

NBCT Policy Symposium



Draft Results

Quality Education Council

November 2nd, 2009

NBCT Symposium Purpose

- Design an Implementation Plan for the 16 Instructional and Classroom Elements of the BEFTF/SPI Recommendations
- Symposium Question: **Which recommendations of new instructional funding will provide the earliest and greatest impacts on student achievement and in which order should they be implemented?**



Why teachers? Why NBCTs?

- “Research shows that teacher quality is the most important factor in improving student achievement.”
U.S. Dept of Education
- Teachers are ultimately the ones to truly implement and be responsible for the increased expectations around student achievement.
- NBCTs have proven their skills and knowledge against national standards. They have a common understanding of accomplished teaching.
- Focus by policymakers on reforms in the classroom.



Planning and Partners

Planning

- Precedent for accomplished teacher voice in policy- 2006 NBCT Summit
- Invited all 2726 NBCTs to apply to the 2009 Symposium
- Participants selected based on demographics and willingness to take a state-wide perspective

Partners

- Office of the Superintendent of Public Instruction (OSPI)
- Washington Education Association (WEA)
- Center for Strengthening the Teaching Profession (CSTP)
- National Board for Professional Teaching Standards (NBPTS)



Preparation Process

- 3 Lead Facilitators, 20 facilitators, 80 participants (all NBCTs)
- Prior Preparation: Policy Briefs, Webinars and Homework



Facilitator Preparation



Governors' Roundtable



Symposium Day

- Policy Brief presentations
- Discussion and Voting on the Budget Tool
- “How to Best Implement” Discussion

