

Teaching as a Profession

Presenter: Julie Meltzer, Ph.D.

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Goals of the Session

- Present topics and areas of research related to the professionalization of teaching
- Review sample career trajectories of teacher leaders from schools in the United States
- Discuss applicability for educational leaders in Poland



Session agenda

- 1. Knowledge base** – what effective teachers know and do
- 2. Teacher evaluation** – how we determine quality teaching
- 3. Teacher professional development** – ongoing/job embedded
- 4. Compensation** – teacher performance pay/career ladders
- 5. Career trajectories** – teacher engagement/teacher leadership
- 6. Policy enactment** – structures needed to support change

1. What teachers need to know and be able to do

- Be committed to students and their learning
- Know the subjects they teach and how to teach these
- Be responsible for managing and monitoring student learning
- Think systematically about practice and learn from experience
- Actively participate as members of learning communities



For discussion: What else do you think is necessary to be an effective teacher?

2. Teacher evaluation

- Professions require establish criteria and processes for evaluation and certification
- An evaluation system needs to provide formative and summative data
- Need for a robust system that is valid and reliable – and perceived as such by teachers and administrators
- Results of teacher evaluation should be used to make professional development and personnel decisions

2. Teacher evaluation

Teacher evaluation tools used in the U.S.	
Classroom observations	Portfolio assessment
Lesson plan review	Use of student achievement data
Teacher self assessment	Review of student work samples

2. Lessons learned from the United States

- Openly address issues of reliability and validity
- Connect expectations to school improvement goals
- Require teachers to set professional improvement goals
- Use a clinical supervision model
- Provide mentoring and support
- Communicate strengths and areas for improvement
- Involve teachers and administrators in development and piloting of the evaluation instruments and policies
- Use multiple data points

3. Teacher professional development

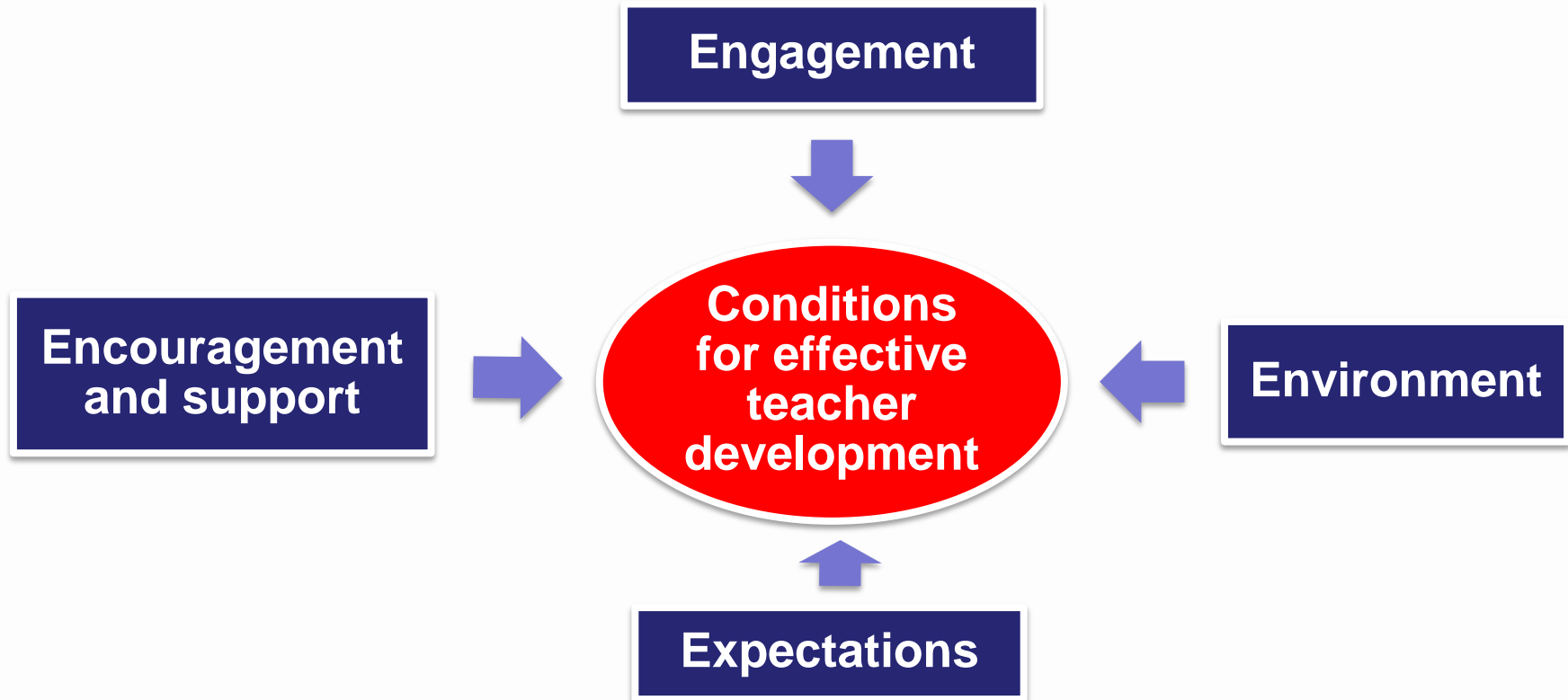
To do the job right, teachers must have help in the form of “more intensive teacher training, more meaningful licensing systems, and more thoughtful professional development.”-- Linda Darling-Hammond in *The Right to Learn: A Blueprint for Creating Schools That Work*

