

Consulting Teachers

**Building the Capacity of Teachers
and
Supporting Student Achievement**

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What gets measured
gets done.

What gets measured and supported
gets done.

History of Our Program

Teacher-level Professional Growth System

1998 Development

– Research for Better Teaching, Inc. (RBT)

2000 – 2001 34 Schools

2001 – 2002 91 Schools

2002 – 2003 Full Implementation

(Now: 201 schools)

6 Standards

- 1: Teachers are committed to students and their learning.
- 2: Teachers know the subjects they teach and how to teach those subjects to students.
- 3: Teachers are responsible for establishing and managing student learning in a positive learning environment.
- 4: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.
- 5: Teachers are committed to continuous improvement and professional development.
- 6: Teachers exhibit a high degree of professionalism.

Peer Assistance and Review (P.A.R.)

Keys:

- Collaboration – Association/Management
- Implementation Team
- P.A.R. Panel
- Consulting Teachers

Consulting Teachers

- 29
- Co-leads
- Coaching
- All New and Underperforming Teachers

Questions

1. Are we building the capacity of teachers?
2. Are we supporting student achievement?

Building the Capacity of Teachers

Support for Probationary Teachers

2000-2011

4717 of 5517 probationary teachers (85.5%)
returned to the Professional Growth Cycle
after 1-2 years of support

Retaining Quality Teachers (first 5 years)

United States

50%

MCPS

66²/₃%

Support for Tenured Teachers

2000-2011

114 of 313 tenured teachers (36.4%) returned to the Professional Growth Cycle after 1-2 years of support

Non-renewal/Dismissal Data

The PAR Panel has recommended 245 teachers for non-renewal/dismissal from 2000-2011.

From 1996-2000, only 1 teacher was recorded as dismissed due to incompetence.

Supporting Student Achievement

Research

“Student achievement increases with teacher experience, but the linkage is weak and largely reflects poor outcomes for teachers during their first year or two in the classroom.”

Buddin, Richard & Zamarro, Gena. *Teacher qualifications and student achievement in urban elementary schools*. Rand Corporation. 2009

Research

“The estimated relation of teacher experience with student achievement gains is substantial, but is statistically significant only for 2nd-grade reading and 3rd-grade mathematics achievement. We also find much larger teacher effect variance in low socioeconomic status (SES) schools than in high SES schools.”

Nye, Barbara, Konstantopoulos, Spyros and Hedges, Larry V. *How large are teacher effects?* Education and Policy Analysis. Washington: Fall 2004. Vol. 26 Iss. 3: pg. 237.

Research

“...more experienced teachers appear more effective in teaching elementary math and reading and middle school math.”

Harris, Douglas N. & Sass, Tim R. *Teacher training, teacher quality, and student achievement*. National Center for Analysis of Longitudinal Data in Education Research. Calder Urban Institute. 2006, 2008.

Action Research

Do new teachers, who receive the support of consulting teachers, produce approximately the same level of student achievement as all teachers?

