

# Introducing the Teacher Effectiveness Initiative

October 13, 2011



BUSH FOUNDATION

*courageous* LEADERSHIP / *sustainable* SOLUTIONS / *vital* COMMUNITIES



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*courageous* LEADERSHIP / *sustainable* SOLUTIONS / *vital* COMMUNITIES

**3M**



**Archibald Bush**

*To those who knew him, he represented kindness, limitless charity and concern for others, helpfulness and warm humor.*

# The Bush Foundation supports communities as they seek to solve their own problems

- Since its beginning in 1953, the Bush Foundation has invested in communities across Minnesota, North Dakota, South Dakota and the 23 Native nations that share the same geography.
- Through finding solutions to specific problems...
  - Improving educational achievement
  - Supporting the self-determination of Native nations
- Through fostering competency...
  - Developing **leadership** capacity
  - Providing research, data, tools and opportunities to connect

# Bush Foundation giving

Of foundations awarding grants in 2009, the Bush Foundation ranked:

- #5 in grants awarded within Minnesota
- #1 in grants awarded within North Dakota
- #1 in grants awarded within South Dakota

MN Source: Minnesota Council on Foundations, 2011.

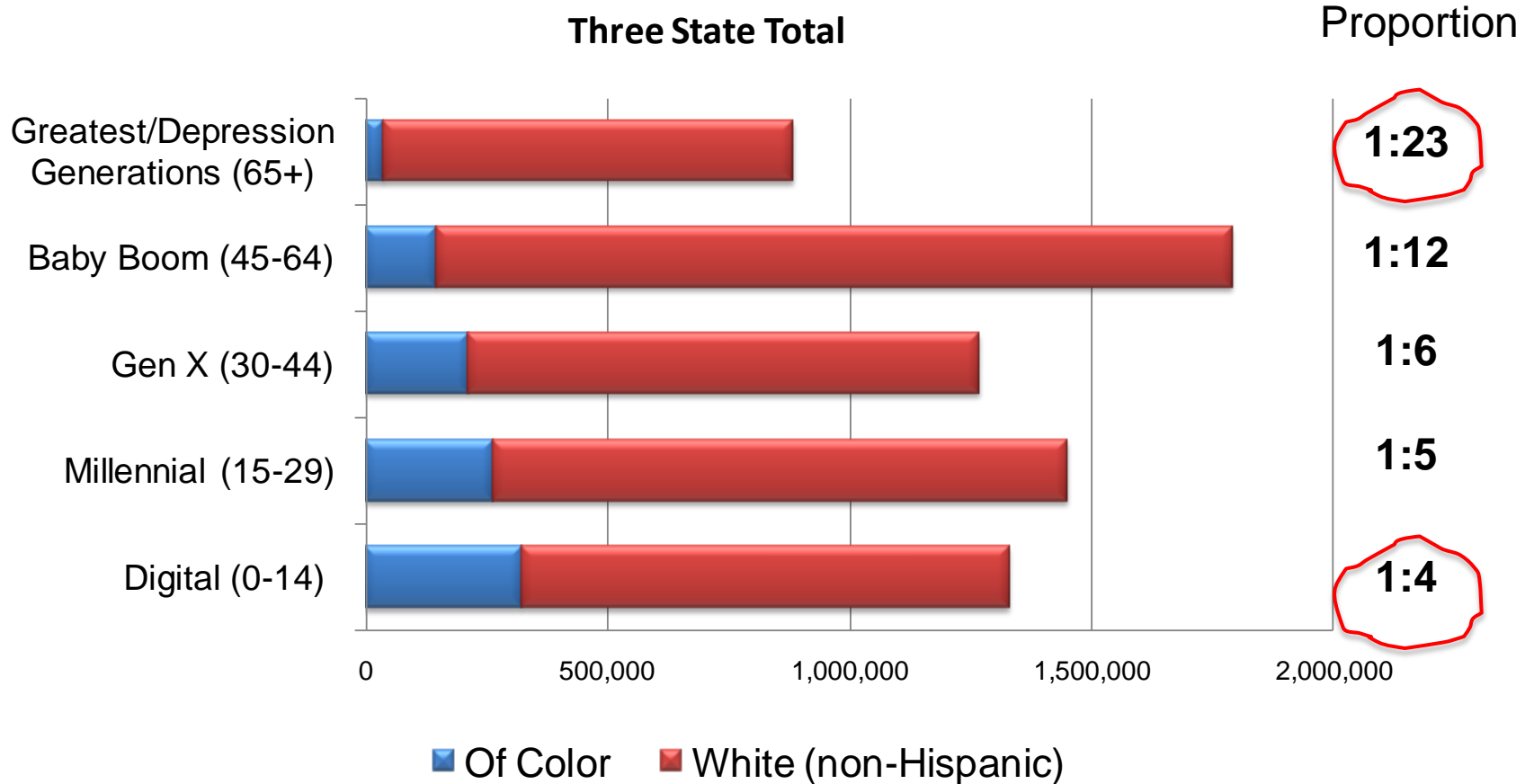
ND/SD Source: The Foundation Center, 2011. Based on all grants of \$10,000 or more awarded by a national sample of 1,384 larger U.S. foundations (including 800 of the 1,000 largest ranked by total giving). For community foundations, only discretionary grants are included. Grants to individuals are not included in the file.

