An Effective Teacher in Every Classroom: Talent Management Practices that Influence Student Achievement

NewSchools Venture Fund
Virtual Community of Practice
November 19, 2010
### Agenda and Key Questions

<table>
<thead>
<tr>
<th>Review the context and purpose of the work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline the methodology and work approach</td>
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<tr>
<td>Share the key findings from the analysis</td>
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<tr>
<td>Discuss implications for future work</td>
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- What does practical research tell us about the relationship between talent management practices and student achievement?
- How did TNTP collect information about current practices and those that influenced student achievement?
- What are the leading indicators of strong talent management?
- What is the Instructional Culture Index?
- What can and are school and other organizations do/doing to improve talent management practices and ultimately, student outcomes?
Project Background

In June 2010, The New Teacher Project (TNTP) partnered with 37 charter school campuses in Washington, D.C. to conduct an analysis of their talent management practices. Our goal was to create an index of Instructional Culture that would help us uncover what sets top performing charter schools apart.

Funding for the project was provided by a generous grant from the NewSchools Venture Fund, a nonprofit venture philanthropy firm that is committed to transforming public education through powerful ideas and passionate entrepreneurs so that all children – especially those in underserved communities – have the opportunity to succeed.

This report contains the aggregate findings from TNTP’s analysis. TNTP also produced individual reports for each participating campus.
The New Teacher Project (TNTP) works to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

- National nonprofit, founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- Targets acute human capital challenges
- Delivers a range of customized services and solutions on a fee-for-service basis
- Approx. 260 employees, most embedded in school district offices; majority are former teachers
- Past and present clients include:
  - States: Alaska, Louisiana, Texas, Virginia
TNTP’s research has focused attention on district-level policies and practices that keep effective teachers out of high-need classrooms.

• **Missed Opportunities (2003):** Found that late hiring timelines cause districts to miss out on hiring the best new teachers.

• **Unintended Consequences (2005):** Found that seniority-based staffing rules requiring forced placements—without regard for the quality of match between teachers and schools—prevent schools from building the best instructional teams.

• **The Widget Effect (2009):** Found that broken evaluation systems cause schools to treat teachers like interchangeable parts. Excellence goes unrecognized, development is neglected and poor performance goes unaddressed. Teacher effectiveness is almost never considered in critical talent management decisions.
But even with the right policies and systems in place, the implementation of these practices at the campus level is critical.

- Recent data out of Charlotte, NC shows that high-need schools tend to hire teachers later than other schools—and that late hires tend to be less effective in the classroom.

- In Miami, researchers identified a vicious circle in which schools that struggle academically also struggle to retain their best teachers, even as they hold on to their least effective teachers—eroding the quality of instruction even further.
Contents

Background: Why Talent Management Matters

Methodology

Findings: Conclusions

Improving Talent Management
Some D.C. charter schools are outpacing DCPS in student achievement and growth, but others are underperforming.
Research has shown that effective teachers are the essential lever for student learning.

Dallas students who start 3rd grade at about the same level of math achievement…

…may finish 5th grade math at dramatically different levels depending on the quality of their teachers.

Original analysis by the Education Trust.

To improve student achievement, D.C. charter schools need to attract, develop and retain effective teachers.

5 Goals for Optimizing Teacher Effectiveness

1. Optimize new teacher supply by hiring from preparation programs whose teachers consistently achieve better student outcomes.

2. Boost effectiveness of all teachers through effective evaluation and targeted professional development.

3. Retain and leverage most effective teachers.

4. Prioritize effective teachers for high-need students.

5. Improve or exit persistently less effective teachers and replace with more effective teachers.

Teacher Effectiveness in Improving Student Achievement

Current Performance

Potential Performance
Contents

Background: Why Talent Management Matters

Methodology

Findings: Conclusions

Improving Talent Management
Methodology and Data Sources

Sources of Data for TNTP’s Analysis

- **Performance data** about individual teachers collected through individual interviews with school leaders. TNTP used this data to rate each teacher’s effectiveness and rate of improvement (trajectory).
  - **719 teachers** were rated based on data and interviews (72% coverage).

