



Group Session III: Hot Topics

2:30 PM – 3:15 PM



Leveraging Technology to Help Solve Human Capital Challenges

Sam Tankersley, Policy Analyst, Education Division, NGA Center

Human Capital Challenges:

- (1) Answering the demand for high-quality practical experiences.**
- (2) Provide teaching candidates with cultural sensitivity and diversity training in low-risk environments.**
- (3) Strategically utilize employee absence and substitute management data to drive improvement.**
- (4) Increase access to quality professional development experiences.**

Simulated Classrooms: TeachLivE

- Mixed-reality, avatar-based simulation environment that provides users the opportunity to practice a targeted skill.
- Students who went through four 10-minute sessions with the simulator outperformed those using traditional training methods.



Solving State Policy Challenges:

- Answering the demand for high-quality practical experiences.
- Provide teaching candidates with cultural sensitivity and diversity training in low-risk environments.

Online Video Coaching: CoPilot

- The CEA partnered with Edthena to embed video observation and feedback into courses offered on COpilot.
- Educators across the state experience video feedback as part of their professional development.
- Educators take these courses as part of a district initiative or to fulfill their yearly professional development requirements.



Solving State Policy Challenges:

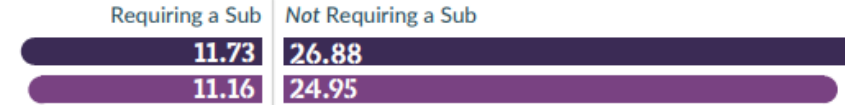
- Increase access to quality professional development experiences.

Teacher Absences: Frontline Education

Districts use Frontline Absence & Time to:

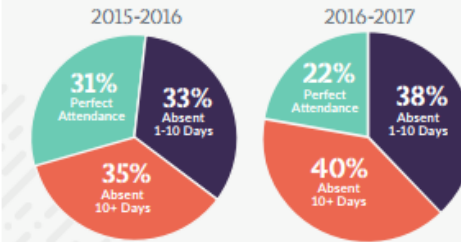
- Manage absence requests and employee leave, find substitutes and monitor the status of absences in real-time.
- Benchmark district's performance against data from the Frontline Research & Learning Institute
- Stay compliant with state and federal labor laws, ACA, FLSA and collective bargaining agreements.

1 Avg. Number of Absences per Employee



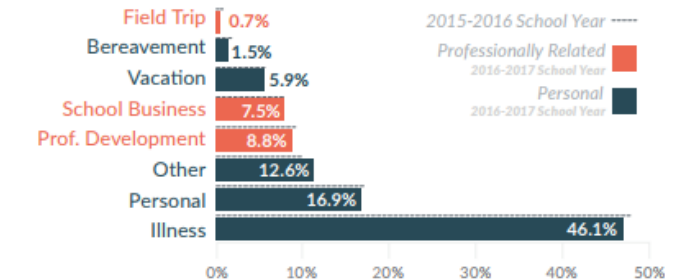
Insight: On average, employees that require a substitute were absent less often during the '16 - '17 school year than the year before.

2 % of Employees Requiring a Sub by Number of Days Absent



Insight: Perfect attendance for employees requiring a sub ↓ 9% from previous year.

3 % of Absences by Reason (All Employees)



Insight: 17% of absences were professionally related, compared to 18% in 2015-16.

Solving State Policy Challenges:

- Strategically utilize employee absence and substitute management data to drive improvement.

State Levers

- (1) Connect with EPP's and districts on current work and elevate best practices.
- (2) Convene stakeholders to explore options for adoption, implementation, and scaling.
- (3) Leverage state innovation funds or ESSA Title II, Part A funds to pilot or scale.