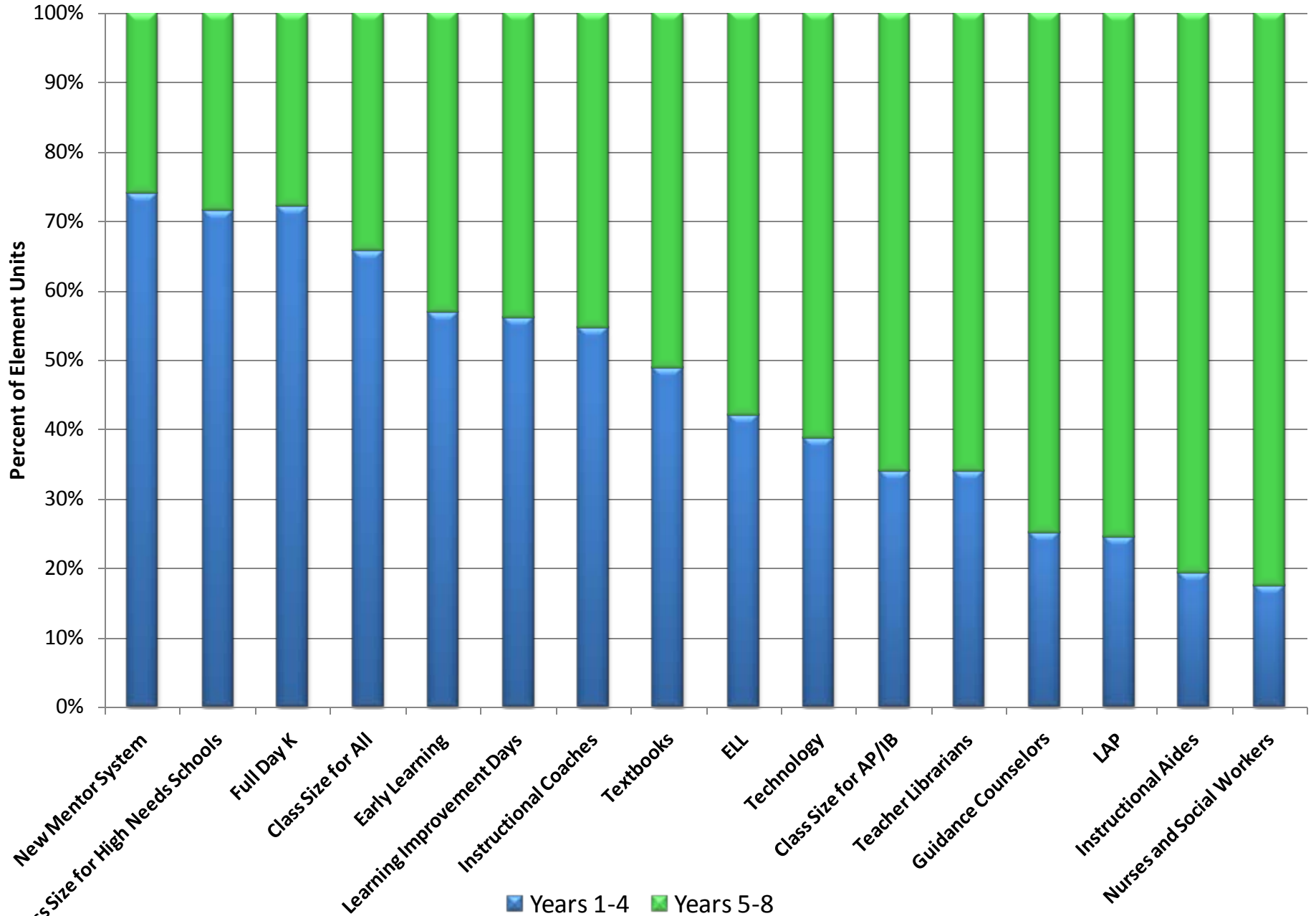


Small Group Discussion and Voting



2009 NBCT POLICY SYMPOSIUM RESULTS

Investment Timing for All Funding Elements

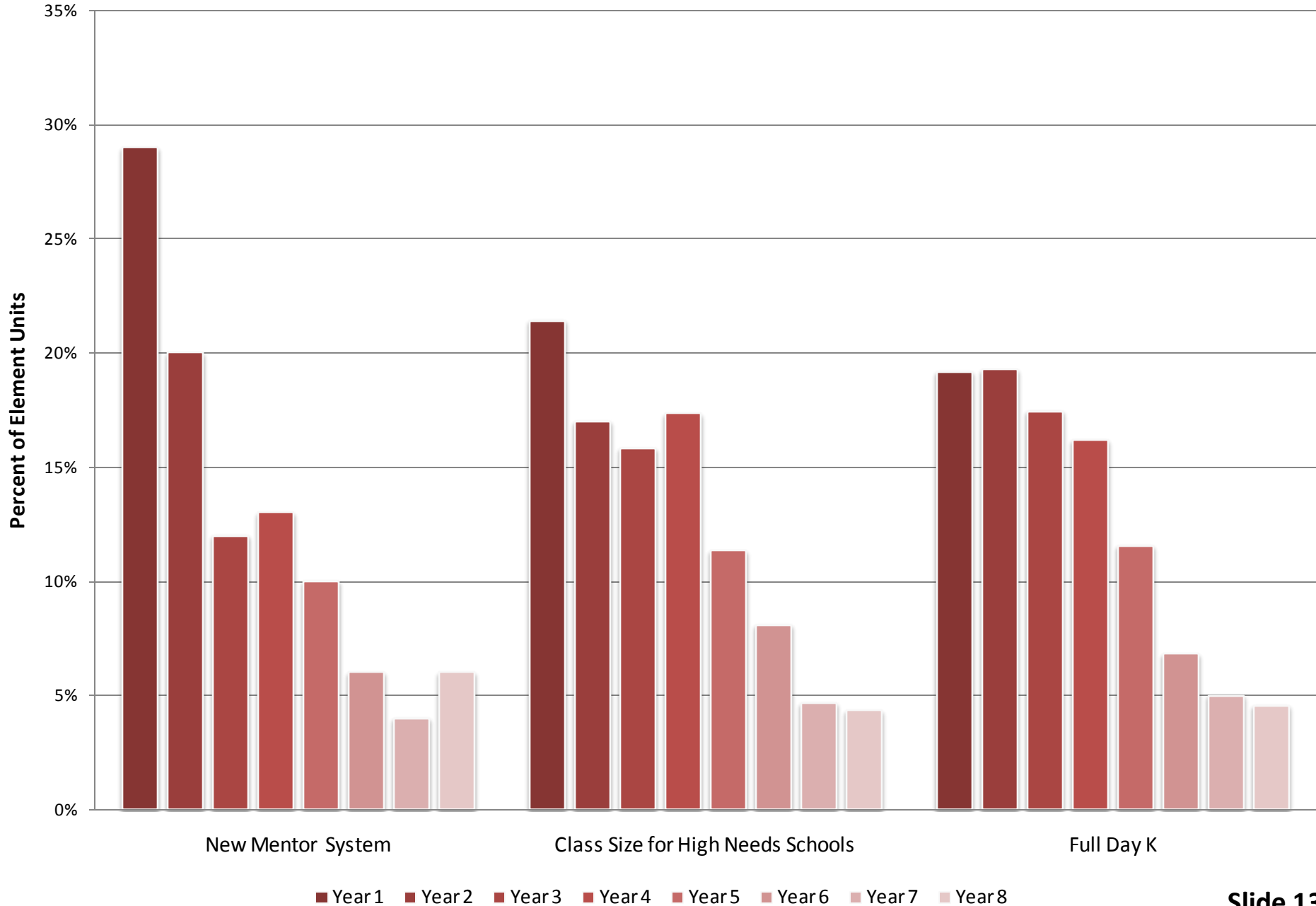


Multiple Analyses Conducted

- Percent invested in 1st 4 year period vs. 2nd 4 year period
- Timing of resource distribution, simple data report
- Confidence Interval or “Agreement” Data Analysis