- **Teacher surveys** administered in May 2010 focusing on teachers’ attitudes and experiences related to talent management practices at their school.
  - **621 teachers** responded (62% response rate).

  *Note: All findings from the teacher survey are significant at least to the 5% level (p<0.05).*

- **Leadership surveys** administered in June 2010 detailing the systems and practices related to talent management in each LEA.
  - **48 school leaders** responded (85% response rate).
TNTP has created a Talent Management Index to connect teacher perceptions and experiences to student outcomes.

From the more than 700 data points analyzed through the study, TNTP identified the three variables most strongly correlated to student performance on the DC CAS exams, proficiency at the school level. Each is based on teachers’ perception of attitudes and behaviors at their school.

Over the next three years, these findings will guide TNTP coaches as they support principals and school leadership teams in developing systems for effective observation, feedback and evaluation.

Instructional Culture Index

A statistical composite of teacher agreement with three leading indicators of strong talent management.

1. Teachers at my school share a common vision of what effective teaching looks like.

2. At my school, the expectations for effective teaching are clearly defined.

3. My school is committed to improving my instructional practice.
There is a strong positive correlation between the Instructional Culture Index and DC CAS proficiency for 2009 and 2010.
Once established, the Instructional Culture Index is extended beyond the subset of schools with DC CAS coverage.

TNTP’s Instructional Culture Index allows us to:

- **Categorize and compare** all 37 campuses participating in the study. While DC CAS data are available for only 26 schools, ICI covers 100%.

- **Isolate the specific attitudes and experiences** that distinguish top-indexed schools from bottom-indexed schools.

<table>
<thead>
<tr>
<th></th>
<th>Bottom</th>
<th>Middle</th>
<th>Top</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campuses with DC CAS</td>
<td>12</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Campus without DC CAS</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Total campuses</td>
<td>14</td>
<td>9</td>
<td>14</td>
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</table>
Background: Why Talent Management Matters

Methodology

Findings

Improving Talent Management
Top-indexed schools hire more of their teachers earlier in the hiring season.

Teachers at top-indexed schools were 25% more likely to say they accepted their job offer because it was the first one they received—underscoring the importance of moving quickly to secure top talent.
This increases their chances of hiring highly effective teachers, who tend to apply to schools earlier in the hiring season.

Principal Ratings of Teachers by Application Date

<table>
<thead>
<tr>
<th></th>
<th>Before July 1</th>
<th>After July 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Not Quite Effective</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Effective</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>24%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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Teachers who improve more rapidly are also more likely to apply earlier.

Principal Ratings of Teacher Trajectory by Application Date

Before July 1
- Low trajectory: 5%
- Medium trajectory: 37%
- High trajectory: 58%

After July 1
- Low trajectory: 12%
- Medium trajectory: 41%
- High trajectory: 48%
**Teachers at top-indexed schools are much more likely to say their selection process was rigorous.**

More top-indexed schools require a **written application**, and many more require an **essay** as a part of their application process.
The rigorous selection process at top-indexed schools appears to help them recruit teachers.

Teachers Who Say Their Interview Process Increased Their Desire to Work At Their School

- Top-Indexed Schools: 87%
- Middle-Indexed Schools: 72%
- Bottom-Indexed Schools: 70%
Background: Why Talent Management Matters

Methodology

Findings

Improving Talent Management
Most teachers report that they set academic goals for their students, across all levels of the school’s Instructional Culture Index.
At top-indexed schools, supervisors and coaches are much more likely to be involved in setting academic goals with teachers.

Teachers Who Say a Supervisor or Coach was Involved in Setting Academic Goals

<table>
<thead>
<tr>
<th></th>
<th>Top-Indexed Schools</th>
<th>Middle-Indexed Schools</th>
<th>Bottom-Indexed Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Who Say</td>
<td>71%</td>
<td>64%</td>
<td>46%</td>
</tr>
<tr>
<td>Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers who set goals with a coach or supervisor are three times more likely to say that expectations for effective teaching are clearly defined at their school.
At top-indexed schools, supervisors are much more likely to be involved in setting and monitoring those goals.
As a result, teachers at top-indexed schools are more likely to feel that all teachers are accountable for setting goals for their students.
Background: Why Talent Management Matters

Methodology

Findings

Improving Talent Management
Most teachers want more feedback on their teaching, although teachers at top-indexed schools are twice as likely to get enough.

