Growing Teachers Who Grow Students

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Adapted from - presentation by Beccy Baldwin, Director, NW RPDC, at Administrator Conference August 2016.
Outcomes

• Review impact of Collective Teacher Efficacy
• Introduce the concept of the Teacher Development System
• Describe the history and current status of Statewide Teacher Academy
• Share 2016 Teacher Academy participant data highlighting growth and learning
Current Teacher Supports

- Missouri Teacher Standards
- Professional Learning Standards
- Professional Learning 1% Funds
- Mentor Standards
- New Teacher Induction - 2 year certification requirement
- Mentoring
- Teacher Academy
- Educator Evaluation System that supports Educator Growth
Collective Teacher Efficacy
Effect size - 1.57

- John Hattie “Know Thy Impact”
- Average Effect Size for one year of growth still 0.4
- 95% of what we do increases student learning
- We need to abolish the words “what works” instead “what works best”
Where to start?

• Statewide Grant - 2004
  Replication of Leadership Academy
  State-level trainings with national presenters
  Regional Cohorts for ongoing learning sessions
  Strong program evaluation data of positive impact

• Funding Cuts - 2010 - eliminated the DESE financial support
• RPDC Directors explore Teacher Development System - 2/2015
• Re-establish Statewide Missouri Teacher Academy
• February - Proposal to Office of Educator Quality
• Statewide Teacher Academy in eight regions 2015-2016
Teacher Academy is designed to provide teachers an opportunity to ...
Learn and collaborate with other master teachers from other districts, other regions, other grade levels, and other content disciplines

Study the latest educational trends, strategies and philosophies from excellent national and local educators
Collaboratively process, reflect, and implement instructional practices to increase student learning.

- Demonstrate expertise in their content area.
- Bond and build a career-long support system for continued professional growth.
Affect change in school buildings and districts by raising student achievement using skills and strategies learned through the experience
Missouri Teacher Academy
2015-2016

Participant Demographics
# Participants by Building Level

- Elementary: 78
- Middle School: 36
- High School: 17
# Participants by Building Size

<table>
<thead>
<tr>
<th>Size</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;200</td>
<td>17</td>
</tr>
<tr>
<td>200-300</td>
<td>33</td>
</tr>
<tr>
<td>300-450</td>
<td>27</td>
</tr>
<tr>
<td>450+</td>
<td>42</td>
</tr>
</tbody>
</table>
Beyond the demographics

- Educators with a Growth Mindset
- Buildings/Districts focused on Building Capacity
- Educators considering retirement
- Teams
- Assistant Principal
Missouri Teacher Academy
2015-2016

Participant Reflection Survey
I know high yield research based instructional practices that produce student learning.
I use high yield research based instructional practices that produce student learning.

**Beginning of TA**

<table>
<thead>
<tr>
<th></th>
<th>Not Yet(1)</th>
<th>Starting(3)</th>
<th>(5)</th>
<th>(7)</th>
<th>Instructed &amp; Modeled(9)</th>
</tr>
</thead>
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<td>Count</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
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</table>

**End of TA**

<table>
<thead>
<tr>
<th></th>
<th>Not Yet(1)</th>
<th>Starting(3)</th>
<th>(5)</th>
<th>(7)</th>
<th>Instructed &amp; Modeled(9)</th>
</tr>
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<tbody>
<tr>
<td>Count</td>
<td>0</td>
<td>1</td>
<td>25</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
I know high quality research based strategies to engage learners.
I use high quality research based strategies to engage learners.
I use research based strategies to guide my reflection on instruction.
I use evidence from student learning to guide my reflective practices.
I use evidence gained from my reflective practices to adjust my instruction.
Growth in practice

- I know high yield research based instructional practices that produce student learning. +2.77
- I use high yield research based instructional practices that produce student learning in my classroom. +2.70
- I know high quality research based strategies to engage learners. +2.74
- I use high quality research based strategies to engage learners in my classroom. +2.74
- I use research based strategies to guide my reflection on instruction. +2.86
- I use evidence from student learning to guide my reflective practices. +2.76
- I use evidence gained through my reflective practices to adjust my instruction. +2.76
Participant written reflections
- high frequency themes
• Increased use of research-based practices and strategies

• Value of action research (plan-do-study-act)

• Noticed levels of engagement increasing in classroom

• Value of networking with other professionals (collaboration and problem solving)

• Increased access and use of instructional resources
• Increased reflection on teaching practices and levels of student learning

• Increased focus on student learning data and specifically “growth”

• Increased dialogue and sharing of research-based practices with colleagues at school

• Increased levels of confidence in what constitutes high quality instruction

• Increased levels of motivation to continue learning due to observations and levels of impact
Missouri Teacher Academy
2015-2016

Action research project
Teacher Academy:

Putting the pieces together for success
Teacher and Student Standards
Teacher Standard

Standard #4 Critical Thinking
The teacher uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking
Quality Indicator 2: Appropriate use of instructional resources to enhance student learning
Quality Indicator 3: Cooperative, small group and independent learning
Standards Addressed in Unit

- **CCSS MATH 2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

- **CCSS MATH 2.NBT.5** Fluently add and subtract within 100 using strategies based properties of operations, and/or the relation between addition and subtraction.