# Our three states: a demographic comparison

	Total Population	Percentage Change in Population: 2000 to 2010
Minnesota	6,303,825	7.8%
North Dakota	672,681	4.7%
South Dakota	814,180	7.9%

Source: census.gov, 2011

# Our three states: demographic change



# Our three states: a financial comparison

	Total State Spending, FY2010	Projected Deficit as % of State Budget (projected FY2012)
Minnesota	\$31.5 B	23.6%
North Dakota	\$4.7 B	0
South Dakota	\$3.8 B	10.9%

Source: Center on Budget and Policy Priorities, 2010

# Our three states: an educational comparison

	Number of Students	Student Population: Race					Student Population: Selected Characteristics		
		Amer. Indian	Asian	Hispanic	Black	White	Poverty (Free & Reduced)	ELL	Special Educ
<b>Minnesota</b>	837,578	2.1%	6.0%	6.1%	9.4%	76.4%	30.6%	6.9%	14.3%
<b>North Dakota</b>	95,059	8.8%	1.0%	2.1%	2.0%	86.0%	31.2%	2.8%	14.3%
<b>South Dakota</b>	121,606	11.2%	1.1%	2.4%	2.0%	83.2%	33.3%	NA	14.6%

Source: EPE Research Center, State Graduation Reports, 2007-2008

# Our three states: graduation rates

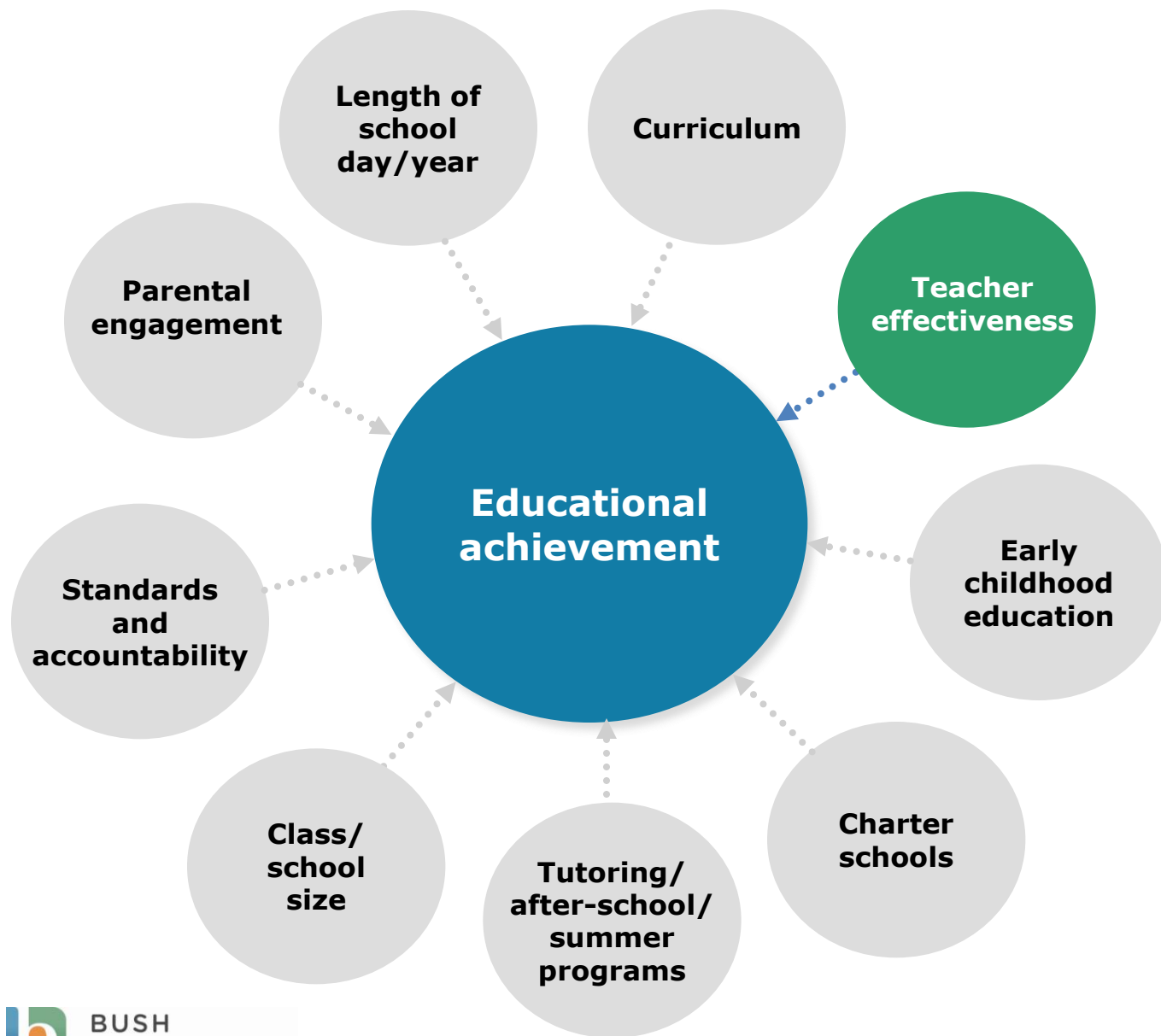
	Graduation Rate Class of 2008	Change since 1997
Minnesota	78.0% (11 <sup>th</sup> in nation)	-0.5%
North Dakota	80.2% (4 <sup>th</sup> in nation)	-1.0%
South Dakota	78.7% (8 <sup>th</sup> in nation)	+0.7%
<b><i>National Average</i></b>	71.7%	+6.1%