3. Effective teacher professional development

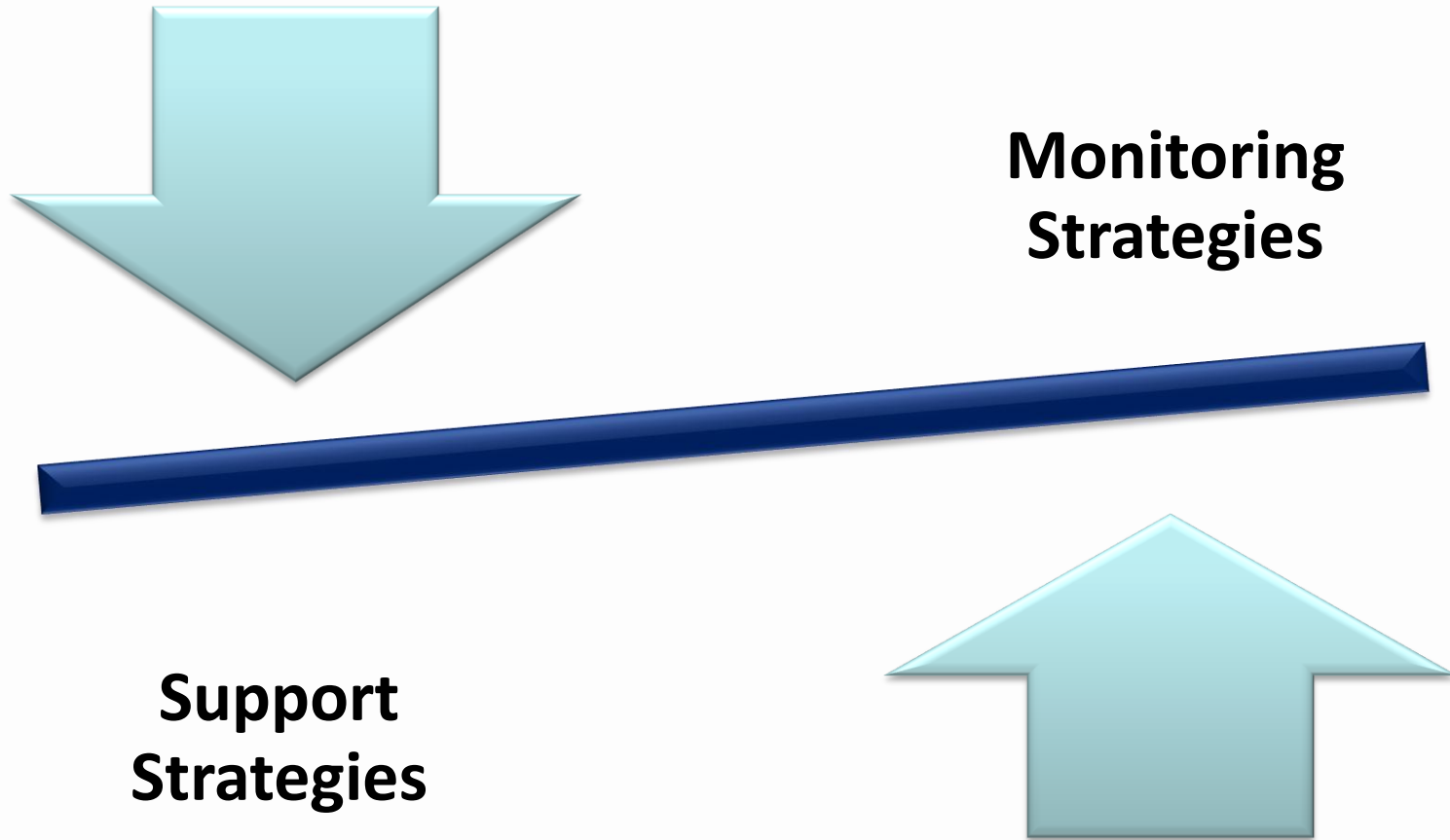
**Improves teaching and learning in visible,
sustained ways**



