Innovating for a Stronger Education Workforce

NCSL Legislative Summit 2023
Educator Panel

Rebecka Peterson
2023 National Teacher of the Year
Union High School
Tulsa, OK

Aaron Huff
Principal and NASSP President
Benjamin Bosse High School
Evansville, IN
Why did you become an educator?
What keeps you in your role?
What makes it difficult to stay in the educator profession?
How do you support the teachers in your building? What makes it difficult to provide the needed supports?
What do you want our audience to take away from this discussion?
Presenters

Laura Andersen
Head of Partnerships

Rob Metz
Deputy Director

Tara Anderson
Director
Every educator experiences well-being and reaches their full potential – and works in a system that makes this possible.

- Increase educator well-being through research-based personal development
- Sustain educator well-being through system measurement & continuous improvement
We know what burnout is...

Educators say burnout is leading to more staffing shortages

The National Education Association calls the shortages in schools a "five-alarm crisis."
...but what is educator well-being?
Improving the 6 Predictive Factors of Well-being

1. Responsive Leadership & Supportive Culture
2. Acceptance
3. Growth
4. Personal Well-being
5. Adaptability
6. (Absence of) Depletion
Personal Development Happens Interpersonally

**RESEARCH-LED**
proven strategies, ongoing program impact evaluation

**RECOGNIZED**
stipends, units, integrated into induction or ongoing professional development

**RELATIONAL**
small group, discussion-based in person or on Zoom
Personal development happens interpersonally.

**SITE-BASED COLLABORATION**

120 school, district and union leaders gathered to review the data, prioritize items, and action plan for the spring. Workforce well-being is incorporated into their LCAP.

**CLEAR ROLES, SHARED RESPONSIBILITY**

District and school site administrators are reviewing and improving leadership data. The union is providing targeted well-being supports to subgroups of educators.

**DISTRICT-WIDE IMPROVEMENT**

All staff are evaluating the leadership efficacy of school site administrators and district office administrators. Each key group is identifying and improving focus items.

**Swapping Roadblocks for Roadmaps**
Personal development happens interpersonally. Emotional exhaustion

Same Research, Many Ways to Apply It

BUILD IT IN: NEW TEACHER INDUCTION

New teacher candidates in Duval County, FL, opt into a 5-session track on educator well-being offered at 3 times during the year. This meets new teacher professional learning requirements.

STIPENDS FOR ONGOING LEARNING

Educators in Columbus, OH were compensated for completing an opt-in 6-session series on well-being offered each semester.

CONTINUING EDUCATION UNITS

For five years, BTU has sponsored opt-in professional learning for members, even covering the cost of CEUs for participants who complete the program.
Higher levels of educator well-being have been associated with:

- Higher student well-being (Harding et al., 2019)
- Lower student distress (Harding et al., 2019)
- Lower student stress and morning cortisol (Oberle & Schonert-Reichl, 2016)
- Higher math scores (McClean & Connor, 2015)
- Higher secondary student achievement (Briner & Dewberry, 2007)

“PROMOTING TEACHER WELL-BEING... ENHANCES THE CAPACITY OF SCHOOLS TO MEET THE NEEDS OF DIVERSE POPULATIONS.”

Improving the 6 Predictive Factors of Well-being

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2. Acceptance
3. Growth
4. Personal Well-being
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6. (Absence of) Depletion
Find me here: Laura@educatorsthriving.org

www.educatorsthriving.org
BARR believes that not only is education a right, but **success** in education is a right.
Students and educators are incredibly talented.

A siloed system prevents their talents from ever being realized.
BARR is evidence-based and proven educational system that creates strong schools and communities by empowering students, teachers, staff and family with intentionally deepened relationships and data so that schools can realign existing resources to nurture a unified and personalized culture of support and success for every student, both inside and outside the classroom.

Same Students. Same Teachers. Better Results.
Two Pillars

**INTENTIONAL**

Relationships

- Staff-to-Staff
- Staff-to-Student
- Student-to-Student

**REAL-TIME, ACTIONABLE**

Data

- Quantitative
- and Qualitative
- Data
Most Researched. Most Proven.