Priorities Funded Earliest in the Eight-Year Period



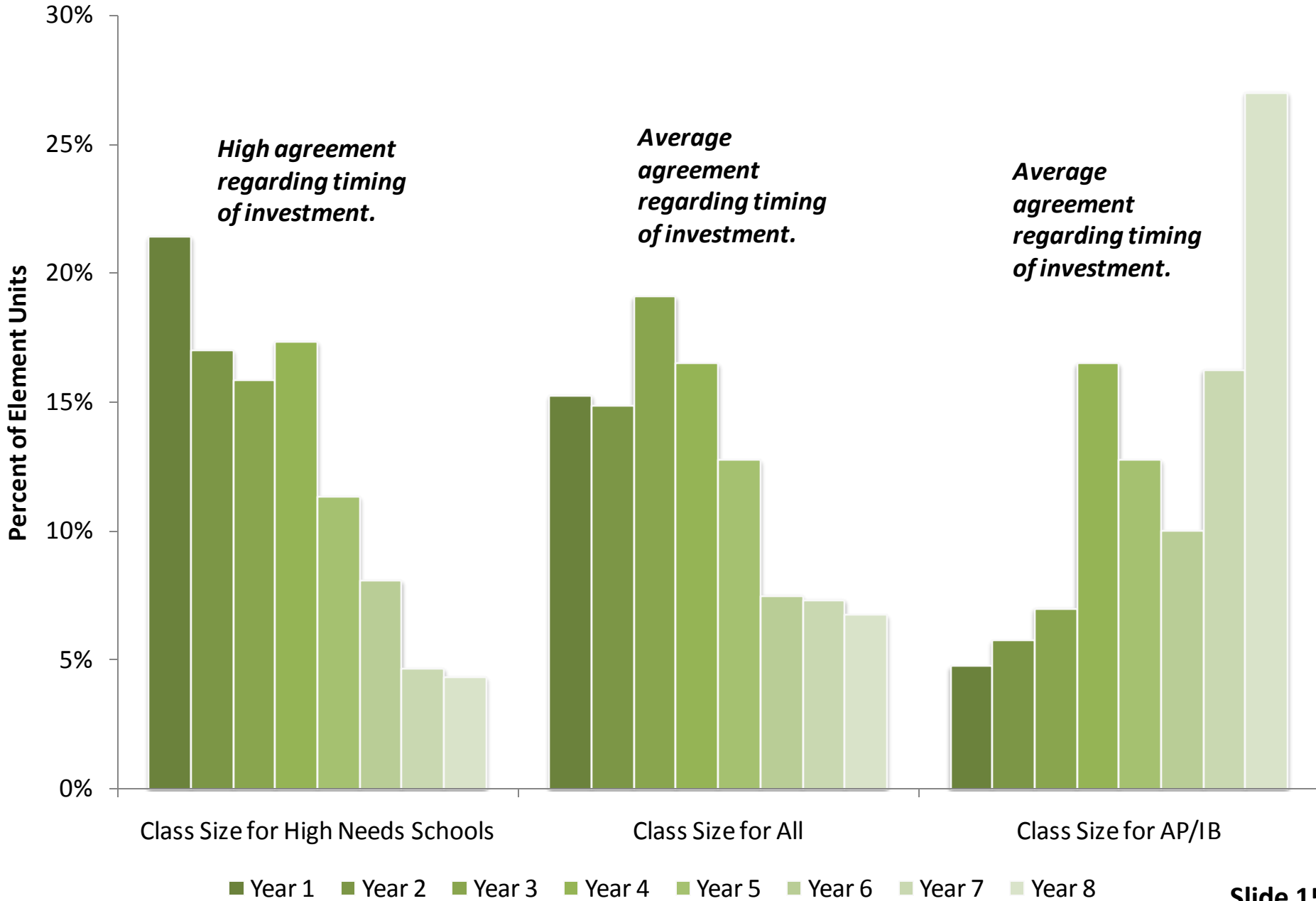
Priorities Funded Earliest in the Eight-Year Period

- New Mentor/Induction Program (74% of the total cost was invested in the 1st 4 Years)
- Reduction in Class Size for High Needs Schools (72% in 1st 4 Years)
- Full Day Kindergarten (72% in 1st 4 Years)

All three have a high agreement level among the 100 NBCT Policy Symposium participants.



Distribution of Class Size Investments



Qualitative Responses

Investments for Class Size Reduction

Further reduction for high needs schools & AP/IB/CTE and Lab Sciences

- Start with K-3 first before moving up to middle and high school.
- Reducing class size for high needs schools will benefit society as a whole in the future.
- Not qualitative support for reducing class size for AP/IB/CTE, but support for lab sciences.