3. Conditions for effective teacher development



3. Getting the desired results



3. Possible teacher professional development formats

- Consultant-led workshop series tied to school improvement goals with expectation to apply what is learned in between sessions (*even more effective = add peer coaching*)
- Peer-led introduction and sharing of practices at faculty and department, grade level or team meetings (*even more effective = add collaborative review of student work*)
- In person or online coursework participated in by teams (*even more effective = add expectation of evidence of application in the classroom*)
- Teacher study groups (*even more effective = action research*)

3. Example from the United States

Content Literacy Professional Development in New England Districts

Goal: Schoolwide changes in practice resulting in improvements of student outcomes as stated in school improvement plan

Participants: Middle and high school content area teachers

Format: Whole faculty workshops followed by half day department sessions that discuss application to each content area; peer coaching;

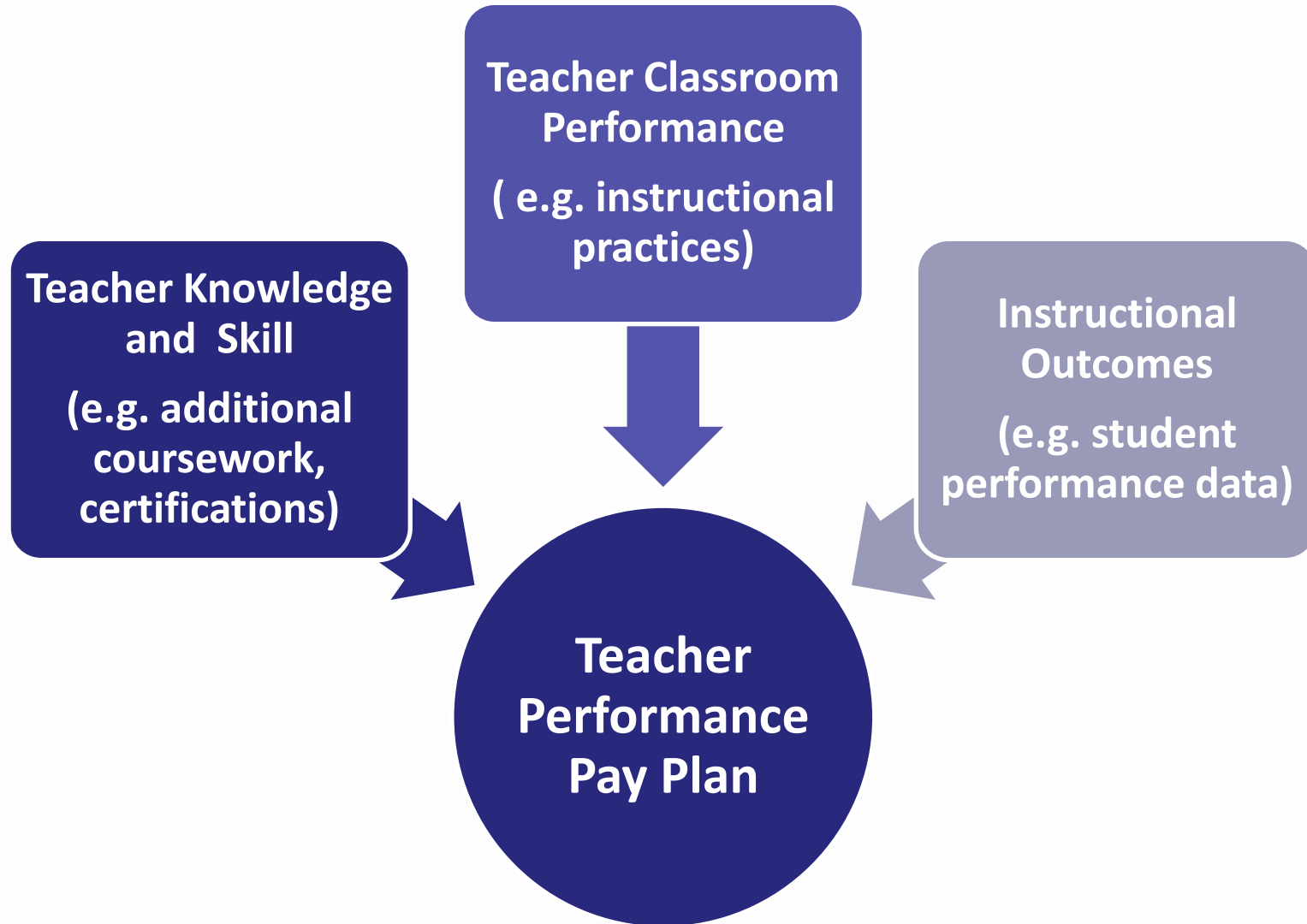
Accountability: Expectation of use supported by literacy walkthroughs, requirement to set and monitor professional goals, looking at data

Materials: Use of PCG's *Thinkquiry Toolkit* ensures that there is a common language and common approaches around teaching and learning

4. Compensation: Teacher performance pay

- Single-salary schedule based on seniority and educational credits vs a results oriented compensation plan
- Performance pay plans can differentiate based on multiple factors singly or in combination.
- Research is mixed as to the success of and satisfaction with teacher performance plans in the United States.
- Keys to successful implementation of performance pay plans:
 - Stable and adequate funding
 - Competitive total compensation
 - Strong measurement systems

4. Components of a performance pay plan for teachers



4. Other options for compensation plans

- Teacher leadership role pay (e.g., more pay for mentor teachers or team leaders)
- Additional pay for teaching in hard-to-staff or high need schools
- Incentive pay to attract and retain teachers in shortage areas (e.g., math, science, special education)
- School-based or team-based performance rewards for teachers
- Differential pay based on growth scores for students (value-add model)

4. Example from the United States

Fairfax County, Virginia – 16 pilot schools – 12 month contract

How it works: Teachers chose one additional professional role and were compensated on top of their base salary for performing this role throughout the school year. Note: Student outcomes improved as a result of this program.

- School improvement teacher leader
- Feeder/cluster improvement
- New teacher trainer/mentor
- Extended student learning
- Student transition leadership

4. Compensation: Career ladder plans

- Intended to increase student academic achievement by attracting and retaining talented teachers.
- Designed to “recognize and reward teachers for their excellence and motivate them to perform at increasingly higher skill levels.”

