

Multiple Measures Leading to School Achievement

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Multiple Measures that Lead to School Achievement

- Value of a great teacher
- Hiring talented teachers
- Building a culture of school engagement
- Developing the strengths of teachers, staff, and students
- Student hope, engagement, and wellbeing

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How much is a good teacher worth?

- A good – but not great – teacher increases each student's lifetime earnings by \$10,600
- Given a class size of 20 students, this teacher will raise aggregate earnings by \$212,000
- And that's for a teacher at the 69th percentile (half a standard deviation above average)...what would a GREAT one look like?

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Hiring Great Teachers

The importance of teacher talent

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Importance of Great Teachers

“...after parents, the biggest impact on a child’s success comes from the man or woman at the front of the classroom.”

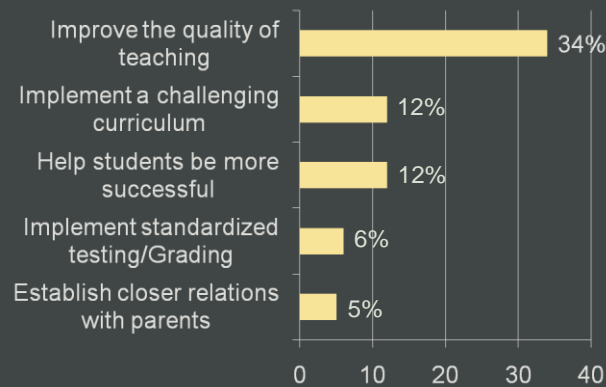
President Barack Obama
January 2011 State of the Union address

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Earning an “A” Grade

In your opinion, what are the main things a school has to do before it can earn an “A”? (Open-ended question)



June 4-28, 2010
Phi Delta Kappa/Gallup poll

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Teacher Quality: Great Teachers Add Value

How long?	4 years, regardless of the effectiveness of subsequent teachers
How much?	3 top quintile vs. 3 bottom quintile teachers in succession — <u>50 percentile points</u> (advanced or remedial)
More important than?	class size; racial composition; rural, suburban, urban
Who benefits?	lower-achieving students first; top quintile teachers help all levels of students

Source: Sanders, William L. and Horn, Sandra P. (1998). Research Findings for the Tennessee Value-Added Assessment System (TVAAS) Database: Implications for Educational Evaluation and Research. *Journal of Personnel Evaluation in Education*. 3, 12, 247-256.

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Investment in Teachers

- \$45,723 average salary in Florida
- And that's just salary...not all benefits, retirement, etc.
- Total career earnings for a teacher entering the profession today would be well over \$2,000,000
- Every hire matters!!! (Even the last-minute ones)
- Hire talented teachers for the district, not just for the school

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Americans Say Ability to Teach Is a Natural Talent

In your opinion, is the ability to teach or instruct students more the result of natural talent or more the result of college training about how to teach?

National adults	
Natural talent	70%
College training	28%
Don't know/Refused	3%

June 4-13, 2011
PDK/Gallup poll

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TeacherInsight 2011

Interview Development

- 1. Qualitative research:**
 - Focus groups
 - Develop pilot assessment
- 2. Quantitative research:**
 - Administer web pilot
 - Develop final assessment
 - Evaluate for disparate impact
- 3. Ongoing research and EEO compliance**

TeacherInsight™

- 2001
- 2003
- 2005
- **2011**

Ongoing Research

- Annual fairness analysis
- 2003 Update, April 2003
- Certified vs. Non-certified Study, July 2003
- Predictive Study 2003-2004, October 2004
- TI 2005 Update December 2004
- National Achievement Study, June 2005
- Alternative Certification Predictive Study, 2006
- St. Johns Achievement Study, 2006 and 2007
- **TeacherInsight 2011**

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TeacherInsight™ 2011 Key Characteristics

- Assessment based on a study of teachers with a history of higher than expected student achievement growth
- Large database of candidates confirms no disparate impact
- Three types of questions: multiple choice, Likert, and dual choice items
- Total score is predictive**; additional information in Talent Dimension Report is **descriptive**

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TeacherInsight™ Components

Total Score – **Predictive of performance**

Talent Dimension Report – **Descriptive of candidate**

1. Compares the candidate to the research group in a bar chart for Achievement Drive, Relationships, and Structure and Planning
2. Elementary or Secondary Teacher Indicator – An indicator of best fit. Potential or High Potential
3. Engagement Creation Index™ -- Create or elevate the level of engagement among team or coworkers. Potential or High Potential

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Building Engaged Schools

Getting the most out of America's classrooms

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Engagement Looks Like ...



