

INNOVATIVE STRATEGIES TO ATTAIN EQUITY THROUGHOUT THE K-12 ECOSYSTEM

I3/EIR Project Director's Meeting

June 11, 2018

11:00 a.m. – 12:00 p.m.

INTRODUCTION

- **EIR and i3 Grantees**
- **Teacher and Principal Effectiveness
Community**
- **Theories of Action involve different areas of
K-12 eco-system**

OBJECTIVES

- Understand how continuous improvement and using student data to improve student achievement can be applied to improving equitable outcomes
- Know what a systems approach to improvement entails
- Understand the role of high quality leaders in supporting high quality teachers
- Know strategies to promoting access to high quality teachers

PRESENTERS

- **Andrew Wayne, AIR**
- **Caitlin Wilson, NBPTS**
- **Corinne Vinal, NYC Leadership Academy**

ANDREW WAYNE,

AMERICAN INSTITUTES FOR RESEARCH

SCALING AND SUSTAINING EFFECTIVE TEACHER
PROFESSIONAL DEVELOPMENT FOR SECONDARY
SCHOOLS USING MYTEACHING PARTNER-SECONDARY

ANDREW WAYNE

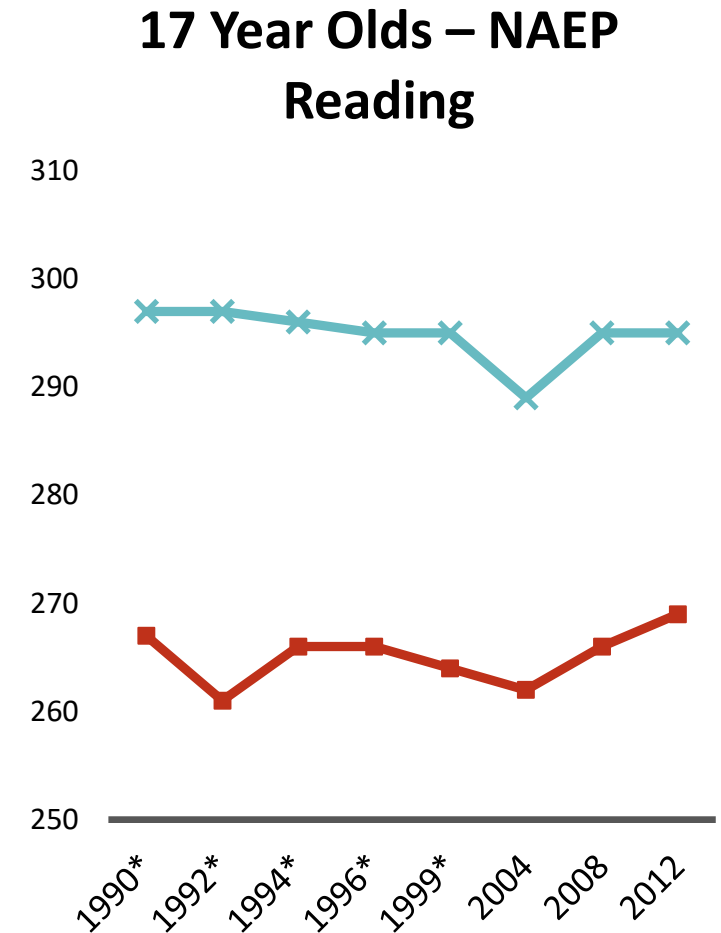
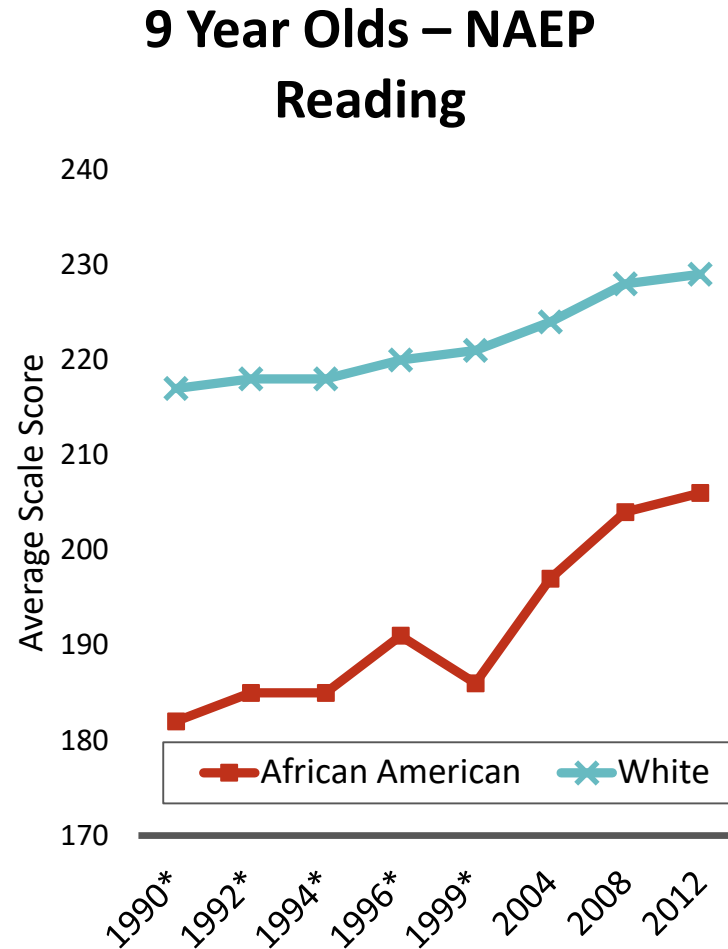
AMERICAN INSTITUTES FOR RESEARCH