- **CCSS MATH 2.NBT.9** Explain why addition and subtraction strategies work, using properties of operations.
Quantitative Measurement
### Math Chapter 1

#### Second Grade Class

<table>
<thead>
<tr>
<th>I CAN</th>
<th>Pre Test Question</th>
<th>Percentage of Students</th>
<th>Post Test Question</th>
<th>Percentage of Students</th>
<th>Change in Percentage</th>
<th>Comments/Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell what it means to add.</td>
<td>14</td>
<td>64.29%</td>
<td>2</td>
<td>100.00%</td>
<td>35.71%</td>
<td></td>
</tr>
<tr>
<td>tell that a double fact is where the same numbers are added together.</td>
<td>15</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use double facts to find sums for near double facts.</td>
<td>24</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tell what the sum means.</td>
<td>1,16</td>
<td>46.43%</td>
<td>4, 20</td>
<td>92.86%</td>
<td>46.43%</td>
<td></td>
</tr>
<tr>
<td>use the number line to help add or subtract.</td>
<td>28,29</td>
<td>92.86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>add three addends.</td>
<td>5</td>
<td>92.86%</td>
<td>10,11*</td>
<td>85.71%</td>
<td>-7.14%</td>
<td></td>
</tr>
<tr>
<td>write a number sentence when solving a word problem.</td>
<td>7,9,10</td>
<td>42.86%</td>
<td>12, 13, 14, 16, 27</td>
<td>84.29%</td>
<td>41.43%</td>
<td></td>
</tr>
<tr>
<td>draw a picture when solving a word problem.</td>
<td>12, 13, 14, 16</td>
<td>98.21%</td>
<td>98.21%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>solve different types of word problems.</td>
<td>4,5*,6,7*,8,9*,10*</td>
<td>61.90%</td>
<td>12, 13, 14, 15*, 16*, 17*, 26*, 27*</td>
<td>88.10%</td>
<td>26.19%</td>
<td></td>
</tr>
<tr>
<td>write my own story problem.</td>
<td>10</td>
<td>35.90%</td>
<td>30</td>
<td>95.24%</td>
<td>59.34%</td>
<td></td>
</tr>
<tr>
<td>tell what the word difference means.</td>
<td>2,15</td>
<td>26.92%</td>
<td>3, 21</td>
<td>71.43%</td>
<td>44.51%</td>
<td></td>
</tr>
<tr>
<td>count back to subtract.</td>
<td>29*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>solve word problems that involve subtraction.</td>
<td>6*,9*</td>
<td>85.71%</td>
<td>85.71%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subtract all or zero from a number.</td>
<td>7</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All students showed growth. If you average all of the students’ pre and post tests the results are:

**Pretest  51%    Post test  88%**
Qualitative Measurement
What is the best answer?
Teacher Academy Reflection

1. Instructional Strategies
2. Student Engagement
3. Reflective practices
Action Research Content Area Focus

- **ELA**: 52%
- **MA**: 31%
- **SC**: 15%
- **SS**: 2%

Legend:
- MA
- SC
- SS
- ELA
Missouri Teacher Academy
2015-2016

Participant testimonies
High School Teacher
Northwest Cohort

I see how going through Teacher Academy made me realize that I was not being as effective in my classroom as I need to be to allow my students the opportunity to reach their potential. If my students are increasing their knowledge and I am improving my effectiveness, then our school is winning as a whole.
Third Grade Teacher
South Central Cohort

**GROWTH!** I grew, with the growth I gained...my students grew. I was able to share ideas and newly gained knowledge with others.
High School Teacher
St. Louis Cohort

- *I think the biggest gain from TA was getting to collaborate with other passionate teachers. It fired me back up to be more innovative and engaging which is always critical. Our leader did an amazing job of ensuring that we left every session pumped up to return to the classroom.*

- *In addition, I learned many new valuable strategies to use and tested many new ideas throughout the year. It made my job more fun and that meant it was more engaging for students as well.*
I believe the benefit of my experience was to improve my instructional processes that led to better engagement and critical thinking for my students. My students were exposed to more resources, strategies, and choices because of what I learned. I was able to use a variety of teaching methods to improve my instruction; therefore improving my students' learning.
Final Survey question

- What is your estimate of the number of students impacted through your Teacher Academy experience?
- Please include students you instruct, as well as students impacted through your collaboration with, and support of, other teachers.
- Range of responses: 12 to 600 +
The Rest of the story...

- 200+
- “This doesn't include all of the future students impacted by my training through the Teacher Academy”
- I think that every student in my building had some impact of me attending TA. I presented several times in our staff meetings, and all of my students were definitely impacted by me directly. I also worked with 15 at-risk students in an Intervention class that received the most benefit with having more one-on-one attention from me.
- “I know what I learned effected all 24 students, but it will also effect the students I will have in the future, so the total number of students is unknown!!!”
Final thoughts

- We know the key to success in schools is having a *master teacher in every classroom*.

- Our Missouri Teacher Academy is striving to *build the capacity* of our participants to be master educators through high quality professional learning.
The first step in a Missouri Teacher Development System
Questions?

DESE Contact: Linda Dooling, Director Teacher Development

Regional Contacts: RPDC Directors
- Dr. Rita Fisher, SE RPDC, Cape Girardea
- Ginny Vandelict, Hook Center, Columbia
- Dr. Julie Collins, Kansas City RPDC
- Jim Judd, NE RPDC, Kirksville
- Beccy Baldwin, NW RPDC, Maryville
- Mary Ann Burns, SC RPDC, Rolla
- Dr. Russ Brock, SW RPDC, Springfield
- Dr. John Waters, St. Louis RPDC
- Julie Blaine, Central RPDC, Warrensburg
Thanks for letting us share our Teacher Academy story ...

And... THANK YOU for all you do every day to make schools better places for kids to learn and grow!

YOU MATTER!