20 years of research and development
78 schools involved in randomized control trial research (most rigorous possible)
20 areas of statistically significant outcomes

The BARR model is the first and only school-improvement intervention to successfully climb the three tiers of evidence required under the U.S. Department of Education’s Investing in Innovation (i3) program.
BARR teachers had significantly more positive views about collaborating with colleagues than teachers at control group schools. BARR teachers also reported greater levels of self efficacy and more positive perceptions of student behavior than did control group teachers. Teacher mindset, attitudes and behaviors are improved because the BARR Model fosters staff-to-staff relationships in an intentional way, nurturing collaboration and a sense of teamness.
Mediation Analysis of 20 Statistically Significant Impacts

Teacher Attitudes
Teachers perceive their administration as more supportive. They have increased confidence that they can affect learning, motivation, and student behavior.

Teacher Behaviors
This leads to enhanced collaboration amongst teachers as they use data to better understand and support students. They are more empowered to create positive, intentional relationships with students.

Student Attitudes
In turn, students feel more supported by their teachers, and when more is expected of them, they have more confidence. They feel more engaged and excited about school.

Student Behaviors
As a result, students have improved attendance, less behavioral issues such as suspensions, and exhibit enhanced social-emotional skills.

Academic Outcomes
All of this leads to increased graduation rates, improved math and reading scores, more core credits earned and higher pass rates in core classes.

“BARR is one of the key elements that has helped change this building. Our culture has improved, teacher collaboration has improved, our relationships have improved.”

Wendy Harvey, Co-Principal, Westbrook High School
Thank you.

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Reimagining the Teaching Job
Breaking the Mold Without Breaking the Bank
April 2023
## The crisis of the teaching role

<table>
<thead>
<tr>
<th>The teaching role</th>
<th>The world</th>
<th>The result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One-size-fits-all, regardless of individual strengths and experiences</td>
<td>• Increasingly diverse people, experiences, needs and goals</td>
<td>• Burnout</td>
</tr>
<tr>
<td>• Limited time for meaningful collaboration, with limited support from content experts</td>
<td>• Higher standards to meet in order to build a career</td>
<td>• Turnover, especially among early-career teachers and in our highest-need schools</td>
</tr>
<tr>
<td>• Stagnant pay</td>
<td>• Collaborative workplaces</td>
<td>• Persistent shortages in harder-to-staff roles</td>
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<tr>
<td>• Career advancement requires leaving the classroom</td>
<td>• Rising wages for professionals</td>
<td>• Strained capacity to sustain the work in a crisis</td>
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<tr>
<td></td>
<td>• Career pathways that accelerate growth and impact</td>
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</tbody>
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Most importantly: students lack equitable access to consistent great teaching they need to thrive
A dynamic and sustainable teaching role would support teachers at each stage of their career.
What could this look like in practice?

Instead of...
What could this look like in practice?
State policy makers can create the conditions for school systems to innovate

Do districts in your state have...

- Ability to **schedule without rigid seat time requirements**
- Flexibility to **vary class sizes and staffing ratios** based on grade level, subject, and student need
- **Teacher-of-record policies** that encourage teaming
- Ability to assign **blended teacher-leadership roles**
Promising state examples

**Maryland**
- Blueprint for Maryland's Future includes funding for districts to create a career ladder model that includes differentiated educator roles and leadership pathways

**Texas**
- Teacher Incentive Allotment
- Provides additional funding to districts for each high-performing teacher they assign to a high-need school

**Tennessee**
- Provides technical assistance to districts to implement Grow Your Own teacher residency programs to create no-cost pathways into the profession
ERStrategies.org

A Vision for a Reimagined Teaching Job

Breaking the Mold Without Breaking the Bank
A Guide to Transforming the Teaching Job

Catalytic Entry Points in Action

Improve the Sustainability of the Core Teaching Job

Diversify and Expand the Incoming Teaching Force

Drive Instructional Improvement Through Team-Based, Curriculum-Connected Professional Learning and Collaboration

Examples from the Field

Kansas City Teacher Residency offers an affordable and accelerated pathway into teaching, using a cohort model to provide rich curriculum and coaching for aspiring teachers.

DC Public Schools launched a district-wide job-embedded professional learning strategy to support teacher development and pave the way for better student outcomes.

Tempe Elementary School in Mesa, Arizona tested a new model that uses teams of educators to provide direct, personalized learning for students.
It's Time to Reimagine the Teaching Role

For too long, teaching has been an isolated, one-size-fits-all job that requires each educator to “do it all.” Teachers and students deserve better.

Teaching should be a dynamic, rewarding, collaborative, sustainable, and diverse profession—one with educators who are set up to have the greatest positive impact on their students’ learning and well-being. Reimagining this vision would fundamentally change teacher experiences and student outcomes.

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