SCALING AND SUSTAINING EFFECTIVE TEACHER
PROFESSIONAL DEVELOPMENT FOR SECONDARY
SCHOOLS

PROBLEM STATEMENT

Achievement Gap

- Some progress in elementary school
- None in high school



*Denotes previous assessment format

Source: Education Trust, "Achievement and Opportunity in America and New Mexico" using data from National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

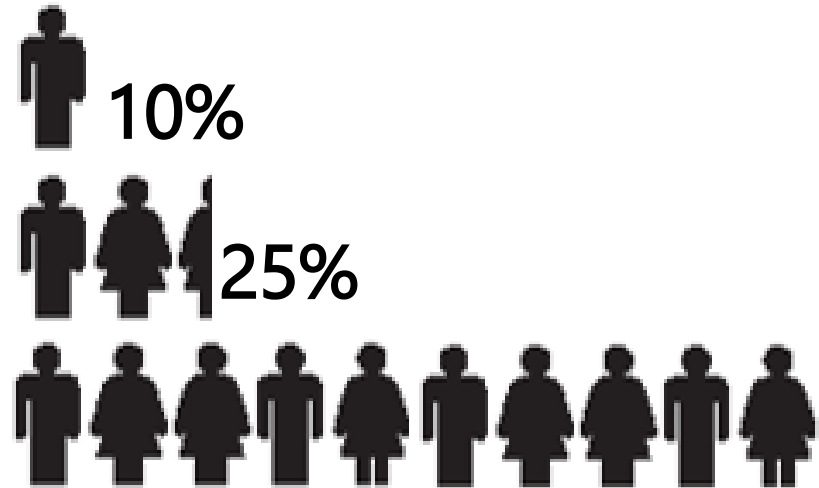
PROBLEM STATEMENT



+10
percentile
points

How to boost teacher effectiveness and close achievement gaps?

- Pre-service teachers
- Novice teachers
- In-service teachers



PROJECT OVERVIEW



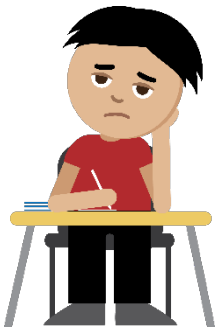
- **MyTeachingPartner-Secondary**
 - 2 years, with 10 rounds of coaching each year
- **Scale it in high-need schools in 3 cohorts**
- **Refine and test it based on implementation in varied settings**
 - Urban, suburban, rural