Source: EPE Research Center, State Graduation Reports 2007-2008

# Bush Foundation goal

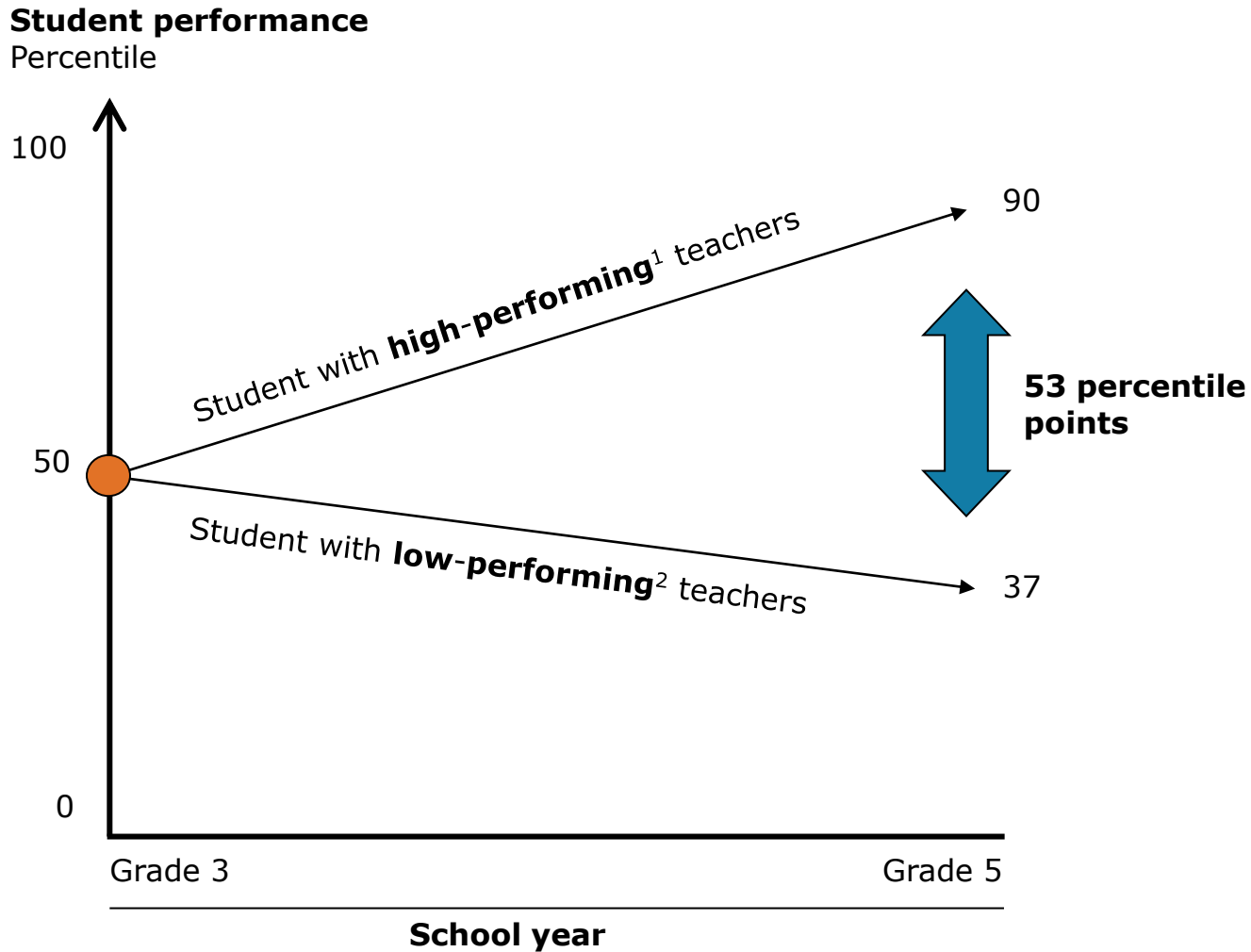
## *Increase educational achievement*

By the end of the decade the percentage of students in Minnesota, North Dakota and South Dakota from pre-kindergarten through college who are on track to earn a degree after high school increases by 50% and disparities among diverse student groups are eliminated.



Improving teacher effectiveness is key to increasing educational achievement.

