

## *PA Educational Policy Fellowship Program 2012-2013*

### *Education Policy Proposal*

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## *Our Question*

How should state policymakers ensure that there is a highly qualified and highly effective teacher in every public school classroom?

## *Highly Qualified vs. Highly Effective*

- Highly Qualified Teacher: A teacher who has met all requirements to hold or maintain a teaching license.
- Highly Effective Teacher: A teacher who possesses and employs the qualities and behaviors that research has shown necessary in order to support student achievement.

## *Overarching Recommendations*

1. Enhance the quality of emerging teachers
2. Enhance the effectiveness of practicing teachers
3. Develop and implement a teacher recruiting strategy to attract individuals with the potential of becoming highly effective and highly qualified teachers in the future

## *Recommendation #1*

**Enhance the quality of  
emerging teachers**

"In fact, researchers have settled on what they believe is the magic number for true expertise: ten thousand hours."

*—Malcolm Gladwell*

## *Rationale*

**The Importance of Clinical Experience  
to Student-Teaching**

## Proposal Details

1. Extend the student-teaching experience from 12 weeks to a full academic year and with it the pre-service preparation of teachers to five years.
2. Require that student-teachers be evaluated via an e-portfolio that will continue to be part of their evaluation into the first year of teaching.
3. Provide financial and temporal incentives for highly effective teachers to serve as cooperating teachers and mentors.

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## Recommendation #2

Enhance the effectiveness of practicing teachers by modifying current legislation on the teacher evaluation process

"Today in our country,  
99% of our teachers are above average"

—Arne Duncan, U.S. Secretary of Education

2010

## Proposal Details

1. Mandate a best-practices supervisory model aligned directly to the Educator Effectiveness System
2. Mandate bi-annual training for achieving inter-rater reliability and inter-rater agreement for all administrators
3. Mandate an additional level of performance entitled, "progressing", to the final evaluation

## Mandated Supervisory Model

- PDE provided training to 293 LEAs, over 24,000 Pennsylvania teachers and over 1900 school supervisors in a best-practices supervisory model
- Legislators removed this supervisory model from the final law
- Creation of an evaluation tool without embedded supervision is poor practice and will not result in increased teacher effectiveness

## Inter-rater Reliability/ Inter-rater Agreement

- Mandated Training for Administrators
  - Essential now that stakes are higher
  - Creates common language for educators with clear expectations
  - High agreement between both provides teachers with confidence that their rating is consistent and fair
  - Leads to sustained improvement in teaching practice, positively affecting student achievement

## 'Progressing' Performance Level

- Act 82 Mandates four Levels of Performance:
  - Failing
  - Needs Improvement
  - Proficient
  - Distinguished
- Proposed Levels of Performance:
  - Add one additional level entitled "progressing"
  - Allows for a novice period for new teachers

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## Recommendation #3

Develop and implement a teacher recruiting strategy to attract individuals with the potential of becoming highly effective and highly qualified teachers in the future

## Rationale

- Developing and implementing a recruiting strategy aligns the teaching profession to the future
  - Enduring quality of any profession
- Enabling question: What type of teacher is required in the future (current challenges / trends)
  - 65% Graduation rate for Hispanic and African American students in PA (high population growth rates)
  - Increased global literacy and social media use
- Both factors require a proactive response by the teaching profession
  - Maintain the trust and confidence of its constituents

## Implications

- Cumulative effect of the first two trends if not reversed poses a significant threat to the state in the future
  - High school non-graduates linked to many societal problems
  - Disproportionate amount of resources committed in response to these challenges
  - Significant portion of the states population at risk in the future
- Increased global literacy and use of social media will increase the interconnected nature of the international environment
  - Highlights the importance in developing 21<sup>st</sup> century skills in students to ensure their future success
    - Maintain the nation's competitive advantage

## Proposal Details

1. Evaluate current teachers that have experienced success in developing Hispanic and African American students to provide insights into the type of teachers required in the future to reverse negative trends
2. Attract, inform, influence potential teachers that possess critical thinking skills, foreign language capability, cultural competence
3. Co-opt professionals from other career fields with experience in recruiting strategies to aid in strategy development and implementation

## *Summary*

1. The student-teaching experience can be enhanced to be more effective.
2. The teacher evaluation process can be enhanced to be more supervisory.
3. We can attract a more diverse teaching population to the profession.



## *Questions and Comments*