↑
150
75
25 Teachers

THEORY OF ACTION

Classroom Practices That Drive Student Engagement

- Emotional Support
- Classroom Organization
- Instructional Support

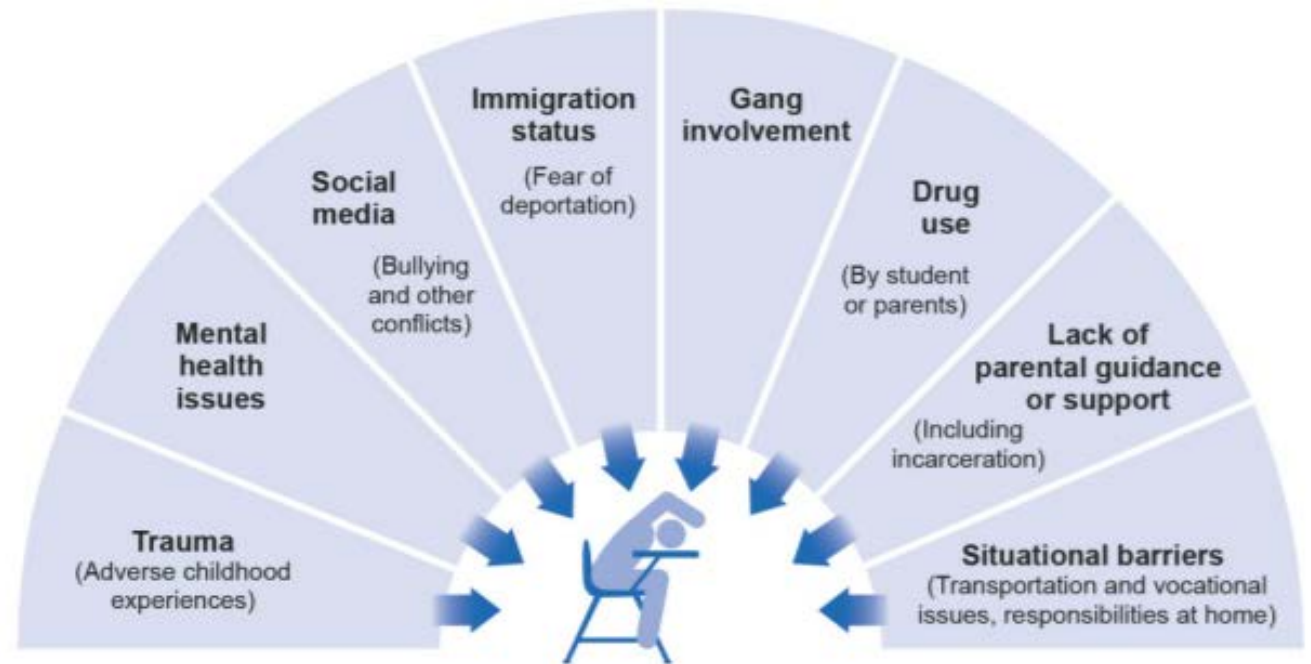


Low engagement



High engagement

Ameliorates the Challenges High-Need Students Face

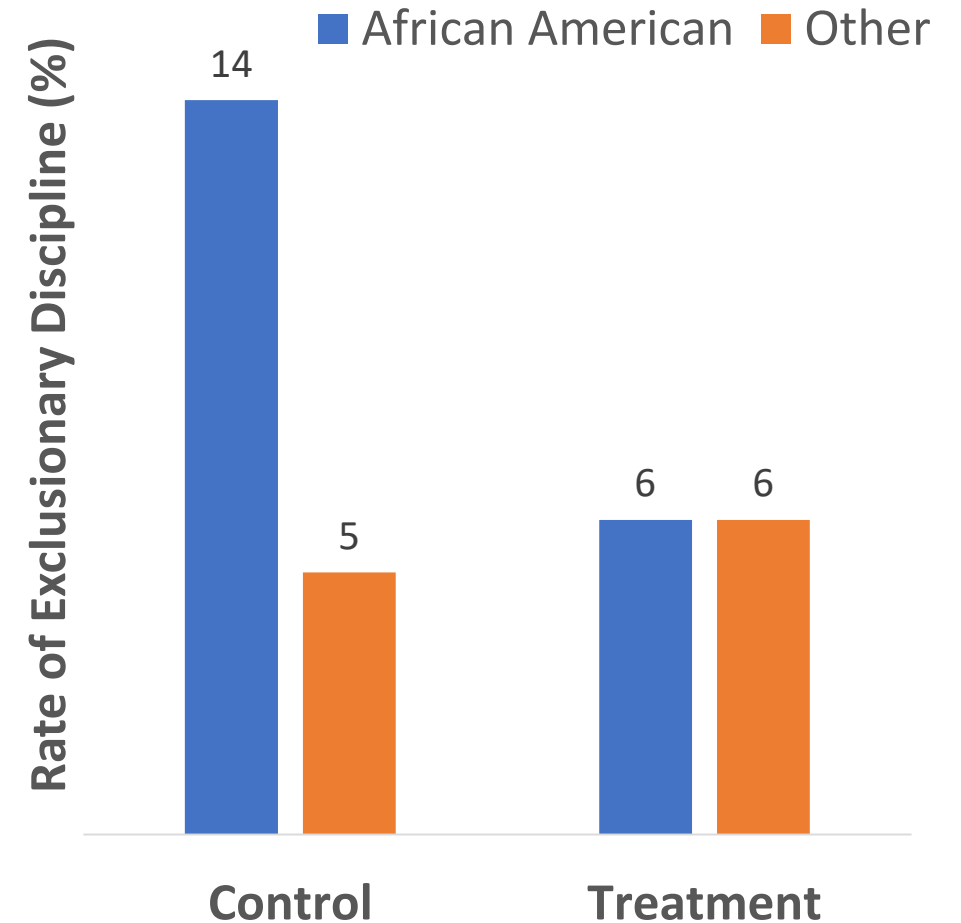


Source: GAO analysis of school official narrative responses. | GAO-18-258

THEORY OF ACTION

MTP-S Cut Disparities in the Use of Exclusionary Discipline

- Sending student out of classroom



THEORY OF ACTION



A Coaching Process That Engages Teachers

- Nonevaluative
- Strengths-based
- Individualized and Tied to Classroom Practices