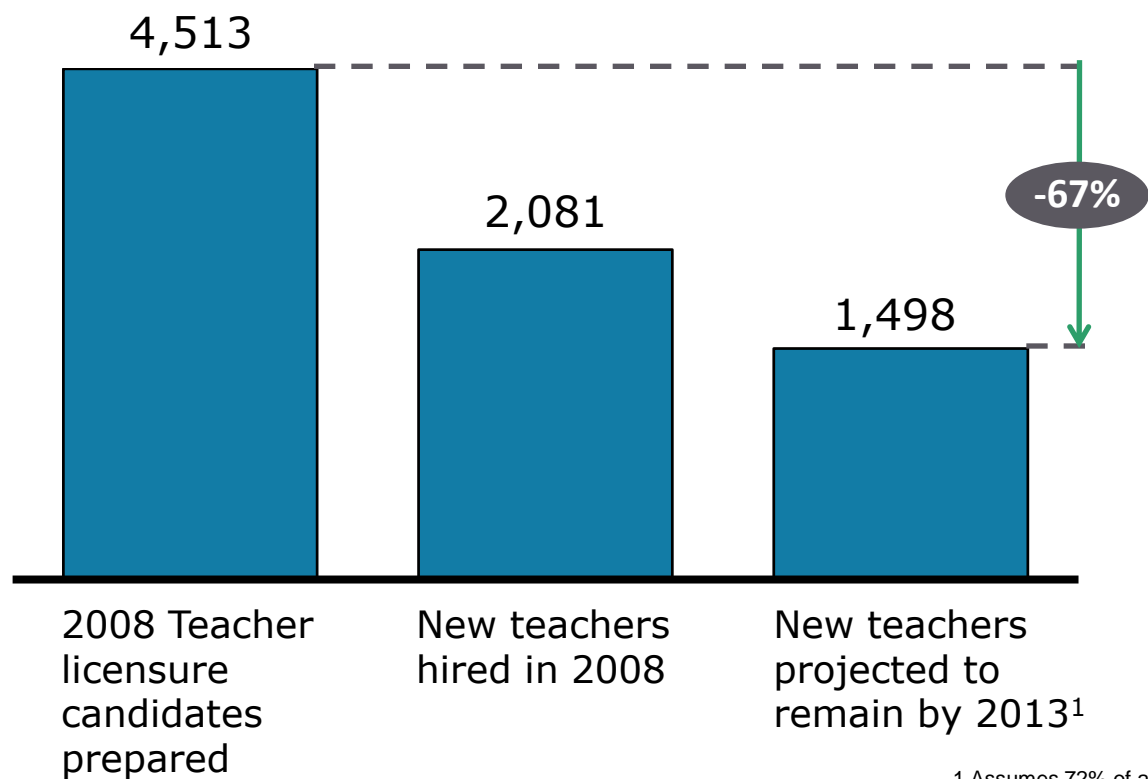
## Tennessee example



# Supply and demand are not in sync

## Teacher placement and retention in Minnesota

Number, 2008



- Year after year, teaching programs are producing more teachers than are placed into districts
- There is a mismatch between types of graduates and the types of teachers that schools need (e.g. ELL, Special Ed., Math and Science)

<sup>1</sup> Assumes 72% of a given cohort in MN leaves teaching over a 5-year period based on findings of a 2011 Minnesota Department of Education study  
Source: Minnesota Department of Education Supply and Demand Report (2011), Minnesota Department of Education Teacher Demographic Data



## **Defining teacher effectiveness:**

Students will achieve at least one year of student academic growth per year of classroom time



## Measuring our success:

To deliver 25,000 new, effective teachers to replace those who will leave the profession through retirement and career changes

# How do we support the development of new, highly effective teachers?

The Foundation is investing over \$40 million in these areas over the decade:

Teacher preparation program development

Teacher assessment tools to enable individual and program measurement

Teacher marketing campaign to attract the strongest candidates to teaching careers

Teacher compensation and other improvements to the value proposition for teaching

Policies that support and reward improved teacher preparation

# The fourteen higher ed partners

## Valley Partnership

- Minnesota State University, Moorhead
- North Dakota State University
- Valley City State University

## Saint Cloud State University

## Minnesota State University, Mankato

## University of Minnesota, Twin Cities



## Winona State University

## University of South Dakota, Vermillion

## Twin Cities Private College Consortium (TC2)

- Augsburg College
- Bethel University
- Concordia University–St. Paul
- Hamline University
- St. Catherine University
- University of St. Thomas

