Empowered Educators:
How High-Performing Systems Shape Teaching Quality

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Students entering Kindergarten today will graduate to work in jobs that don’t yet exist, using technologies that haven’t been invented, to solve problems that we don’t yet recognize as problems.
Teacher shortages

![Graph showing teacher shortages](image)

- **Demand**: 100,000
- **Supply**:

  - Estimated Supply
  - Projected Estimated Supply
  - Actual New Hires Demanded
  - Projected New Hires Demanded

**Legend**:

- Estimated Supply
- Projected Estimated Supply
- Actual New Hires Demanded
- Projected New Hires Demanded

**Axes**:

- **Number of Teachers**
EMPOWERED EDUCATORS
HOW HIGH-PERFORMING SYSTEMS SHAPE TEACHING QUALITY AROUND THE WORLD

Aim: to provide rich descriptions of the policy and practices that support teaching quality in high-performing jurisdictions
Policies in a Teaching and Learning System
Finding and Keeping the Best: Recruitment & Selection

Competitive recruitment:
- Broad range of criteria

Financial supports:
- Competitive salaries
- Subsidized preparation

Small number of programs of comparable rigor and quality
- Research universities
Selecting teachers

Figure 3–1 The Process of Teacher Recruitment in Singapore

- **Check for minimum qualifications:**
  - Academically, applicants should be in the top 30% of their age cohort
  - Applicants should have completed relevant school and university education
  - Applicants must show evidence of interest in children and education

- **Check literacy:**
  - Applicants must have a high level of literacy
  - Evidence shows that teachers’ literacy effects achievement more than any other measurable variable

- **Check attitude, aptitude and personality:**
  - Panel of 2 experienced school leaders
  - May include practical tests or activities

- **Check attitude, aptitude and personality:**
  - School stint with trained mentor before admission
  - Teachers are monitored during initial teacher education and graduated only if they perform well

Strong preparation:
- Guided by professional standards or practice
- Pedagogy focused on 21st century skills
- Research based and research oriented
- Clinical practice supervised by expert mentors
Teacher Training Schools in Finland

Mentor Teachers

3 current research projects; Recently published a book

3 master’s degrees and PhD

Finishing PhD
Initial Teacher Education: U. of Melbourne, Victoria

Clinical Specialist

Teaching Fellow
Induction in Singapore

MOE Teacher Induction Framework

- Introduction To Teaching Programme (ITP)
- Teachers' Compass Ceremony (TCC)
- Pre-service Engagements
- Beginning Teachers' Orientation Programme (BTOP)
- Mentoring and Beginning Teachers' In-Service Courses
- Beginning Teachers' Symposium (BTS)

Journey into the third year as an Experienced Teacher

Pre-Service In-Service
Developing High-Quality Teaching: Effective Professional Learning

Opportunities for teacher leadership development

Career pathways
- Options for expert teachers to stay in the classroom

Common principles underpin professional learning
Fostering Teacher Development: Ontario, Canada

**SUPPORTS FOR GROWTH**
- Teacher Learning and Leadership Program (TLLP)
- Annual Learning Plan (ALP)
  - Teacher Performance Appraisal (TPA)
- New Teacher Induction Program (NTIP)
- Initial Teacher Education (ITE)
  - Building Futures (BF)

**OPPORTUNITIES FOR LEADERSHIP**
- TLLP Project Leader / Team Member
- Department Head / Chair
- Board Consultant / Coach
- NTIP Mentor
- Associate Teacher
  - Community of Practice Member (face to face or online)

**AUTHENTIC LEARNING**
- Inside-Out Transformation
- Student-Centered
- Collegial Involvement in Planning
  - Teacher-determined learning goals
  - Collaborative construction of knowledge
Teacher Career Ladders

Figure 5-1 Career Tracks for Teachers in Singapore

Source: Singapore Ministry of Education (n.d.)
Professional Learning Opportunities

Professional learning:

• Continual and developmental
• Collaborative
  • Time for professional learning in teacher schedules, plus paid time for professional learning
• Teachers lead learning for colleagues
  • Teacher and school networks
• Teachers are researchers
  • Action research, grants, and publications
Teacher professional learning in Singapore
Professional learning is collaborative

Source: OECD. Talis 2013 Results: An International Perspective on Teaching and Learning. OECD Publishing.
Time for professional collaboration in Singapore

### Rosmiliah’s Schedule

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- **Orange**: Academic teaching
- **Yellow**: Assembly & co-curricular activities
- **Green**: Professional learning & planning
Number of instructional hours