- Actionable Strategies

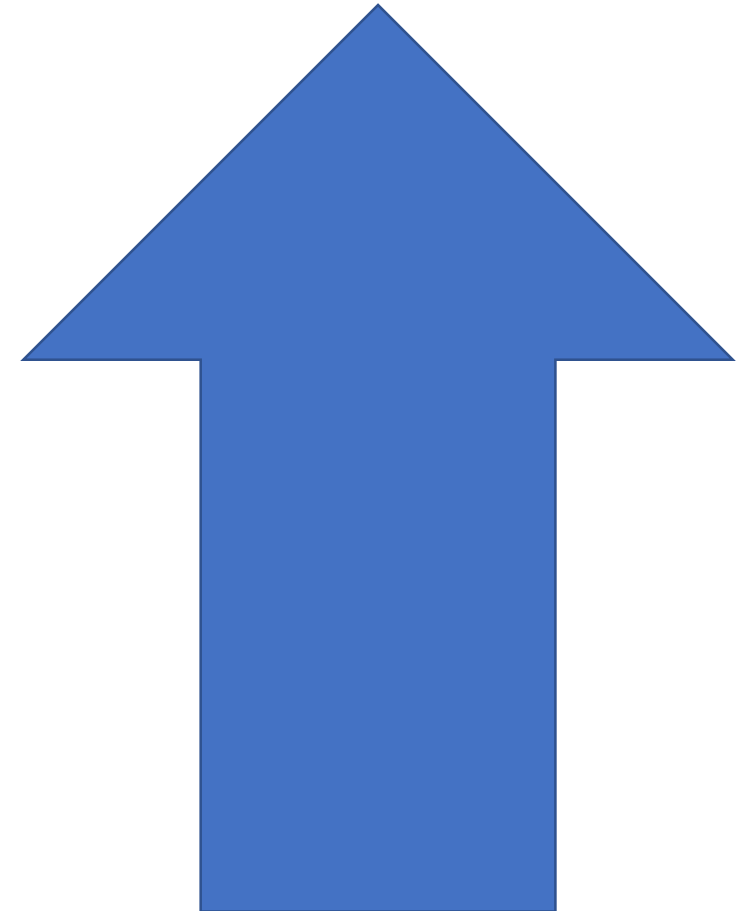
PROGRESS TO DATE

Developed Additional Supports for Scaling

- Guidance for Coach Selection
- Guidance for Communication in District Context

Preparing to Launch Cohort 1 in October

- Agreements with Each Site
- Identifying Coaches and Teachers
- Training Coaches



CAITLIN WILSON,
NATIONAL BOARD FOR PROFESSIONAL TEACHING
STANDARDS

BUILDING A PIPELINE OF TEACHING EXCELLENCE

PROBLEM STATEMENT

Early-career teachers struggle with developing practice and there is no coherent career trajectory supporting teachers to move from initial preparation to accomplished practice.