Advancing School Leadership

Danny Carlson, Policy Analyst, Education Division, NGA Center

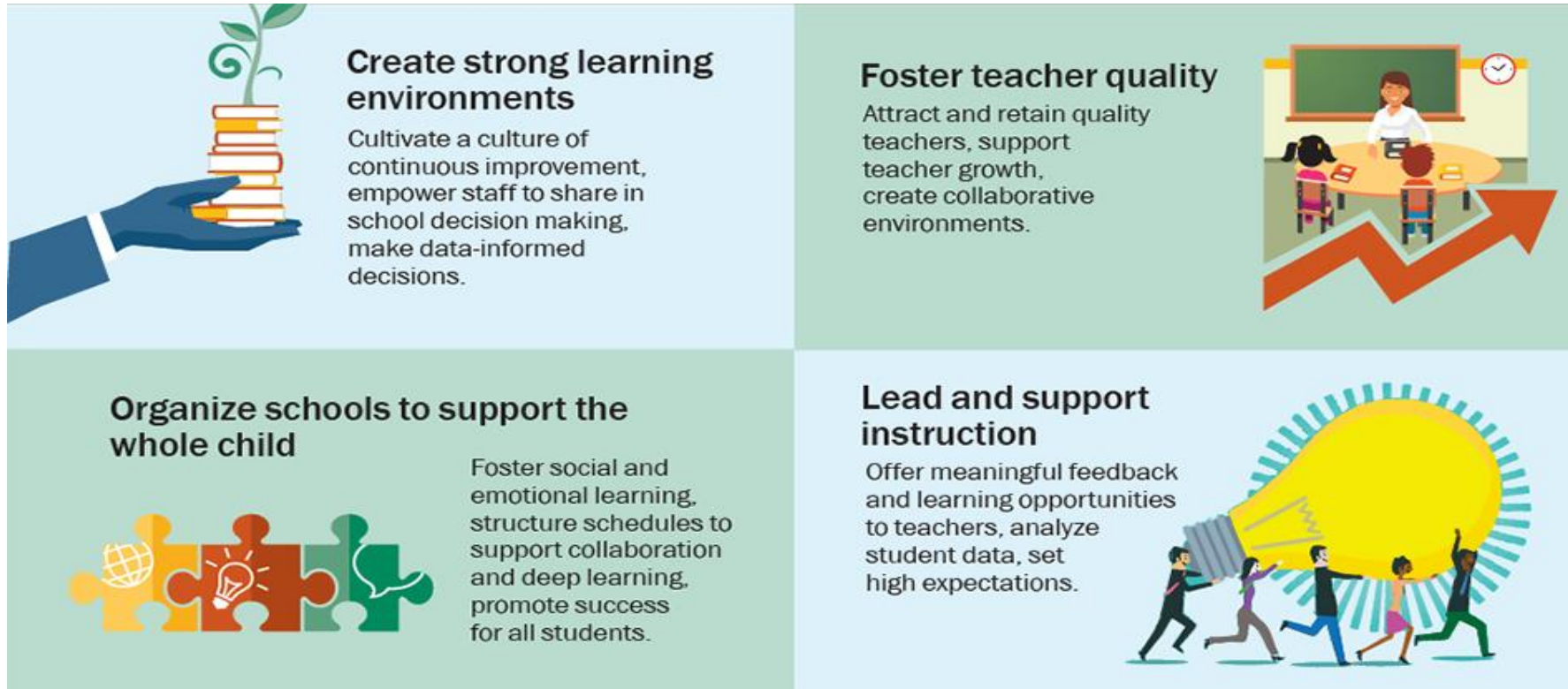
Session Outcomes

- Understand the influence that school leadership has on teaching, learning and school turnaround.
- Discuss policy levers governors can use to elevate school leadership and create conditions for success to boost principal pipelines

Theory of Action

- Principals are **second only to teachers** among school-related factors in improving student achievement.
- Effective principals have a **multiplier effect** on high-quality teaching and thus is a critical factor in boosting student outcomes, especially in high-need schools.
- Strong school leadership an important determinant of whether a school can **attract and keep the high-quality teachers** necessary to turn around schools.

Why Do Effective Principals Matter?



Source: Learning Policy Institute

How To Embed School Leadership in Other Policy Priorities?

Problem: State struggling to recruit and retain high-quality teachers.

Piecemeal Approach

- Focus only on teacher recruitment

Systems Approach

- Improve pathways into teaching
- Boost teacher leadership opportunities
- Strengthen principal quality



Addressing STEM Teaching Shortages

Stephanie Hull, Acting President, Woodrow Wilson National Fellowship Foundation

Changing STEM Teacher Prep:

*More Teachers, More Experience,
Better Retention*



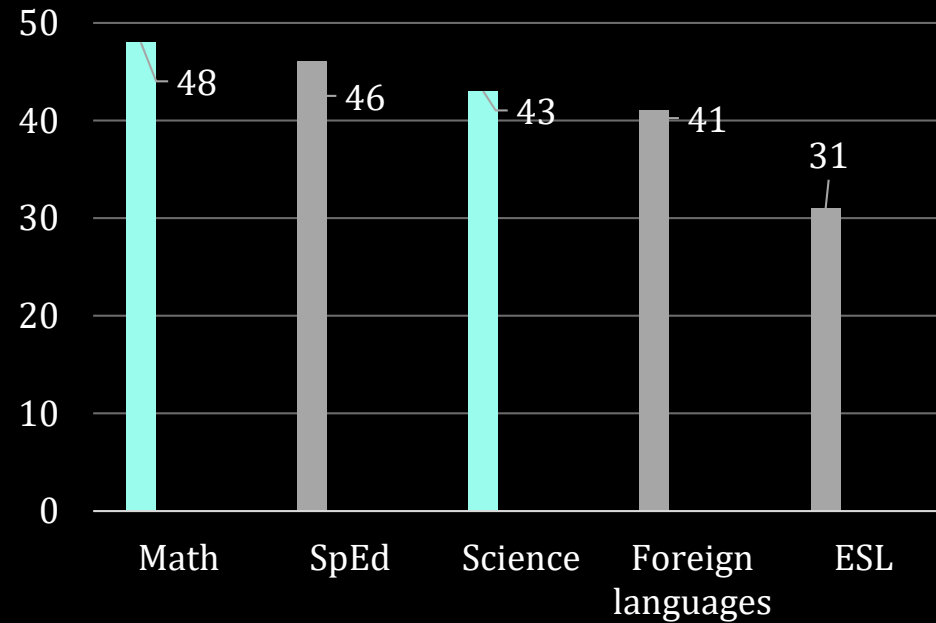
THE WOODROW WILSON
National Fellowship Foundation

October 2017



Why STEM?