Teachers Who Say They Receive Enough Feedback on Their Instructional Practice

- Top-Indexed Schools: 48%
- Middle-Indexed Schools: 33%
- Bottom-Indexed Schools: 22%
Principals and supervisors all wish that they spent more time in the classroom observing teachers and giving feedback.

“I spend too much time disciplining students, doing paperwork, going to district meetings and dealing with building issues.”

“Behavior issues tend to take an extremely long time to deal with.”

“System requirements and organizational structure do not support instructional leadership.”
Supervisors at top-indexed schools observe their teachers twice as frequently as middle or bottom schools.

Median Number of Annual Observations Reported by Teachers

- Bottom-Indexed Schools: 4 observations by supervisor, 8 all observations
- Middle-Indexed Schools: 4 observations by supervisor, 13 all observations
- Top-Indexed Schools: 8 observations by supervisor, 21 all observations

Supervisors at top-indexed schools don’t consistently work more hours or spend more of their time devoted to day-to-day instructional duties.

Instead, leaders of top-indexed schools have established systems that allow them to maximize the time they devote to teacher development and observe each teacher many more times each year.
In addition, teachers at top-indexed schools are more likely to get feedback after each observation.

Combined, this frequency of observation and feedback means that teachers at top-indexed schools are receiving more than three times as much feedback based on observation from their supervisors as teachers at bottom-indexed schools.
Teachers at top-indexed schools are more than twice as likely to feel their supervisor has an accurate picture of their performance.

Teachers Who Say Their Evaluator Has an Accurate Perception of Their Classroom Practice

- Top-Indexed Schools: 76%
- Middle-Indexed Schools: 47%
- Bottom-Indexed Schools: 48%
Formal teacher performance evaluations are inconsistent in all schools, but happen more consistently at top-indexed schools.

Top-indexed schools more often include collaboration with peers, family engagement and school engagement in evaluations. They were less likely to formally include student outcomes.
However, teachers at top-indexed schools are more likely to have an area of development identified when they are evaluated.

These results, combined with the frequency of evaluation, mean that teachers at top-indexed schools are 50% more likely to have a development area identified on a formal evaluation than teachers at a bottom-indexed school.
...and they are much more satisfied with the performance evaluation process at their schools.
Teachers at top-indexed schools are twice as likely to believe that their evaluations help them improve in the classroom...

Teachers who believe the feedback from evaluation helps them improve their instructional practice

- Top-Indexed Schools: 78%
- Middle-Indexed Schools: 56%
- Bottom-Indexed Schools: 41%
Contents

Background: Why Talent Management Matters

Methodology

Findings

Improving Talent Management
Most teachers set professional development goals for themselves.
But at top-indexed schools, more teachers set professional development goals with input from a coach or supervisor.

Teachers who set professional development goals with a supervisor or coach were also:

- **Twice as likely** to say their school is committed to improving their instructional practice.
- **More than twice as likely** to say the expectations for effective teaching are clearly defined.
- **Twice as likely** to say their school connects them with resources targeted to their particular needs.
Professional development at top-indexed schools is also more likely to be based on the results of formal evaluations.

Teachers whose goals are based on development needs are:

- **45% more likely** to say the school is committed to improving their instructional practice.
- **70% more likely** to say the expectations for effective teaching are clearly defined.
- **60% more likely** to say their school connects them with resources targeted to their particular needs.
Background: Why Talent Management Matters

Methodology

Findings

Improving Talent Management
Teachers at top-indexed schools are more likely to leave for reasons unrelated to their school, while teachers at other schools are more likely to leave because of dissatisfaction with school leadership.

“Most Important” Reasons Teachers Plan to Leave Their Schools

- Quality of school leadership
- Personal reasons

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Quality of Leadership</th>
<th>Personal Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top-Indexed Schools</td>
<td>4%</td>
<td>37%</td>
</tr>
<tr>
<td>Middle-Indexed Schools</td>
<td>16%</td>
<td>26%</td>
</tr>
<tr>
<td>Bottom-Indexed Schools</td>
<td>24%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Workload is a more commonly cited driver in top-indexed schools while compensation is a bigger driver in bottom-indexed schools.