PROJECT OVERVIEW

Our i3 project aims to:

- support pre-service and early-career teachers' developing practices through exposure to examples of accomplished teaching; and
- contribute to a professional continuum, grounded in performance assessment and common language, from pre-service through National Board Certification.

To achieve this, we created ATLAS (Accomplished Teaching, Learning and Schools).



ATLAS is an online library of video case studies from the classrooms of Board-certified teachers.

THEORY OF ACTION

Sumner School District in Washington:

If we embed National Board Standards and examples of accomplished teaching (through ATLAS) into the induction program, then early career teachers will have a better understanding of how to ensure equitable practices for all students.

To achieve this, Sumner School District:

- developed an understanding of equity amongst mentor teachers;
- created professional development, observation and debrief cycles between mentors and the 2nd year teachers they support; and
- used an improvement science approach to understand and drive systems level change.

PROGRESS TO DATE

- Mentors are showing clear knowledge and comfort in coaching their mentees.
- Clear evidence from the statements made by mentees in their debrief tool that they are working to change their practice and understanding of what equity in their classrooms looks like.
- Induction program staff and mentor teachers overcame initial learning curve on equality vs. equity.
- After building buy-in with mentees, there was a shift in their practice towards understanding specific individual needs.
- Some schools still have progress to make on learning how to have hard conversations.
- In addition to shifts in teacher practice, program leaders plan to send out school surveys to students on school culture.
- Next year, the district is adding more teachers to full release mentor case load and plans to bring them into the equity work.

CORINNE VINAL,
NYC LEADERSHIP ACADEMY, INC.

TARGETED INTENSIVE SCHOOL SUPPORT PROGRAM

TARGETED INTENSIVE SCHOOL SUPPORT (TISS)/ TEAMING MODEL PROJECT OVERVIEW

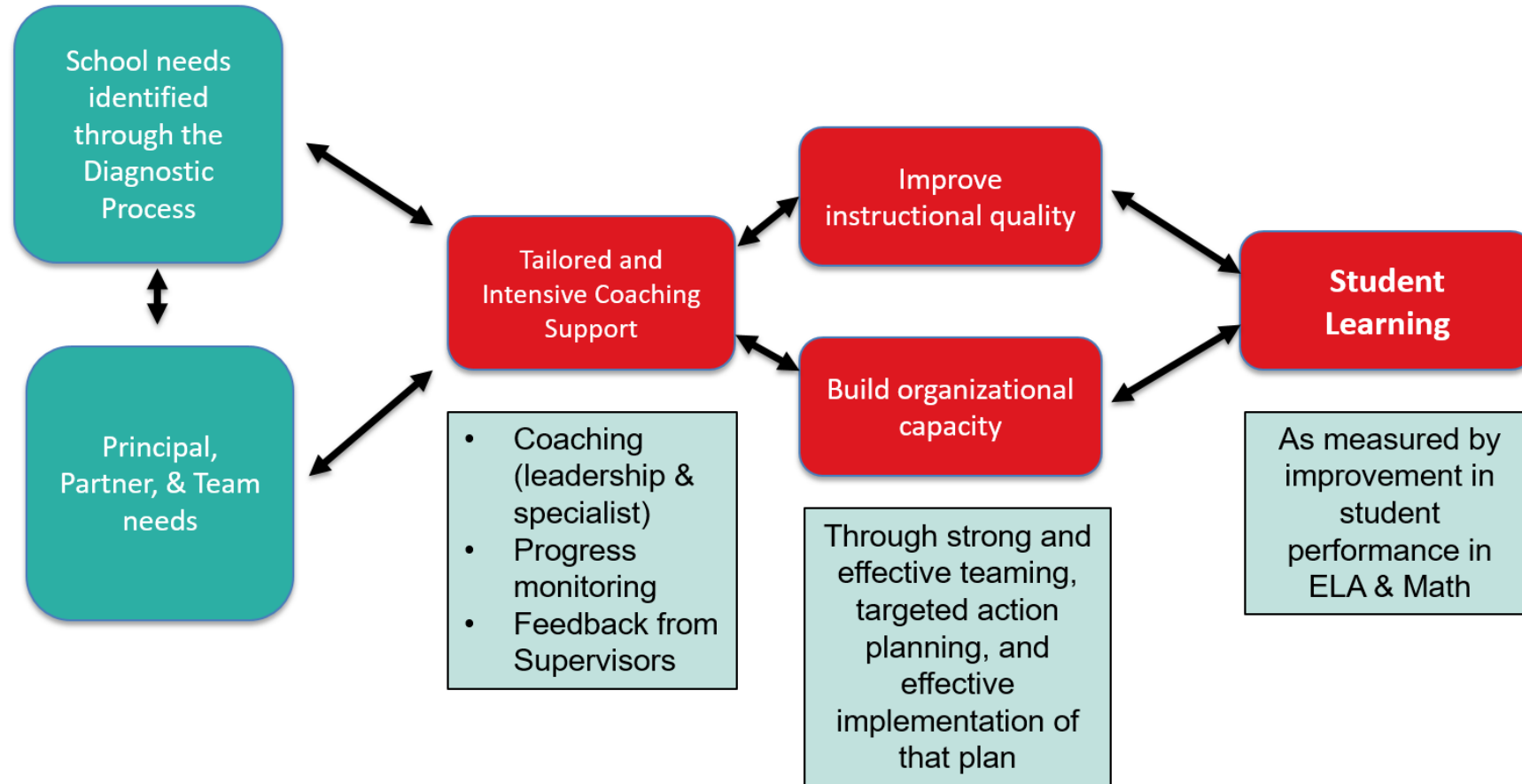
- An innovative new program built on the foundation and success of three core NYCLA programs: APP, LAP and coaching
- Launched in January 2014 with \$3.45 million from a USDOE Investing in Innovation Grant
- Prepares aspiring principals and assistant principals with the goal of placing an effective, supported team in the school from day one
- Provides expanded coaching support for administrative teams (principals and assistant principals) placed in NYC public schools with high-need populations, for the first three years of their tenure