Qualitative Responses

Investments for Class Size Reduction For All

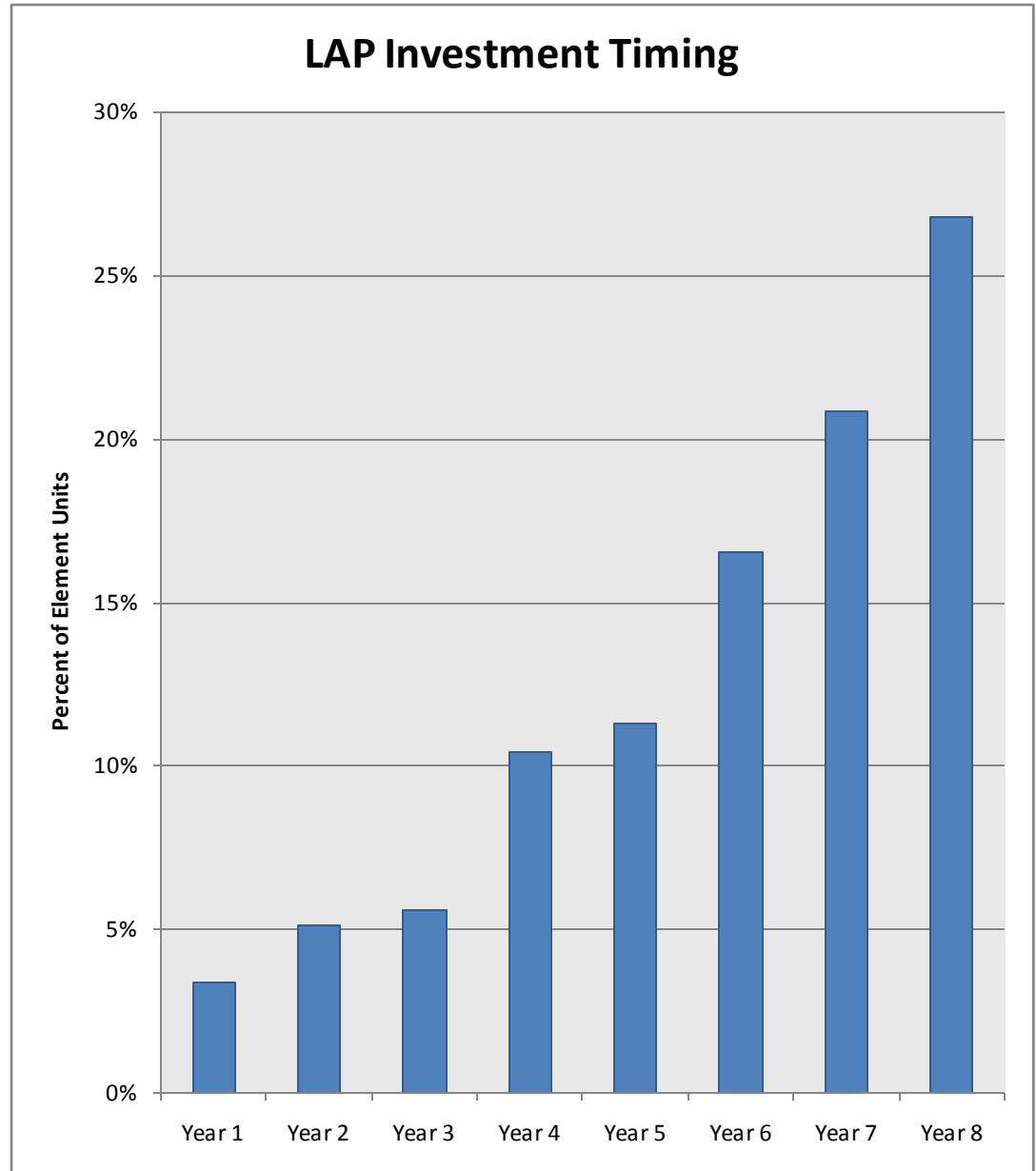
- Class sizes have slowly crept up, especially in the last year.
- Worries about district decisions that may in fact change the prototypical school model allocation
- Attracting and retaining enough qualified accomplished teachers to meet the needs of reducing class size is a concern.



Learning Assistance Program (LAP)

Agreement Analysis:

LAP had a high agreement level, but was funded predominantly in the last four years.



Qualitative Responses

Learning Assistance Program

- Many questions about how the LAP program is funded and used within a district. Some teachers knew exactly what's funded with LAP in their districts, but most did not.
- NBCTs invested in class size reduction as a strategy for addressing struggling student needs.