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Employee Engagement




Engaged Employee




Not Engaged Employee





Actively Disengaged Employee

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72% of U.S. Workers Are Not Reaching Their Full Potential



Engagement Level	Percentage
Engaged	28%
Not Engaged	53%
Actively Disengaged	19%

Engaged

*These employees are loyal and **psychologically committed** to the organization. They are more productive and more likely to stay with their company for at least a year.*

Not Engaged

*These employees may be productive, but they are **not psychologically connected** to their company. They are more likely to miss workdays and more likely to leave.*

Actively Disengaged

*These employees are physically present but **psychologically absent**. They are unhappy with their work situation and insist on sharing this unhappiness with their colleagues.*

Source: Gallup Poll of Working Population, 2011

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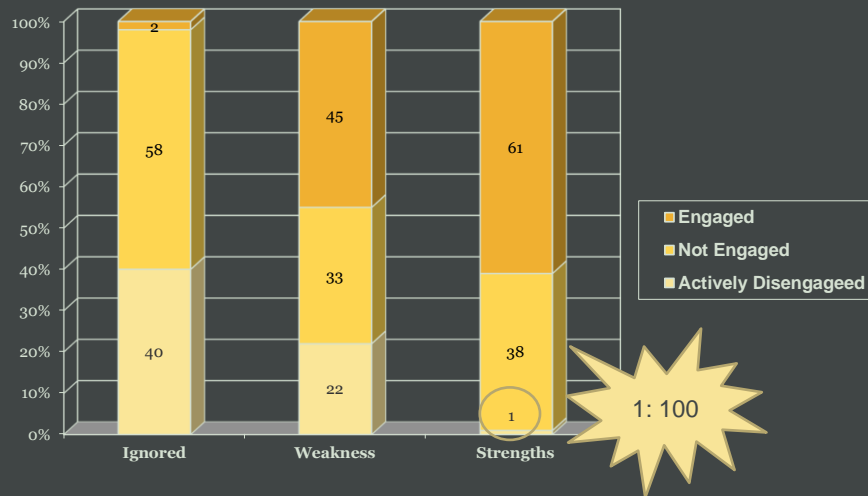
The 12 Elements of Engaged Workplaces

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission/purpose of my company makes me feel my job is important.
9. My associates (fellow employees) are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

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The Manager's Focus



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Teach with your Strengths

How great teachers inspire their students (and how great school leaders develop their teachers)

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Strengths Development

“Most Americans do not know what their strengths are. When you ask them they look at you with a blank stare or they respond in terms of subject knowledge, which is the wrong answer.”

Peter Drucker

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Skills, Knowledge, Talent...and Strengths

- Skills are the steps of an activity, and are one of the three “raw materials” used in strengths building.
- Knowledge consists of facts (factual knowledge) and lessons learned (experiential knowledge), and is one of the three “raw materials” used in strengths building.
- Talent: A naturally recurring pattern of thought, feeling, or behavior that can be productively applied.

A talent is a potential strength. A strength is the ability to consistently provide near- perfect performance in an activity.

Strengths Development: The Basics

- Strengths is the product of talent, knowledge, and skills
- Strengths development is a process, not an event
- Clifton StrengthsFinder provides reports on top 5 of 34 themes of talent
- More than 1 million teachers and students in more than 600 schools have participated in strengths development activities

Strengths Development: Challenges and Implications

- We are a remedial society
- Professional development must be about the individual
- Focusing on strengths makes a difference in the engagement of adults
- Focusing on strengths makes a difference in the engagement of students

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Gallup Student Poll

Measuring the hope, engagement, and wellbeing of the nation's 5th to 12th grade students

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Gallup Student Poll Overview

Hope | ideas and energy we have for the future

Engagement | involvement in and enthusiasm for school

Well-being | how we think about and experience our lives

Why these items?

- reliably measured
- meaningful relationship with educational outcomes
- malleable and can be enhanced through deliberate action
- not measured directly by another large-scale survey or testing program

Gallup Student Poll

- Administered in October each year
- Surveys grades 5-12
- Web survey requiring less than 10 minutes to complete
- Score cards for the district and each school
- No cost to the school or district for conducting the survey and receiving results – Gallup assumes costs
- More information available at gallupstudentpoll.com

Hope

- Ideas and energy for the future
- Relationship to positive student outcomes:
 - Hope drives attendance, credits earned, and GPA of high school students
 - Predicts GPA and retention in college
 - Hope scores are more robust predictors of college success than high school GPA, SAT, and SAT scores
- 53% of America's students are hopeful
 - Generally confident in the future but lack necessary strategies to reach big goals of graduation and employment
- **Students need our help generating simple strategies (pathways), and the support of a caring adult**

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Engagement

- Involvement with and enthusiasm for school
- Engagement distinguishes between high-performing and low-performing schools
- Relationships to reading, math, and science achievement
- 63% of America's students are engaged
- These students arrive prepared and eager to learn, and likely promote excitement about learning in those around them
- Unfortunate trend: decline from 5th to 10th grade
- **We can help by identifying and developing student strengths, and ensuring that more teachers are engaged**

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Wellbeing

- How we think about and experience our lives
- Involves experiences in the present and the confidence for the future
- High school freshmen with high wellbeing earn more credits with a higher GPA than peers with low wellbeing
- 70% of America's students are Thriving
- Positive emotions matter! We can help by providing more opportunities for our students to learn, laugh, and socialize.

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