



# **Transforming Teaching**

## **Connecting Professional Responsibility with Student Learning**

**Web Conference Briefing for Association Leadership**  
**December 6, 2011**

**Starts Promptly at 7:30 pm**

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**Please join the audio portion of this meeting:**

**Conference Number(s): 1-800-500-0311**

**Participant Code: 2845352**

# The Vision

We envision a profession that puts student learning at its core and guarantees that students acquire the critical thinking ability, ingenuity, and citizenship skills they will need to thrive as 21st century citizens.

The schools we envision develop students' academic knowledge, critical thinking, and innovation skills, while also attending to their overall well-being.

Our vision for the teaching profession rests on three guiding principles:

1. Student learning is at the center of everything a teacher does.
2. Teachers take primary responsibility for student learning.
3. Effective teachers share in the responsibility for teacher selection, evaluation, and dismissal.

We envision a teaching profession that embraces *collective accountability* for student learning balanced with *collaborative autonomy* that allows educators to do what is best for students.

# Changing the Culture

- Student learning and well-being need to be at the center of all decisions.
- Teachers hold themselves accountable and take responsibility for student learning and well-being.
- Collaboration and collegiality become central to our daily practice.
- We open our doors, step into the corridors, and share responsibility for all our students, including the most challenging. We envision a professional culture in which effective teachers are attracted to the most challenging schools, where students' needs are highest.
- Opening our classroom doors goes beyond welcoming America's children: making our teaching practice public allows others to learn from us and replicate what is working; extending our hands towards others to work with us improves the quality of our education system.
- Collaborative autonomy requires that we assist colleagues who are struggling to be more effective and end practices that can harm our students.
- We believe that every teacher strives to be effective. But even the most accomplished among us cannot act in the best interest of students in a dysfunctional system over which we have little control or authority. Teachers must be physically present wherever and whenever decisions are being made. Teachers need to do more than simply implement others' policies and visions.

# Effectiveness

- Effective teaching is a student-centered practice that is at the heart of our vision for the teaching profession.
- Effective teaching leads to improved student outcomes in clear and demonstrable ways.
- Effective teachers have a positive impact on student learning. They know their content and how to teach it to a broad range of students. They have the dispositions and aptitudes to work effectively with colleagues and students.
- Not all teachers are equally effective.
- Teacher effectiveness must be determined through evidence-based processes that are fair, accurate, and transparent.
- Determinations of effectiveness should inform decisions about teaching assignments, continued employment, advancement to teacher-leader and administrative positions, and compensation.

# Shared Leadership

- We call for systemic changes in the educational structures by engaging teachers in the decision making processes that impact student learning. Moving from a top-down hierarchical model to a circular structure of shared responsibility will also help to engage students as active participants in their own learning.
- School leadership is a joint endeavor with highly effective classroom teachers. Shared decision-making models utilize classroom expertise in advancing the effectiveness of schools and the mission of public education.
- Administrators and teachers have a collaborative relationship characterized by joint decision-making and accountability.
- Teachers assume hybrid roles that involve both teaching and leading; effective principals spend some time teaching and welcome opportunities to work with teacher leaders.
- A teacher-designed career path is vital to recruiting and retaining effective practitioners. In our vision, effective teachers may take on additional roles and responsibilities while staying within the teaching ranks, and some may gradually move into administrative positions.
- We propose a teacher career path that: (1) acknowledges the diverse expertise teachers acquire during their careers; (2) identifies specific roles and responsibilities; and (3) defines the professional knowledge and skills teachers must acquire to fulfill each role.

# National Council for the Teaching Profession

- The profession must take responsibility for the performance of its members.
- In order to ensure that every child—regardless of family income, location, or other factors—is taught by effective teachers, it is crucial to set national standards for the preparation, licensing, and certification of educators.
- The NCTP will be responsible for defining and setting the standards for a national system of preparation, licensure, and certification of all teachers and teacher educators.
- NCTP will work to ensure that each state's teaching standards are no less rigorous than the national standards. Alignment among state standards will facilitate teacher quality and mobility from state to state. Bringing this work under one national umbrella group will lead to preparation, licensure and certification processes that are consistent, efficient, and cost effective.
- The NCTP will benefit from the leadership of highly effective teachers and their practice-based knowledge, skill, and wisdom.