ELL Investment Timing



ELL English Language Learners (ELL)

Agreement Analysis:

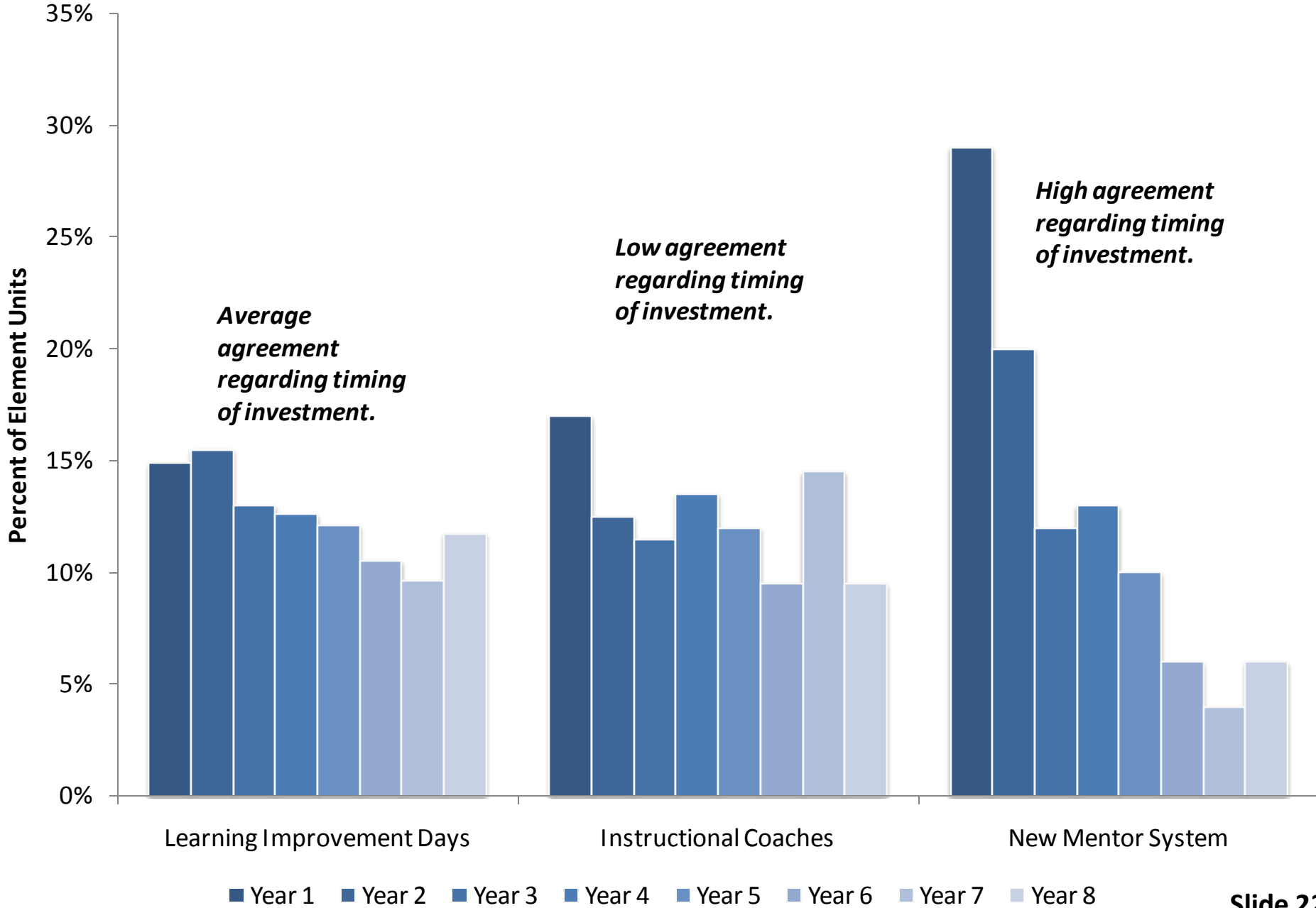
English Language Learners was an element that had a low level of agreement and was funded in no particular trend.

Qualitative Responses

English Language Learners

- Lack of training and professional development to address the needs of English Language Learners.
- Lack of time to plan with regular education teachers about ELL students.
- A quick growth in the variety of languages and the lack of support for diverse languages have created a substantial divide for those students and teachers to bridge.
- Newcomers: A consistent issue in many medium to large urban districts. The need to meet the need of older and multiple languages will continue to grow. How do we meet that demand?

Professional Development Investment Timing



Qualitative Responses

Investments for Professional Development Mentor and Induction

- Mentors must have a system for high quality training and support.
- Administrators must understand and value the importance of a high quality induction and mentoring system, not only for 1st year teachers, but for years 1-5 as well as struggling teachers.
- Mentor and Induction is the key to retention.



