education as it is to negotiate a good contract.”

Albert Shanker

“I propose that we do not defend or seek to perpetuate failing schools to which we would not send our own children.”

*Sandy Feldman, President, AFT
July 1997*

“I am asking all of us – parents, teachers, school administrators, business, labor, religious and community leaders, and elected officials to be responsible for our children ... as a pledge of shared responsibility.”

*Randi Weingarten,
President, AFT
November 2008*



Overview: Race to the Top, SIG and AFT's Focus

- Part of \$787 billion stimulus package
- \$4 billion in competitive grants to a handful of states
- Separate and on top of ESEA



Elements of state plans

- Every state outlined a plan to address the following areas in its RTTT application:
 1. Standards and assessment: supporting the transition to common standards and high quality assessments
 2. Data systems to support instruction:
 - Using data to improve instruction
 - Use of local instructional improvement systems
 - Professional development on use of data
 - Availability and accessibility of data to researchers
 3. Turning around the lowest achieving schools



States earn points if they have a plan to support their persistently low achieving schools by implementing one of four intervention models:

1. Turnaround (includes “rehire no more than 50% of staff”)
2. Closure
3. Restart (charter or private management)
4. Transformation



Great teachers and leaders

- Improving teachers and principal effectiveness based on performance
 - Measure student growth
 - Design and implement evaluation systems
 - Conduct annual evaluations
 - Use evaluations to inform:
 - professional development
 - Compensation, promotion, and retention
 - Tenure and/or full certification
 - Removal



Great teachers and Leaders (continued)

- Ensuring equitable distribution of effective teachers and leaders
 - High poverty and/or high minority schools
 - Hard to staff subjects and/or specialty areas
- Providing effective support to teachers and principals
 - Quality professional development
 - Measure effectiveness of professional development



Distribution of funds

- Delaware: \$100,000,000
- New York, Florida: \$700,000,000
- Ohio, Georgia, North Carolina: \$400,000,000
- Massachusetts, Maryland: \$250,000,000
- Rhode Island, District of Columbia, Hawaii \$75,000,000
- Tennessee: \$500,000,000



Questions for your state

- How will the state's share (50%) of RTTT funds be used?
- Will the state provide a template for the final scope of work? Will the local union leaders be asked to sign this scope of work?
- What is the process for adding participating districts?
- When will districts know how much they will receive each year?



School Improvement Grants

See Fact Sheet

- **Every** state gets SIG money and must identify schools - \$3.5 billion.
- States are rolling out their lists now.
- Districts choose the model.
- If a district has nine or more identified schools, it cannot implement the transformation model in more than 50 percent of its schools.



Issues in the Media

- Bad teachers narrative
- Ineffective public schools
- Choice/charter schools
- Pay for performance based on test scores
- Play on emotions – short on facts

Newspapers, “Law & Order,” TV, “Waiting for Superman,” Movies/Documentaries



What is AFT's Vision? Reinvest, Don't Disinvest"

Collaboration – administrators, teachers, parents and community work together toward common goals, with methods they all accept – buy-in

Capacity – recruit and retain great teachers

Community – Parents, business, labor, religious, civic and neighborhood groups and their leaders – fully commit to our public schools with their deeds and their dollars as well as their words

Curriculum – aligned core standards, assessments and instruction

*Randi Weingarten, 2009-10
President, AFT*



AFT Focus Areas:

- ESEA reauthorization (Title III Fact Sheet)
- Universal early childhood education
- Prepare for high skill, high demand “green jobs”
- Boost high achieving/low income students
- Create community schools to serve the neediest children and families with social services – health, job training, housing, etc.
- Improve low-performing schools
- Quality school facilities and learning environments
- Teacher induction/mentoring for staff retention
- Well rounded education instead of test prep
- Response to Intervention
- Professional Support - Development



AFT Resources to Provide Support and Assistance

- Center for School Improvement Leadership Institute (teamwork)
- ER&D Program (peer-to-peer PD)
- Data courses
- State Ed Issues Coordinators
- Peer Assistance and Review (PAR)



Support Strategies

- School improvement teams
- Differentiated leadership
- Common planning time
- Safety and discipline plans
- Community schools
- Extended school year, day, week
- Joint meetings



AFT Resources to Provide Support and Assistance

- Technical assistance
 - * Labor management collaboration
 - * Teacher development and evaluation systems
 - * English Language Learners (ELL)
 - * Special needs populations
 - * School Improvement Grants (SIG)



AFT's Framework:

Teacher evaluation systems must:

1. Have as their primary goals strengthening the individual and collective practices of teachers and schools to improve student learning;
2. Be developed and implemented collaboratively with teachers, not imposed on them;
3. Focus on providing continuous professional development and growth for teachers by addressing the skills, knowledge and needs of teachers depending on where they are on a career continuum (e.g., novice, mid-career, veteran);
4. Promote teacher leadership;
5. Be both formative and summative - ongoing;