TISS: MEASURABLE OUTCOMES

The TISS program focuses on measurable outcomes:

- Long-term Outcomes
 - Increased student achievement in English Language Arts and Mathematics
 - Compared to similar schools led by new principals
- Medium-term Outcomes
 - Improvements in school culture
 - Improvements in student engagement
 - Retention of high-quality teachers
 - Increased principal retention

THEORY OF ACTION



PROGRESS TO DATE

- Building capacity of teacher teams to...
 - Write standards-based curriculum and facilitate student-centered instruction
 - Conduct item analysis of standardized and classroom assessments
 - Align professional learning, grouping, individualized instruction and academic intervention/enrichment to the data collected
 - Engage in intervisitations and lesson studies resulting in ongoing refinement of curriculum and pedagogy including strategies for co-teaching as evidenced in Principal Performance Reviews and School Quality Reviews
 - Focus on subgroups to improve achievement of students below grade level with a focus on English language learners and students with special needs
 - Monitor student progress and engage with students and families to improve attendance, credit accumulation, standardized test results and graduation rates
 - Improve college readiness as evidenced in rigorous course offerings, scores on standardized exams and Advanced Regents Diplomas
 - Establish a culture of trust as evidenced in school surveys and teacher as well as student retention rates

JENNIFER BECK-WILSON,
NATIONAL INSTITUTE FOR SCHOOL LEADERSHIP
PRINCIPALS ON THE PATH TO EXCELLENCE

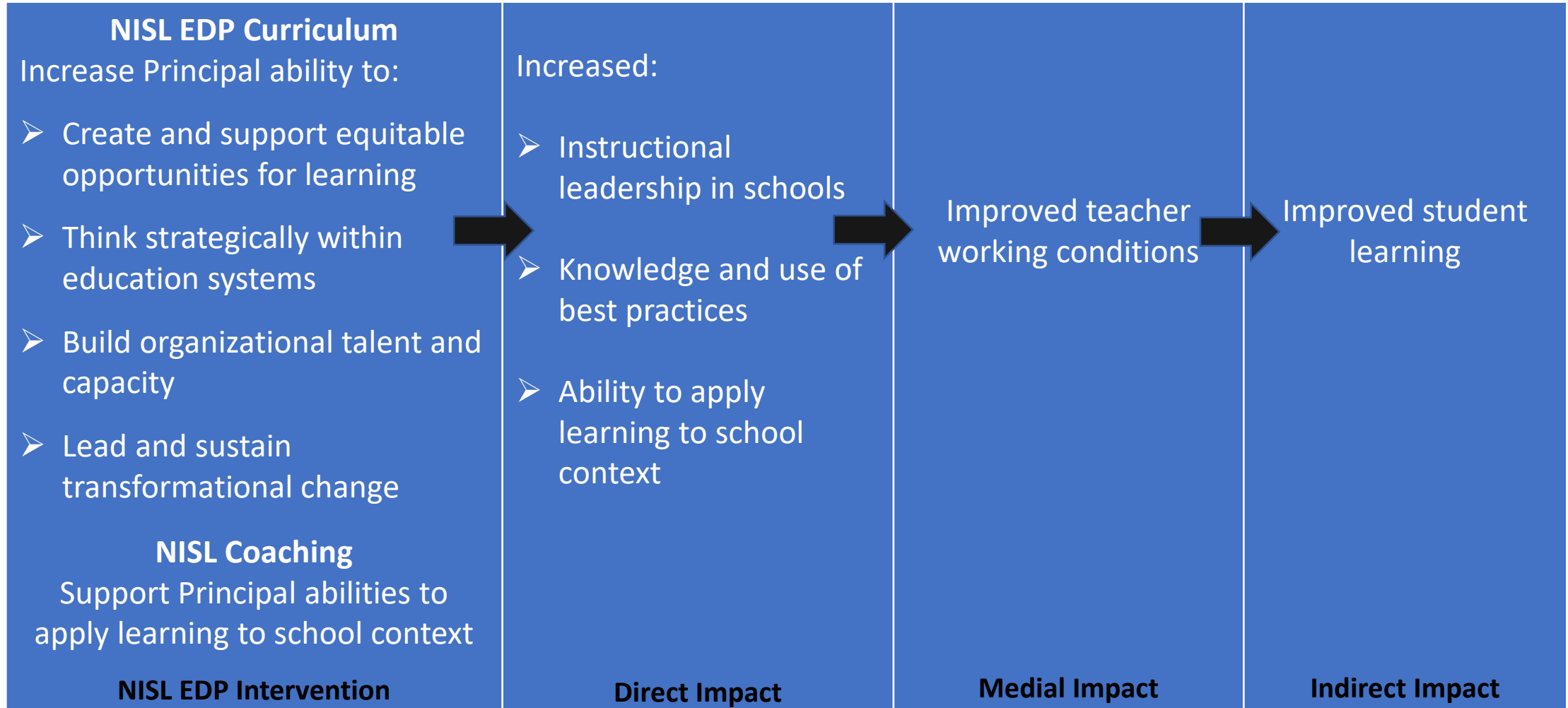