Qualitative Responses

Investments for Professional Development Instructional Coaches

- Instructional coaching must be implemented with integrity and not dependent on year to year funding. The lack of consistency within a building or district leads to a fragmented coaching system.
- We have standards for coaching (Center for Strengthening the Teaching Profession CSTP & OSPI). We must use them and not add pseudo-administrative responsibilities onto the coach.
- Must be a system of support for the coaches themselves. They need to continue to build their skills and the district must make a commitment to instructional coaching.



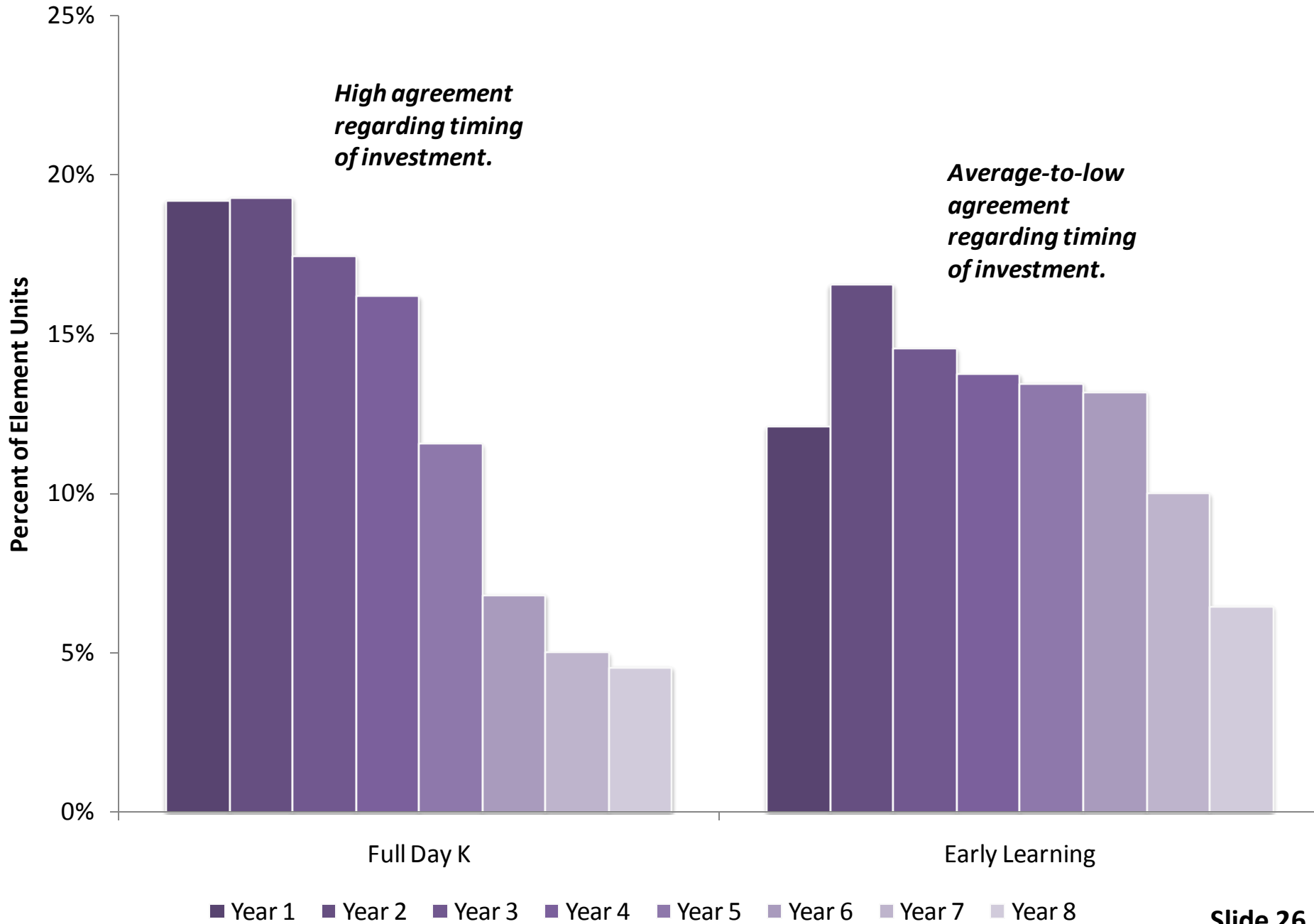
Qualitative Responses

Investments for Professional Development Learning Improvement Days

- In order for professional development to be effective it must be well structured, grounded in current educational research and utilizing best practices.
- Local control of LID days is hit or miss.
- Works when teacher leaders and administrators collaborate around the planning and execution of the days with a laser-like focus on student achievement (for their own student population).