Action Research

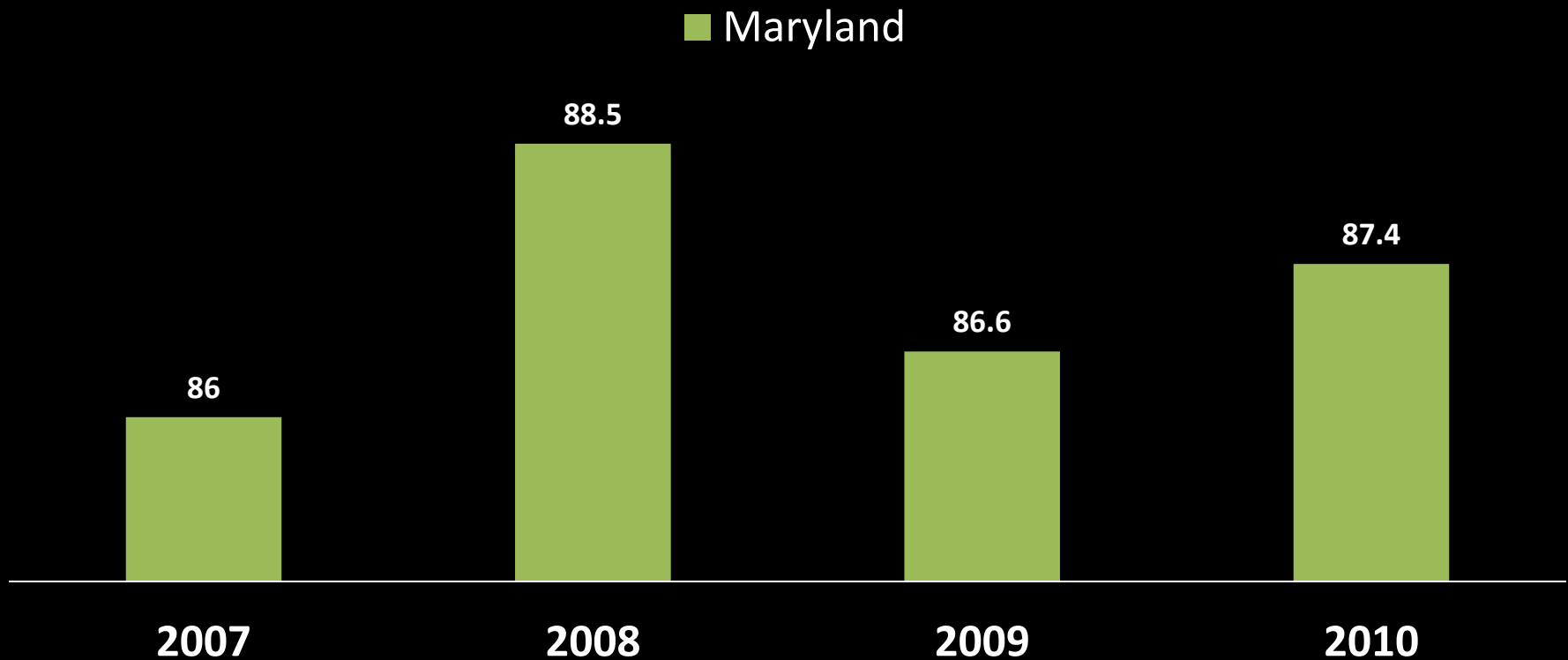
- Director, Department of Professional Growth Systems
- Co-lead Consulting Teachers, Administrative Secretary
- Researcher, Office Shared Accountability

Action Research

- New 4th grade teachers (72) 2007 - 2010
- MSA Reading 2007 – 2010
- Percent Proficient + Advanced

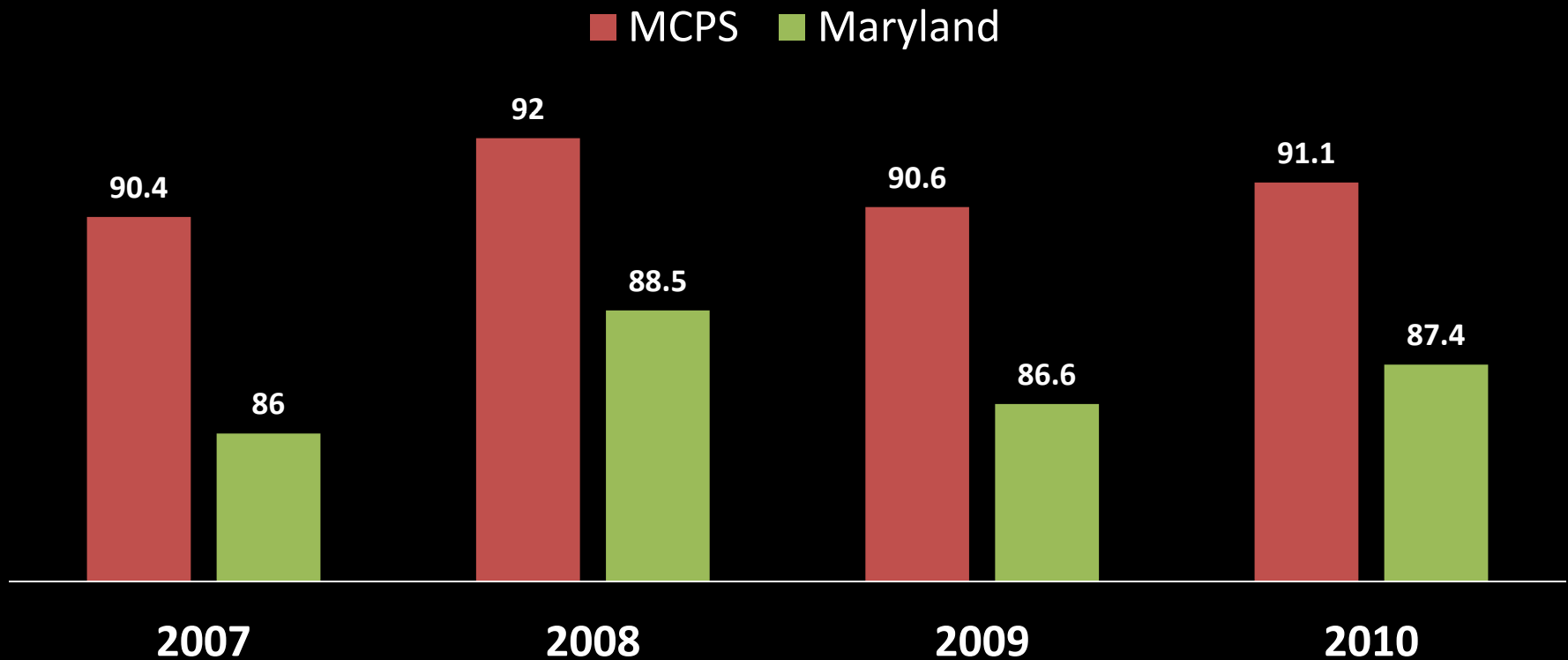
Consulting Teacher Support for New Teachers Affects Student Achievement