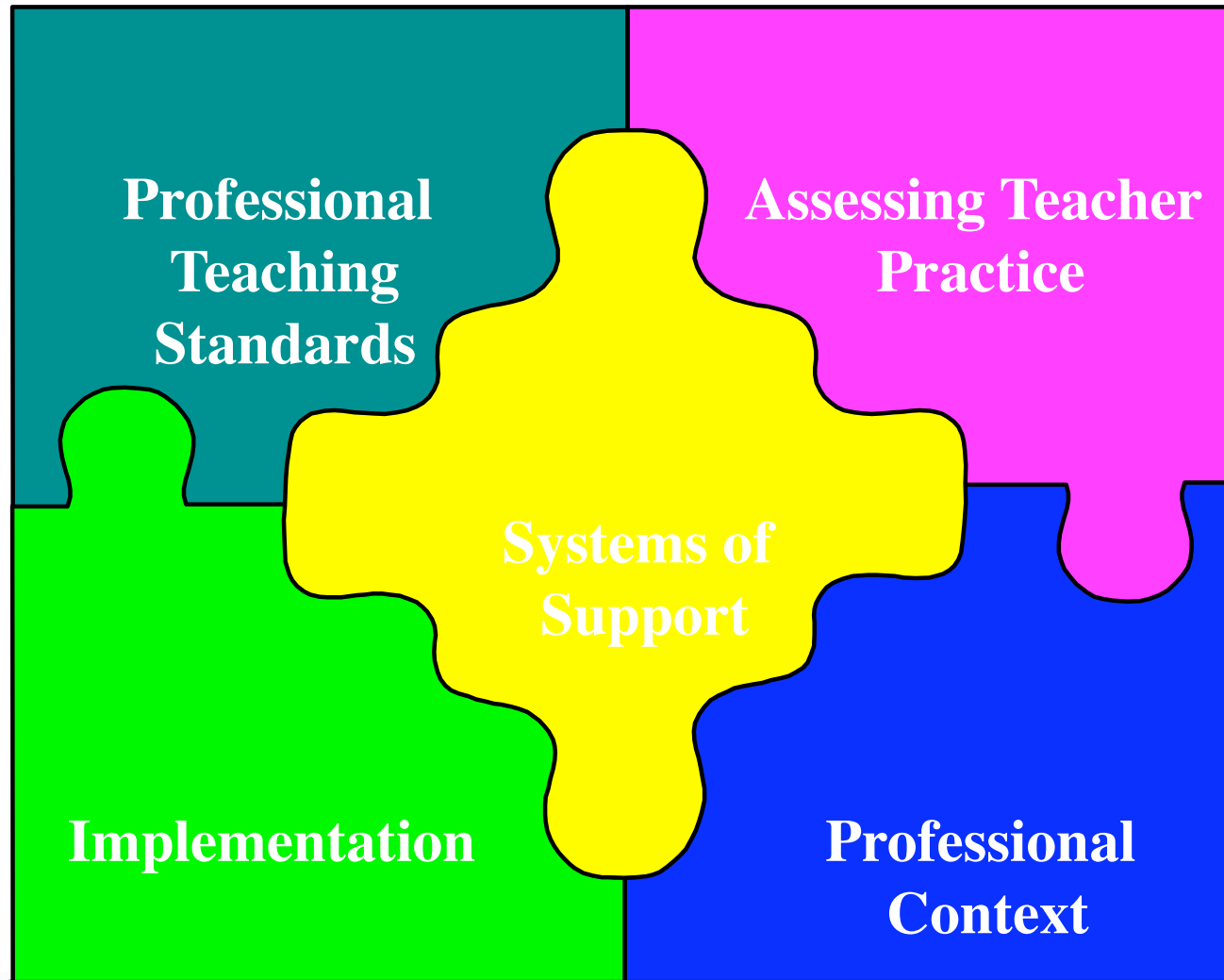
AFT's Framework:

Teacher evaluation systems must:

6. Be based on a set of standards of practice that takes into account the complexities of teaching;
7. Include evidence of teaching and student learning from multiple sources;
10. Address how to build the capacity of districts and schools to implement high-quality evaluation systems;
11. Consider the context in which teaching and learning take place; and
12. Be subject to continuous updating of instruments and processes as research on practice leading to valued student outcomes becomes available.



A Standards-Based Framework for Comprehensive Teacher Evaluation



Components of a comprehensive teacher evaluation system

Standards for Assessing Teaching Practice are based on evidence of both good teaching practice and student learning.

When assessing teacher practice, it is necessary to:

- Use valid and reliable measures;
- Include performance standards that are appropriate for the developmental level of the teacher—novice, mid-career and veteran; and
- Incorporate a variety of evaluation techniques to capture the breadth of good teaching and professional practice, including classroom observations, review of lesson plans, self-assessments, teaching artifacts and portfolio assessments.



A few examples of “multiple measures” of student learning

- Student written work, performances, group work or presentations scored using standard rubrics
- Scores on district-wide designed assessments
- Teacher developed assessments
- Portfolios
- Student learning objectives (SLOs)
- Grades
- IEP goals and objectives
- Student “capstone” projects (e.g., graduation, end-of-course, research or thesis paper, portfolios of art work, service learning projects)



Components of a comprehensive teacher evaluation system

Standards for Professional Contexts describe a school's teaching and learning conditions. These conditions include both physical and structural elements of schools as well as elements that influence a school's culture and climate and should include:

- Time
- Facilities and resources
- Teacher empowerment
- School leadership
- Professional growth
- School climate and safety