- Workforce needs, civic needs, economic opportunity
- International rankings: US 40th in math, 25th in science
- Teacher shortages nationwide



Why STEM?



About the Woodrow Wilson National Fellowship Foundation

- 1945:
 - Supporting Ph.D. study for returning WWII veterans
 - The G.I. Bill: recruiting professors



- Today:
 - Identifying and developing leaders and institutions to meet critical challenges
 - Nearly 23,000 Fellows
 - 15 Nobel Laureates
 - 38 MacArthur “Genius Grant” Fellows
 - 27 Presidential/national medalists



WW Today: STEM-Focused Programs

- The Woodrow Wilson Teaching Fellowships (state-based)
 - GA, IN, MI, NJ, OH (partner campuses)
 - High-need urban and rural schools
 - 1000+ teachers
 - Goal: *repairing STEM teacher preparation*
- The Woodrow Wilson Academy of Teaching and Learning
 - Collaboration with MIT (design year)
 - All kinds of districts
 - Competency-based, personalized learning
 - Goal: *transforming STEM teacher preparation*



The WW Teaching Fellowship

- Admission to M.A.T./M.Ed. program at partner university
- Full classroom year in a high-need urban/rural school
- Apx \$30,000 stipend, with varying tuition arrangements
- Support and mentoring throughout the three-year teaching commitment



The WW Academy of Teaching and Learning

- New teacher preparation for new kinds of learning
 - Personalized
 - Tech-intensive
 - In and out of classrooms
- Focus on STEM teaching—inspiring lifelong learning
- Mastery-based program
- Initial teacher licensure
 - Secondary level (6–12)
 - Fields: biology, chemistry, math



Profile of Fellows (2017)



3.4 GPA



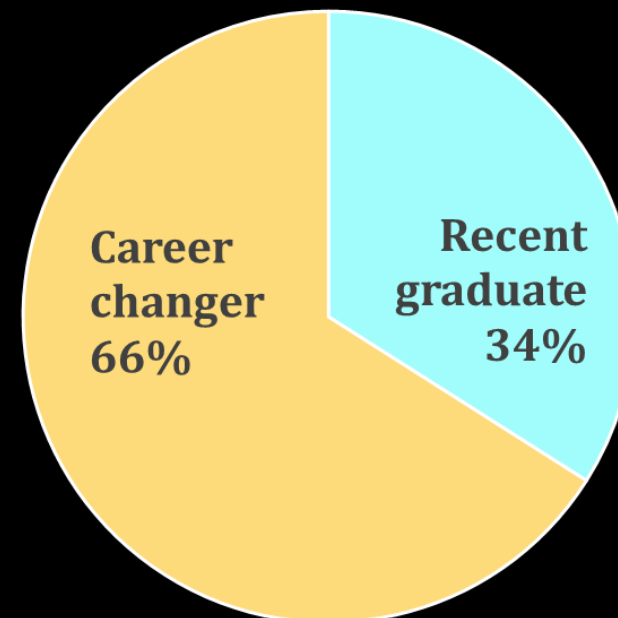
ACT 93rd percentile;
SAT Math 82nd percentile



98% STEM major



23% advanced degrees



Profile of Fellows (2017)

- In recent years, roughly **40 percent** have identified as teachers of color, versus **18 percent** in the overall U.S. educator workforce.
- In recent years, approximately **40 percent** of the Fellows are male—noteworthy in a profession where as many as three-quarters of practitioners are female.

Year	2015	2016	2017
Total Fellows	150	164	79
% Male	39	32	44
% Minorities	43	42	37



2016 Survey—Program Completers

- Of respondents:
 - 80% are still teaching
 - 84% are teaching in high-need schools
- Of those still teaching:
 - 67.5% plan to continue teaching
 - 28% are undecided
 - 4.5% plan to leave the profession soon



Assessment of the WW Teaching Fellowships

Outcomes revisited: (Evaluation 2.0)

- Persistence in teaching/
persistence in high-need schools
- VAM
- Program sustainability/
diffusion
- Formative assessment protocol
- Teacher survey protocol (Seidel)



Teacher Preparation Policy

- Sustained integration of program components in university curricula
- Deeper implementation of clinical and mentoring components
- Expansion to other teacher preparation disciplines
- Inclusion of Fellowship in state higher education budget
- Revision of state teacher preparation regulations, based on WW model
- Expansion of aspiring teacher pipeline





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