PROBLEM STATEMENT

- Create a support system for novice principals that accelerates their path to excellence and leads to significant learning gains for all students resulting in:
 - 1) A significant increase in student achievement and student growth in 750 schools serving 375,000 students, many of them high-need students
 - 2) An increased number of principals who are highly effective

PROJECT OVERVIEW

- ✓ 5 year, \$12 million validation grant from January 2015 to December 2019
- ✓ Gold Standard Study with RAND
- ✓ ~100 Novice Principals per state leading schools with 6th, 7th and 8th grades randomly assigned to treatment or control groups—one of the largest i3 random control trials
- ✓ Treatment cohort receives EDP and individual coaching
- ✓ 100 leaders trained as NISL facilitator candidates to grow local capacity and facilitate future cohorts

THEORY OF ACTION



PROGRESS TO DATE

- Phase I Treatment:
 - Completed all EDP and Coaching
- Phase II Treatment:
 - Completed all EDP. Coaching through June 2019
- Scalability/Sustainability:
 - Certified a number of local facilitators to co-facilitate “free seats” and controls
 - Currently certifying more to ensure sustainability and scalability
 - “Free Seat” cohorts underway. Control seats begin Spring 2019.
- Evaluation:
 - Anecdotal evidence of changes in practice
 - Positive feedback re: EDP and Coaching

DISCUSSION & QUESTIONS AND ANSWERS

This year, all attendees will complete the session survey!

- **Step 1:** Find the session
 - Select Schedule
 - Schedule by Day
 - Select our session

- **Step 2:** Complete the survey
 - Click on session survey
 - Answer a few questions
 - Hit submit