<http://www.ade.az.gov/asd/CareerLadder/>



4. Key characteristics of career ladder programs

Design includes:

- Focus on attracting and retaining talented teachers
- Teacher professional development
- Differentiated teacher compensation
- Leadership opportunities for teachers
- Rewards based on school or team collaborative effort

4. Example from the U.S.

State of Arizona's Career Ladder Program

- Twenty-eight of the state's 200-plus districts participate
- Approximately 31% of the state's 865,000 students attend schools in Career Ladder districts; approximately 40% of the state's 43,000 teachers are employed in Career Ladder districts; approximately 70% of eligible teachers participate in the Career Ladder Program.
- On average, students in Career Ladder schools are performing significantly better on AIMS measures than did students in non-career ladder schools, even after adjusting for differences in student and school characteristics

5. Career trajectories: Teacher engagement

Critical features of pay based performance plans:

- teachers must value the reward
- teachers must see the effort-performance link
- fairness
- acceptance



(see http://www.cpre.org/images/stories/cpre_pdfs/RB46.pdf)

5. Career trajectories: Teacher engagement

“Working conditions” that impact teacher motivation:

- sense of goal accomplishment
- feedback and assistance toward improvement
- teacher and student learning
- stress and sanctions



(see http://www.cpre.org/images/stories/cpre_pdfs/RB46.pdf)

5. Career trajectories: Teacher engagement

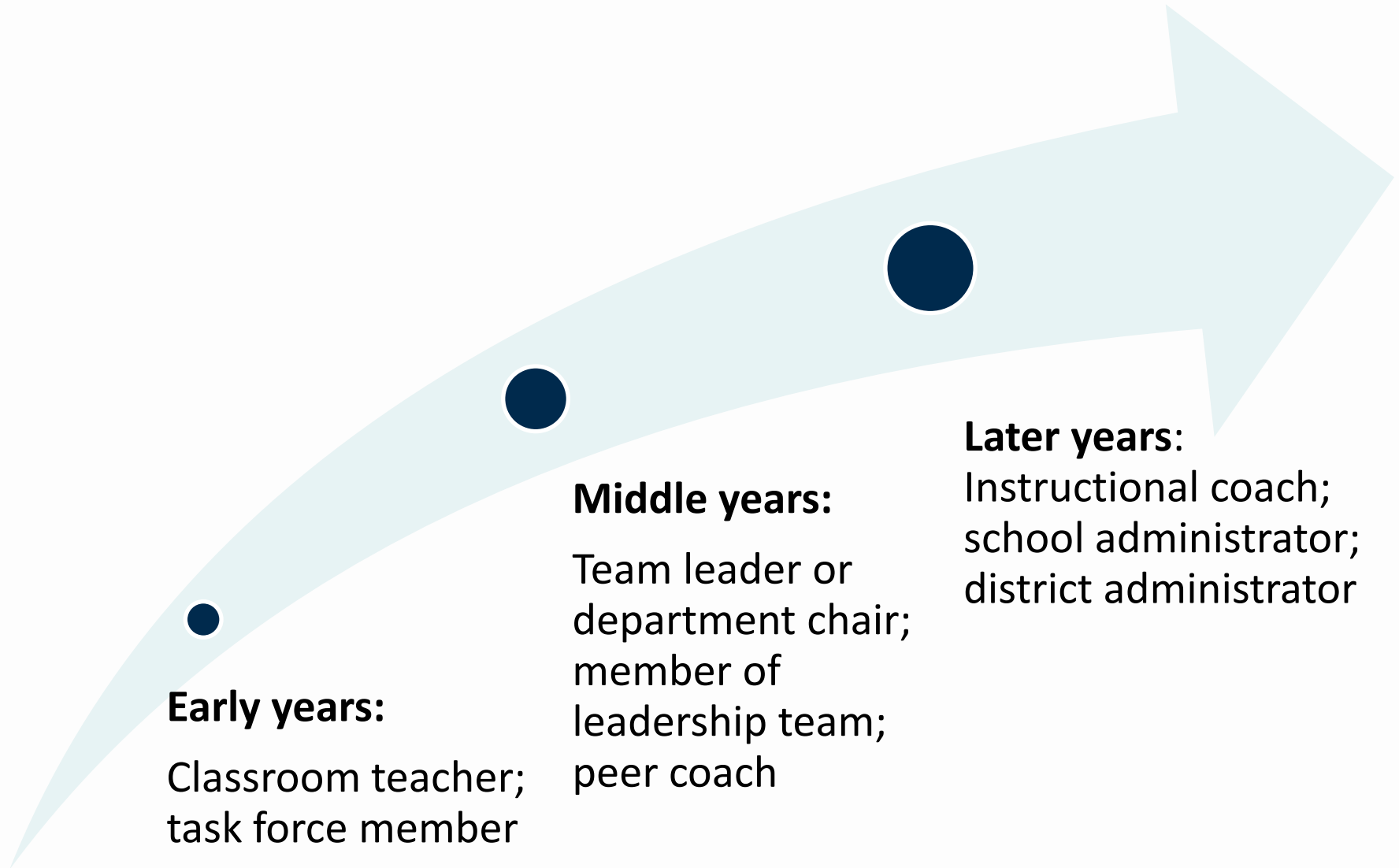
Other important rewards or penalties associated with teaching:

- opportunities for leadership experience,
- level of cooperation among teachers,
- availability of materials and resources,
- level of student misconduct and discipline, and
- teacher participation in decision-making

5. Career trajectories: Teacher leadership

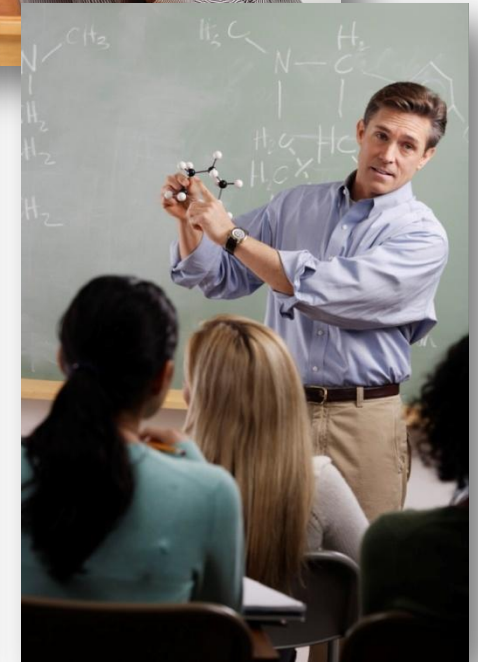
- Ultimately, the profession has to provide multiple career paths that lead to positions as school and district and university leaders.
- Having attractive and clear career trajectories in place enables veteran educational professionals to:
 - ✓ actively contribute to developing the research and practice base for teaching and
 - ✓ to support the professional development of others.

5. Sample career trajectories in the United States



5. Three examples of career trajectories

- **Anna**
an upper elementary teacher
- **Elaine**
a middle grades teacher
- **Mark**
a secondary teacher



6. Policy enactment: High leverage policies

- Shifts the fundamental structure, practices, or cultures in districts, schools, and classrooms, and which, in turn, positively influences the “instructional unit”—the relationship between teachers, students, and curriculum,

and

- Generates ripple effects throughout an educational system by positively influencing a variety of policies, practices, and programs.

6. Policy enactment: Alignment of HR factors

- teacher recruitment
- selection
- induction
- mentoring
- professional development
- compensation
- performance management
- instructional leadership



For discussion: In your school or district, which of these are most focused on improving teaching and learning?

Questions and Discussion

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Thank you.