# Common metrics: measuring effectiveness

<b>Assessment System Timeline</b> 	Entry into pre-service preparation		Performance during preparation	Exiting teacher preparation	End of first year of teaching teacher report	End of first year of teaching supervisor report
<b>Assessment Instrument</b> 	Application and admissions questionnaire	Teacher Performance Assessment (TPA)	Teacher Preparation Exit Survey (TPES)	Transition to Teaching Survey (TTS)	First Year Supervisor Survey (FYSS)	

# Transforming teacher preparation



Historical focus



# Five key elements of teacher preparation

1



## Recruit

- Launch **teacher marketing** campaign to attract high-caliber candidates
- Increase program **admission standards** to drive student quality
- Drive **recruitment** within high-need disciplines (e.g., math, science)
- Increase student **diversity**

# NExT recruitment and enrollment

- In addition to campus level work, NExT partners have worked with a marketing/pr firm to identify and develop recruitment strategies
- Regional marketing campaign in May and September utilized television and online ads, plus new NExTteacher.org website

<http://www.nextteacher.org/>



# NEXt™

Network for Excellence in Teaching



Find out about our campaign launch  
[learn more](#) ▶

Find out which subjects need teachers!  
[learn more](#) ▶

## ARE YOU WIRED TO TEACH?



*Quiz today!*

### CHARACTERISTICS OF A CHANGE MAKER

#### Self-Determined (adj.)

- 1. — Not influenced by the herd
- 2. — Self-motivated and self-reliant

Teachers are in demand!  
[learn more](#) ▶



[Click here to watch the NEXt commercial!](#)

# Five key elements of teacher preparation

2



## Prepare

- Combine learning subject matter with **immersion in real classrooms**
- Align program curriculum with P-12 learning standards

# Five key elements of teacher preparation

3



## Place

- Partner with districts that place graduates in schools that are committed to supporting teacher success

# Five key elements of teacher preparation

4



## Support

- Universities track, report and communicate graduates' performance and **guarantee** their success
- Provide **ongoing mentorship** and training for up to five years after graduation

# Five key elements of teacher preparation

5



## Measure

- Develop a **system of common metrics** that become a new standard for measuring effectiveness in the classroom

# Our resource partners

- **FHI 360:** national education experts who coach and assist the NExT partner schools and advise the Bush Foundation on change management and implementation issues
- **Value Added Research Center (VARC):** a team of education metrics researchers at the University of Wisconsin, Madison who work with NExT partners to evaluate the effectiveness of new teachers and the programs that prepared them. (see tutorials on <http://www.varc.wceruw.org/>)
- **Advisory and Review Committee (ARC):** national experts who advise the NExT partners and the Foundation on the overall strategy and progress of the initiative

# Policies that support and reward improved teacher preparation

## **Education and Advocacy**

- Working with state departments on capacity building
- Working with state licensing boards
- Discussion and education with legislative and executive branch leaders

## **Large Scale Initiatives**

- Support for Teacher Performance Assessment, as an example

# Policies that support and reward improved teacher preparation

## Research and Policy

- Working with governments and citizens of Minnesota, North Dakota and South Dakota on multiple initiatives

## Sharing and Learning

- New Schools network
- Convenings and gatherings on teacher preparation (AACTE, Teachers for a New Era as examples)
- Wilder evaluations

# Future initiatives

## Evaluation of this initiative

- Discussions with ARC and other experts on possibilities
- Building on and integrating with NExT partners

## Expand work in North Dakota & South Dakota

- Build out Teacher Effectiveness work in western regions
- Grow advocacy work in ND and SD with new manager

## Explore new partnerships

- Build research capability
- Increase ARC to include additional R-1 and P-12 representatives
- Potential new grant partners
- Significant expansion of school leadership work

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