Early Learning Investment Distribution



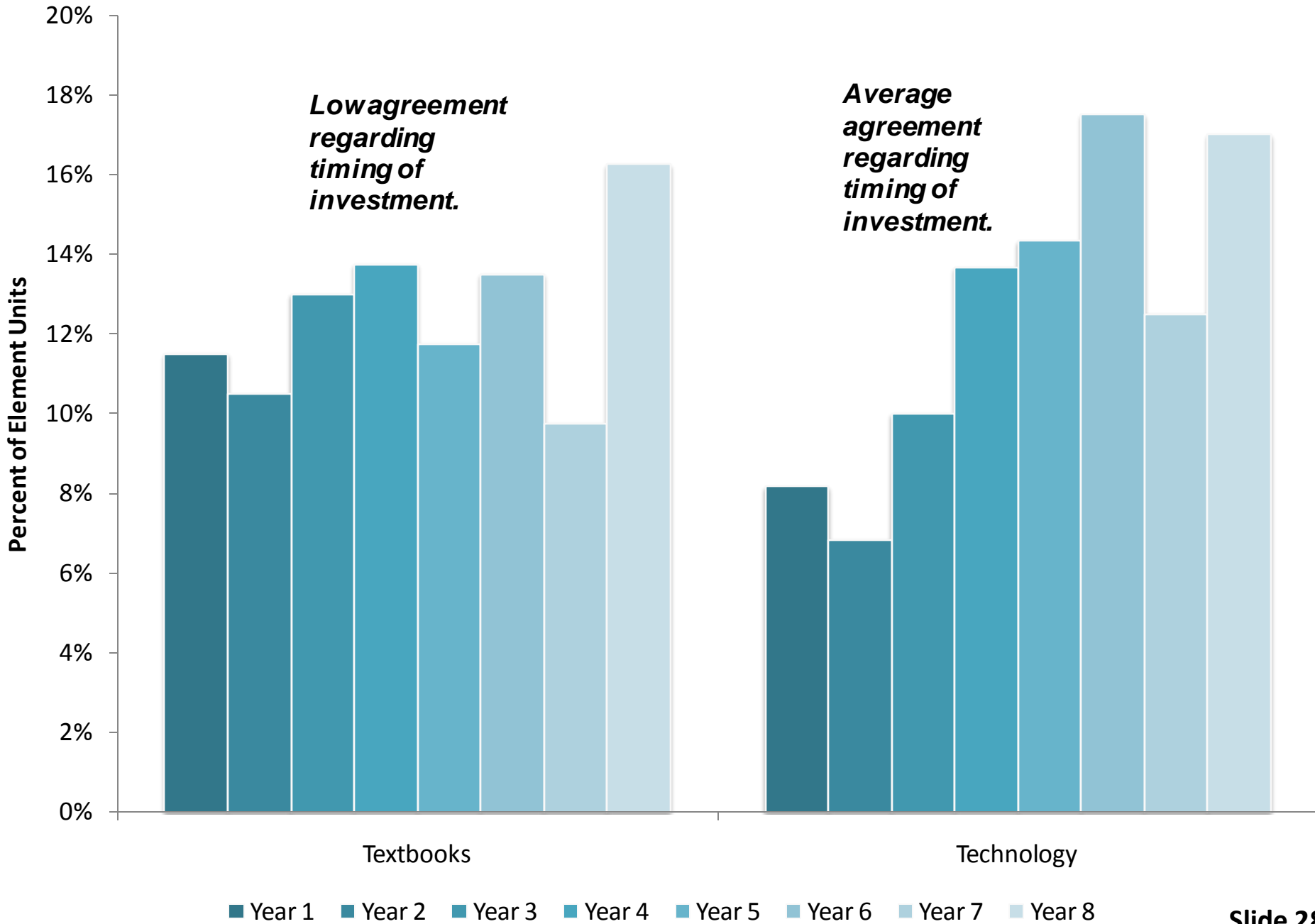
Qualitative Responses

Investments for Early Learning

- Family connection extremely important for both early learning and full day kindergarten. By having full day kindergarten teachers are better able to get to know families as they have fewer students.
- Both parents and kindergarten teachers need more professional development around moving to full day kindergarten and quality home connections.
- Full day kindergarten students come better prepared to tackle the academic rigor of 1st grade.