# Leading the Profession

- Effective teachers must define the knowledge, skills, dispositions, and aptitudes required for entry and advancement within our profession.
- The teaching profession needs to embrace a clear, rigorous, universally accepted body of knowledge and skills identifying what a prospective teacher should know and be able to do before entering the classroom.
- Candidates acquire this knowledge and learn these skills through significant school-based experiences.
- Anyone who receives a teaching license has demonstrated specific skills and knowledge and has significant school-based experience.

# Professional Development

- Over the course of their career, effective teachers must reassess their practice and learn new approaches.
- Resources will be redirected to high-quality student-centered professional development informed by teacher self-assessments and evaluations.
- School districts invest resources in creating teacher-led learning communities that design and implement professional development and assess its impact on teacher practice.
- By defining the content and design of a professional development program, teachers can ensure that their professional learning and classroom practice are connected, which in turn strengthens student learning.
- School districts ensure that the learning needs of educators are addressed through professional development that is a significant part of a teacher's work.

# Peer Assistance and Review

- The individual teacher's practice is judged by a peer review team.
- Peer reviewers evaluate teachers based on evidence from the teacher's classroom and school practice, and on student learning outcomes
- Evaluations that may result in dismissal are presented to a peer review board.
- The peer review team and peer review board must give priority to the needs of students and schools when making evaluation decisions.
- The need for tenure is replaced by a peer review program that provides opportunities for improvement or, when improvement is lacking, ensures due process throughout dismissal procedures.
- This is an evidence-based peer-review teacher evaluation system that identifies highly effective practitioners who may assume leadership functions and guarantees due process rights for teachers while expediting the dismissal of unsatisfactory practitioners.
- Teacher evaluations are a key consideration in school and grade assignments.
- Seniority is used for decision-making only when all other factors are equal.

# Progressive Compensation

- Teacher compensation in this system is competitive with professions that are comparable in terms of educational preparation, knowledge, and skills.
- Compensation is high enough to attract and retain a highly skilled teacher workforce.
- Each teacher's compensation is determined by a combination of factors such as:
  - Quality of Practice**
  - Challenging Teaching Assignments**
  - Expanded Learning Programs**
  - Additional Roles and Responsibilities**
- Advancement in this compensation system is determined neither by time in service nor by graduate degrees. Advancement to the next tier requires evidence of effectiveness using multiple data sources.

# NEA Recommendations

- Adopt the goal of improving student learning as a core organizational goal.
- Part of the culture that needs to be changed is within the NEA itself. Specifically,
  - Embed greater flexibility within NEA governance structures for rapid response to changing political and educational environments.
  - Transform the UniServ Program, making UniServ directors advocates for educational issues to advance NEA's professional agenda.
  - Actively embrace accomplished teachers and utilize their experiences for association leadership and in the development of peer review programs.

# State and Local Recommendations

This vision can only be realized as true systemic change through coordinated state and local leadership

- Collaborate with district leaders to create peer review programs; establish competitive salary plans based on career stage, teaching assignment, credentials, roles and responsibilities, and expanded learning time; and develop teacher decision-making structures addressing the career continuum, student learning, and professional development.
- Collaborate with state departments of education, higher education leaders, and other education stakeholders to define rigorous selection criteria for attracting diverse candidates with strong academic skills and appropriate dispositions and aptitudes to work effectively with children and youth.
- Recruit effective teachers to serve in local and state association leadership roles.

# **Additional Recommendations to:**

- **Individual Teachers**
- **Teacher Preparation Programs**
- **State Education Agencies**
- **State Legislatures**
- **US Department of Education**

# Questions and Answer

Please press \*1 to ask a question  
Press \*2 to be removed from the queue.