Consulting Teachers

Building the Capacity of Teachers and Supporting Student Achievement

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Montgomery County Public Schools

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Center for Assessment
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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)

<table>
<thead>
<tr>
<th>United States</th>
<th>MCPS</th>
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<tbody>
<tr>
<td>50%</td>
<td>$66\frac{2}{3}%$</td>
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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.”

“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.”

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

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 4\textsuperscript{th} 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

Maryland

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
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<tbody>
<tr>
<td>2007</td>
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<td>2008</td>
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Consulting Teacher Support for New Teachers Affects Student Achievement

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

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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

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<tr>
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Consulting Teachers are making important contributions to:

– Building the capacity of teachers
– Supporting student achievement

Q & A