MSA Reading, 2007 - 2010
Grade 4, Percent Proficient + Advanced



Consulting Teacher Support for New Teachers Affects Student Achievement

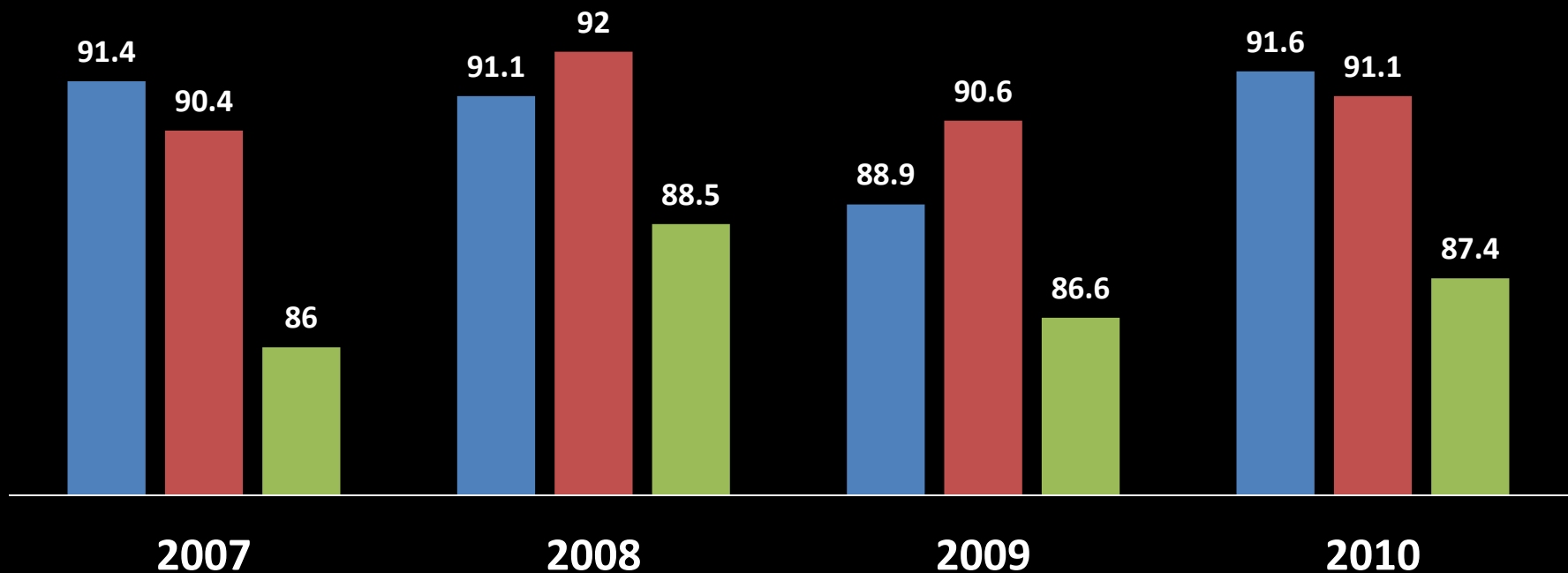
MSA Reading, 2007 - 2010
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Consulting Teacher Support for New Teachers Affects Student Achievement

MSA Reading, 2007 - 2010
Grade 4, Percent Proficient + Advanced

■ New Teachers with Consulting Teacher Support ■ MCPS ■ Maryland



Consulting Teachers are making important contributions to:

- Building the capacity of teachers
- Supporting student achievement

Q & A