



Issue

Teachers want to take on leadership roles and contribute effectively to key initiatives within our school, district, or state

Research- Attrition

- According to a National Education Association study, teachers leave the profession because of lack of influence and respect. In survey after survey, teachers say they want a sense that they are making progress in their career, that they can extend their knowledge and expertise beyond the walls of their own classroom, and that they are being valued. (Kopkowski, 2013)

Research- Attrition Data

- According to the article from TakePart entitled “Five Reasons Teacher Turnover is on the Rise,” 46% of American teachers leave the profession before their fifth year.
- In countries with the highest results on international tests, teacher turnover rates are about 3%.

Research- Attrition Cost

- According to the policy brief “The High Cost of Teacher Turnover” by the National Commission on Teaching and America’s Future (2003-2004), nine years ago, the nation spent 4.9 billion dollars - recruiting, hiring, and training recruits. There is a hole in the bucket!

Research- Current Landscape

- In 1987-88, the most common amount of experience for U.S. teachers was 15 years, according to the U.S. Department of Education, twenty years later, it was one year.

Survey

- Are there opportunities for multiple teachers to be leaders within your school without going into administration?
- Are there structures that support teacher leadership?
- Would you be interested in pursuing teacher leadership if structures and support were in place?
- How likely would you be to remain in education as your career if you had leadership opportunities:
a. Very likely b. Likely c. Somewhat likely
d. Unlikely e. Not a consideration

Data

- 92% “very likely”
- 5% “likely”
- 2% “somewhat likely”
- 1% “not a consideration”
- 456 teachers state-wide

Distributed Leadership

- Stronger achievement rates at school
 - Economic Benefits and Growth
- Higher teacher retention rates
- Improving student learning requires improving the instruction they receive each day. There is no better way to do this than to empower our best teachers to lead the effort.

Qualitative Data

- Positive relationship between Distributed Leadership
 - Student Attendance
 - Student Responsibility
 - Student Enthusiasm for Learning
 - Student Problem Solving Skill
 - Overall. Student achievement

Research - Leadership

- Wallace Foundation Study shows collective leadership is linked to student achievement through its effects on teacher motivation and job satisfaction.

The Goals of the Teacher Leadership

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

Distributed Leadership

- No one right way to achieve distributed leadership
- Not a new idea; good schools have this; not equitably distributed
- Each district create and/or adopt a model for distributed leadership
- Provide pre-created structures that districts can implement or they may create their own
 - Regional training will provide models
 - Peer –reviewers for district-created plans

Guiding Principles

- Teachers are involved in key initiatives and district
 - Teachers leading professional development
 - Teachers coaching other teachers
 - Teachers involved in data analysis
 - Teachers mentoring new staff
 - Teachers involved in actionable feedback
- Teachers given a structure, such as defined release time, to help in the implementation

Cost Neutral Undertaking

Retaining teachers that you know to be effective

- Re-distributing roles/ leadership within a district from ladder to lattice
- Peer-review system relieves the state department of education from creating a new department



Growing Our
Own

Excellence in the Teaching Profession

South Carolina Model

- South Carolina Teaching Fellows
- In 1999, the South Carolina General Assembly, recognizing the shortage of excellent teachers and funded the Teaching Fellows Program.
- Recruit talented high school seniors into the teaching profession
- Equip them to become effective and successful educators.

Model Continued...

- Each year, the Program provides fellowships for up to 175 high school seniors who have exhibited high academic achievement, a history of service to their schools and communities, and a desire to teach in South Carolina. (Note: The average SAT score for the 2010 Teaching Fellows Cohort was 1122, compared to a South Carolina average of 979 and a national average of 1017.) The number of awards granted is always contingent upon funding from the General Assembly.

Selection

- Students who receive a Teaching Fellows award go through a rigorous selection process, which includes an online application, an interview and presentation in front of a team of three educators, and a scored written response.

Funding

- Following the rigorous selection process, applicants who are awarded a fellowship receive up to \$24,000 in scholarships (up to \$6,000 a year for four years) to attend a Teaching Fellows Institution in South Carolina provides up to \$5,700 or tuition and board and \$300 for advanced enrichment programs.
- Fellows are offered numerous professional development opportunities and are involved with communities and businesses through various service projects and partnerships with local schools. (college retention as well)

At the Universities

- While completing a degree leading to teacher certification, Teaching Fellows must successfully complete 120 credit hours and maintain a minimum GPA of 2.75 during their undergraduate careers.
- A Fellow agrees to teach in South Carolina one year for every year he or she receives the fellowship. Should a Fellow decide not to repay the fund through service in the classroom, he or she is obligated to repay the state through financial means.

Support

- Partnering universities have directors and liaisons that support Fellows with professional development growth
- Statistically, 81% of all graduated Fellows are employed in 75 school districts in the state. Another 14% are still in good standing and are temporarily deferring their teaching due to graduate school, military service, special requests, or use of their grace year.

Placement

- Over half (52%) of the Fellows who are currently teaching are doing so in critical need schools that meet one or more of the following criteria:
 1. An absolute rating of Below Average or At Risk (unsatisfactory)
 2. A teacher turnover rate for the past three years that is 20% or higher; or
 3. A poverty index of 70% or higher (determined by students eligible for Medicaid or subsidized lunch).

Retention

- 85% of all loan-satisfied Fellows have chosen to stay in the classroom
- Nationally, several studies have found that as many as 50% of new teachers leave within the first five years of entry into the profession (Smith & Ingersoll, 2004).

Fiscally Advantageous

- In a 2007 study, the National Commission on Teaching and America's Future
- (NCTAF) concluded that the national cost of teacher attrition is over \$7.3 billion
- Attrition costs the employer 30% of the existing employee's salary. Therefore, if the average South Carolina teacher salary during the 2009 – 2010 school year was \$47,508 and 3,650 teachers (excluding retirees) left their classrooms at the end of the year, the state spent approximately \$52 million filling vacant positions. Although the estimated costs associated with teacher turnover may differ depending on the method of calculation used, the annual loss of our teachers substantially impacts our nation and state, and most importantly, our children.

Fellows Development

- Leadership Training
- Diversity Awareness
- Technology in the Classroom
- More time training in the classroom
- Explicit mentorship

Considerations

- How are we systematically allowing for time to develop teacher leadership?
- What is innovative about the Teaching Fellows model?
- **TOTAL** cost for Fellows program per year is \$4.1 million
- Arkansas is smaller than South Carolina
- What can **WE** do in Arkansas?
- I have chosen **THIS** state because of the immense potential!

Thoughts?