"Most Important" Reasons Teachers Plan to Leave Their Schools...

- **Workload**
  - Top-Indexed Schools: 28%
  - Middle-Indexed Schools: 26%
  - Bottom-Indexed Schools: 27%

- **Compensation**
  - Top-Indexed Schools: 7%
  - Middle-Indexed Schools: 11%
  - Bottom-Indexed Schools: 14%
Compared to top-indexed schools, bottom-indexed schools experience over three times as much regrettable attrition.

Planned Attrition
(in the next two years)

- Teacher was rated “highly effective” or “effective.”
- Teacher has a “high” or “medium” development trajectory.
- Teacher plans to remain in K-12 education in the D.C. metro area.

90% of teachers in this category say they could be persuaded to stay at their schools under the right circumstances.
Contents

Background: Why Talent Management Matters

Methodology

Findings: Conclusions

Improving Talent Management
What’s the difference between top and bottom indexed schools?

A lot of differences in talent management add up to BIG differences in teacher effectiveness.

30% more teachers hired before July 1

54% more teachers set academic goals with a supervisor’s input

2x more observations by supervisors

54% more teachers create development goals with a supervisor

3x less regrettable attrition
School level analysis allows individual campuses and CMOs to set goals around human capital management.

<table>
<thead>
<tr>
<th>Talent Management Indicators - All Teachers</th>
<th>Campus Avg</th>
<th>LEA Avg</th>
<th>Top Indexed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements of the Talent Management Index</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at my schools share a common vision of what effective teaching looks like.</td>
<td>27%</td>
<td>47%</td>
<td>84%</td>
</tr>
<tr>
<td>At my school, the expectations of effective teaching are clearly defined.</td>
<td>9%</td>
<td>43%</td>
<td>81%</td>
</tr>
<tr>
<td>My school is committed to improving my instructional practice.</td>
<td>18%</td>
<td>61%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Campus reports compared each school to others in their CMO and to the average results of Top-Indexed schools in the sector allowing for:

- goal setting based on a measured starting place
- comparisons of performance across a CMO or district
TNTP’s coaching partnership in DC is structured to replicate what top-indexed schools do. But we can’t get there all at once.

**Teacher Performance Management System**

- **Teacher Evaluation**
  - Goal Setting
  - MY Evaluation
  - EOY Evaluation
  - Collaborative Teacher Team Meetings (data and instructional planning)
- **Teacher Observations, Development**
  - Unit and Lesson Plan Reviews (as required)
  - Observations and Feedback
  - Professional Development Plan
  - Revised Development Plan
  - Performance Improvement Plan

**Embedded Coaching**

- Campus visits will support Cohort PD and include co-observations and prioritizing feedback, tracking observations, preparing for midpoint and final evaluations, projecting vacancies, planning for renewal decisions

**Group Professional Development**

- A) Goal Setting with Teachers
- B) Observation Schedule
- C) Giving Feedback
- D) Improvement Plans and Midyear Evaluations
- E) Retention Plans and Vacancy Projection
- F) Hiring Systems
- G) Planning Final Evaluations
- H) Reviewing Progress

**PD Modules estimated at 4 hours**
Specific talent management goals should be based on a measured starting place for each school and must reflect the context.

General Goal: Increase the volume of observation and feedback to teachers. Factors to consider:

- Leadership structure, other responsibilities
- Span of management
- Type and purpose of observations
- Other observers
- Type of teacher

Specific Goal: Observe each High-Touch teacher two times by November 1.
The Instructional Culture Index can help schools improve talent management right away.

- We’ve found that effective talent management correlates strongly with higher student achievement—a school’s ultimate goal. But as LEAs and schools implement new talent management practices, they need a way to gauge their immediate impact so that they can refine them and provide the necessary support to school staff.

- The Instructional Culture Index can provide a leading indicator of whether talent management reforms are working in individual schools. LEAs and schools can set clear annual goals and metrics tied to the index and its components.

- Components of the Instructional Culture Index allow leaders to target specific management behaviors that they can track within a year.
For more information:

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