Hours spent on teaching

- United States: 26.8 hours
- Chile: 20.6 hours
- Alberta (Canada): 19.3 hours
- Brazil: 19.3 hours
- Mexico: 19.3 hours
- Abu Dhabi (UAE): 18.6 hours
- Estonia: 18.6 hours
- Portugal: 18.6 hours
- Finland: 18.6 hours
- Slovak Republic: 18.6 hours
- England (UK): 18.6 hours
- Croatia: 18.6 hours
- Latvia: 18.3 hours
- Flanders (Belgium): 18.3 hours
- Iceland: 18.3 hours
- Denmark: 18.3 hours
- Korea: 18.3 hours
- Spain: 18.3 hours
- Poland: 18.3 hours
- France: 18.3 hours
- Australia: 18.3 hours
- Bulgaria: 18.3 hours
- Serbia: 18.3 hours
- Israel: 18.3 hours
- Czech Republic: 18.3 hours
- Japan: 18.3 hours
- Sweden: 18.3 hours
- Italy: 18.3 hours
- Singapore: 17.1 hours
- Malaysia: 17.1 hours
- Netherlands: 17.1 hours
- Cyprus: 17.1 hours
- Romania: 17.1 hours
- Norway: 17.1 hours
Professional Collaboration in Shanghai
Towards a Teaching and Learning System
Lessons from well-developed systems

**Professional teaching standards:** Clarity about what constitutes high-quality teaching

**Selectivity** made possible by competitive compensation, support for preparation, supportive teaching conditions

**Professional learning** that is collegial, job-embedded, research-oriented, connected to school improvement efforts, and ongoing

**Time:** for teachers to work with and learn from colleagues, to conduct their own research, and to share practices

**Feedback:** collaboration and continuous feedback help teachers reflect on and improve individual and collective practice

**Teacher leadership:** professional learning is often teacher-led. Teachers’ expertise is developed, recognized, and shared.

**Networks:** mechanisms exist for sharing practices across schools
Teacher capacity in a teaching and learning system

Tony Mackay, Australia
What can we do?

Service Scholarships & Student Loan Forgiveness

Effective Training & Support for New Teachers

Teaching Conditions & Supportive Leadership

Competitive Compensation
Tools for policymakers
Policy tools

What’s the Cost of Teacher Turnover?

High teacher turnover—often undermines student achievement and consumes valuable staff time and resources. It also contributes to teacher shortages throughout the country, as roughly 6 of 10 new teachers hired each year are replacing colleagues who left the classroom between retirement. Research shows that urban districts can, on average, spend more than $20,000 on each new hire, including school and district expenses related to separation, recruitment, hiring, and training. These investments don’t pay their full dividend when teachers leave within 1 or 2 years of being hired.

Turnover rates vary by school and district, with those in rural and urban settings or that serve high percentages of student in poverty experiencing the highest rates. Use this tool to estimate the cost of teacher turnover in your school or district and to inform a local conversation about how to attract, support, and retain a high-quality teacher workforce. High-impact strategies are highlighted below.

1. How many teachers left your school or district?

2. What’s the cost of replacing a teacher?

3. How Can We Reduce Teacher Turnover?

Local, state, and federal education leaders and policymakers all have an important role to play in addressing high teacher turnover and perennial staffing difficulties. The research points to the strategies below as key to building a strong and stable teacher workforce. (inee uses some images to see more.)

Strengthen Preparation

Begin training teachers with little preparation now. (Nie use some images to see more.)

Estimated Cost of Turnover *

$1,155,000

Cutting turnover in half would save

$577,500

* Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

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The Teacher Shortage Toolkit

For those with a device…

https://teachershortage.solutiontoolkit.org

- Input email to access
Legislative Principles

Designing State Loan Forgiveness and Service Scholarship Programs

As highlighted in the Learning Policy Institute's brief, *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?*, loan and scholarship programs can successfully recruit and retain talented professionals into fields and communities where they are most needed. LPI’s research highlights the following design principals for developing effective loan forgiveness and service scholarship programs:

1. Covers all or a large percentage of tuition.
2. Targets high-need fields and/or schools.
3. Recruits and selects candidates who are academically strong, committed to teaching, and well-prepared.
4. Commits recipients to teach with reasonable financial consequences if recipients do not fulfill the commitment (but not so punitive that they avoid the scholarship entirely).
5. Bureaucratically manageable for participating teachers, districts, and preparation institutions.

Loan forgiveness and service scholarship programs can be effective at recruiting and retaining teachers, in part because more than two-thirds of those entering the education field borrow money to pay for their higher education, resulting in an average debt of $20,000 for those with a bachelor's degree and $50,000 for those with a master's degree. College loans represent a significant debt burden for many prospective teachers and a potential disincentive to enter and remain in the profession. In fact, in a nationally representative survey conducted by the U.S. Department of Education, one in four public school teachers who left teaching and said they would consider returning to the profession identified loan forgiveness as extremely or very important in their decision to return.

Multiple states have enacted loan forgiveness and service scholarship programs either through legislation and/or administrative actions taken by their respective Boards of Education, including Illinois, Indiana, Iowa, Kansas, Massachusetts, Mississippi, Nebraska, Nevada, North Carolina, South Carolina, and Virginia. Informed by the design principals above and a review of state programs, we offer the following considerations when developing state legislation for teacher loan forgiveness and service scholarship programs.
Questions?

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