Instructional Resources Investment Distribution



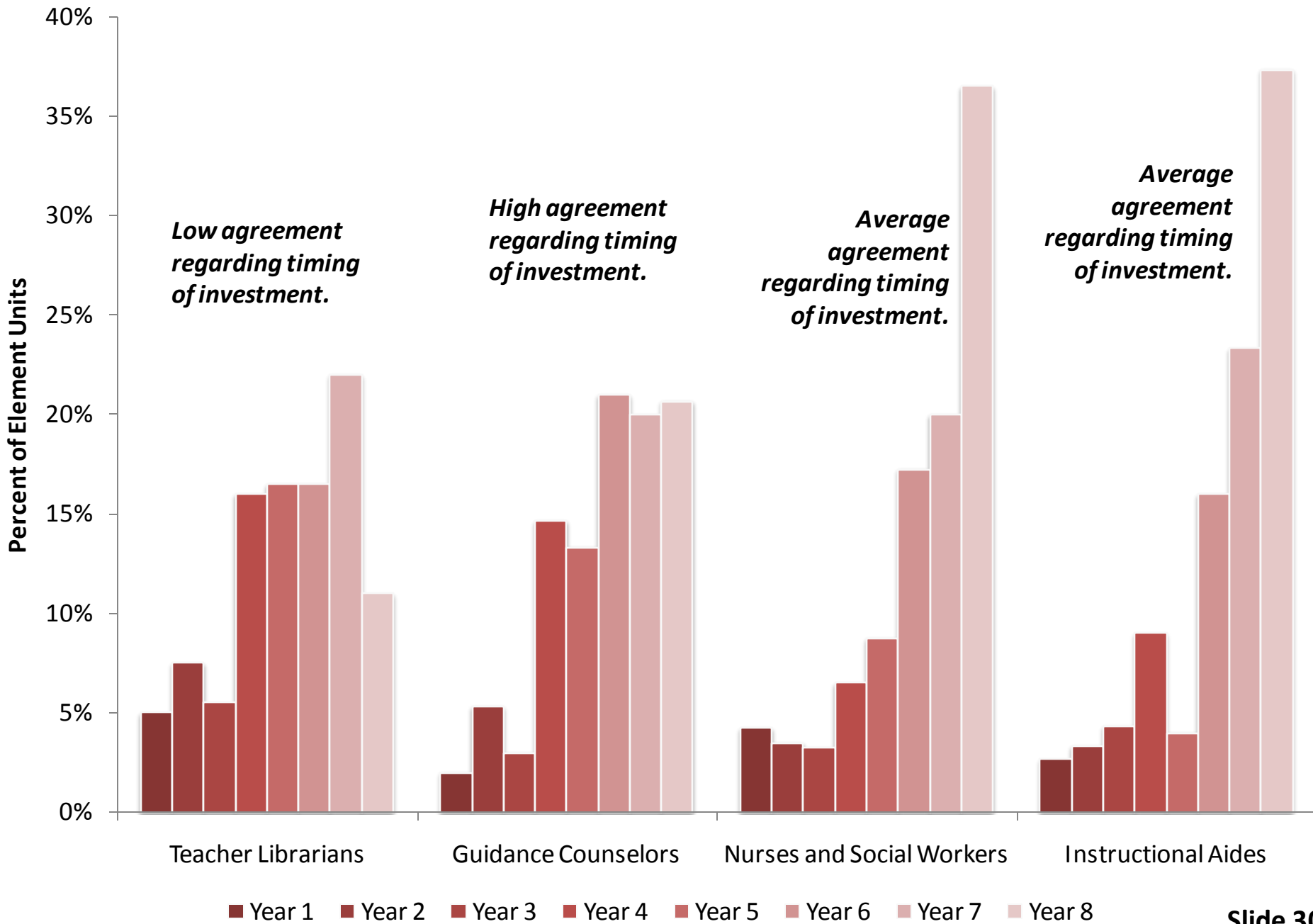
Qualitative Responses

Investments for Textbooks and Technology

- Teachers could have been anticipating that standards are changing with the common core, so may be hesitant to invest early.
- Disparity (even within a district) creates an equity and access situation and it is exacerbated with ELL, SPED and struggling students.
- Quality professional development around technology (either before or simultaneously) is a must for instructional resources to be utilized using best practices.



Teacher Librarian and ESA Investment Distribution



Quality Investments for Teacher-Librarians and ESAs

- Focus in the qualitative discussion centered on the need for teacher librarians.
- Qualified teacher librarians are essential for both literacy skill development and to ensure students are good consumers of information and technology.
- Discussion of nurses, social workers, counselors and instructional aides was limited



Strong vs. Weak Correlations

Cohesive in Recommendations Related to:

- Early implementation of class size reduction for high poverty schools
- Early adoption of Mentor Support
- Early adoption of All-Day Kindergarten
- Late adoption of class size reduction for AP/IB/Lab/CTE
- Late adoption of Learning Assistance Program expansion

Little Cohesion Related to Timing of Phase-in for:

- More support for English Language Learners
- More Instructional Coaches
- Investments in Textbooks



Conclusions

- NBCT Policy Symposium top 3 funding priorities (with the highest correlations):
 - All Day Kindergarten
 - Mentor/Induction Program
 - Reduction of Class Size for High Needs Schools
- Some recommendations are very situational, and interpretation and further data analysis will be beneficial.
- Teachers valued the opportunity to include accomplished teacher voice in policy conversations.

