

The Social Side Of Teaching

A New Framework For Improving The Profession



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Friday, Mar 13, 2015 | 11:30am – 12:45 p.m.
Walter E. Washington Convention Center | Room 152 B



ALBERT SHANKER INSTITUTE



If you had to invest your money to produce positive changes in teacher quality in either human capital, social capital or decisional capital, which would you choose and why?



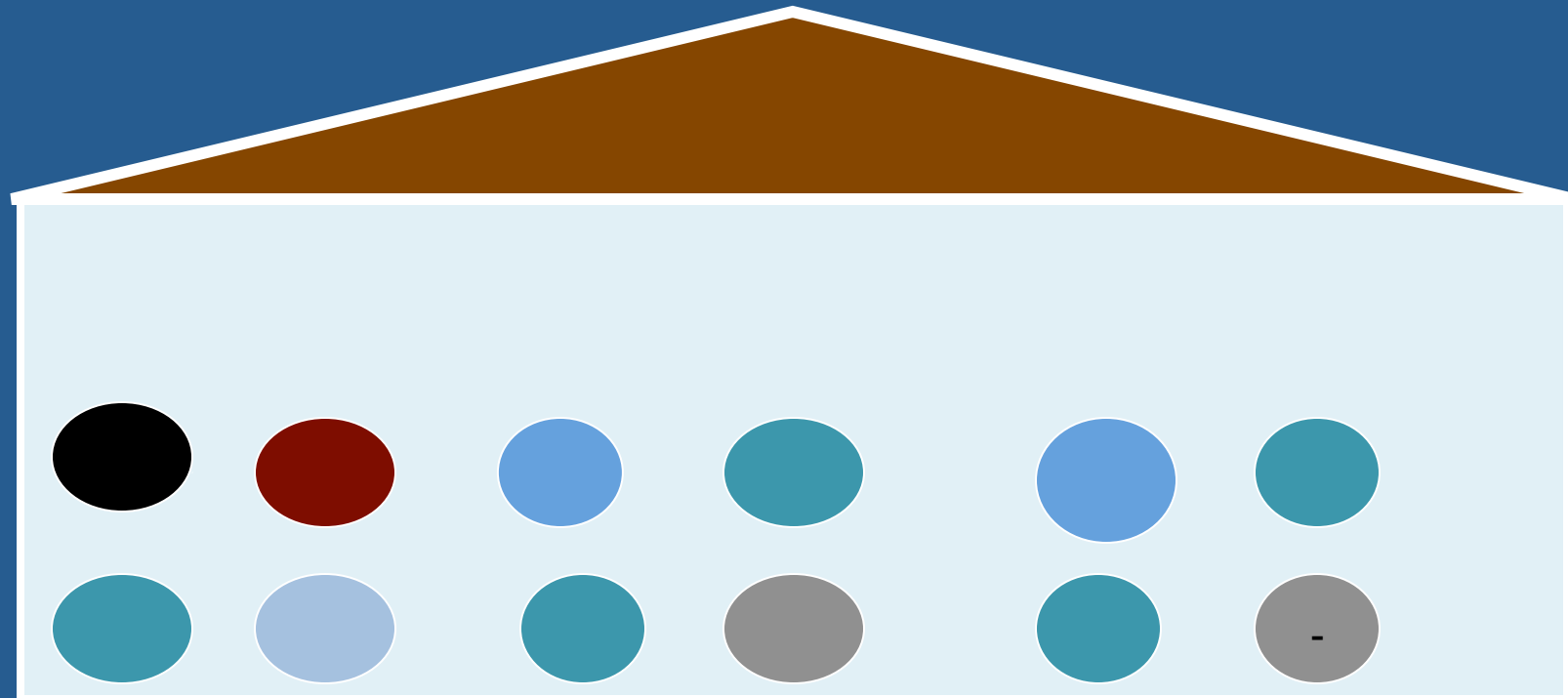
Pasi Sahlberg
Finnish educator, author and scholar
Harvard Graduate School of Education



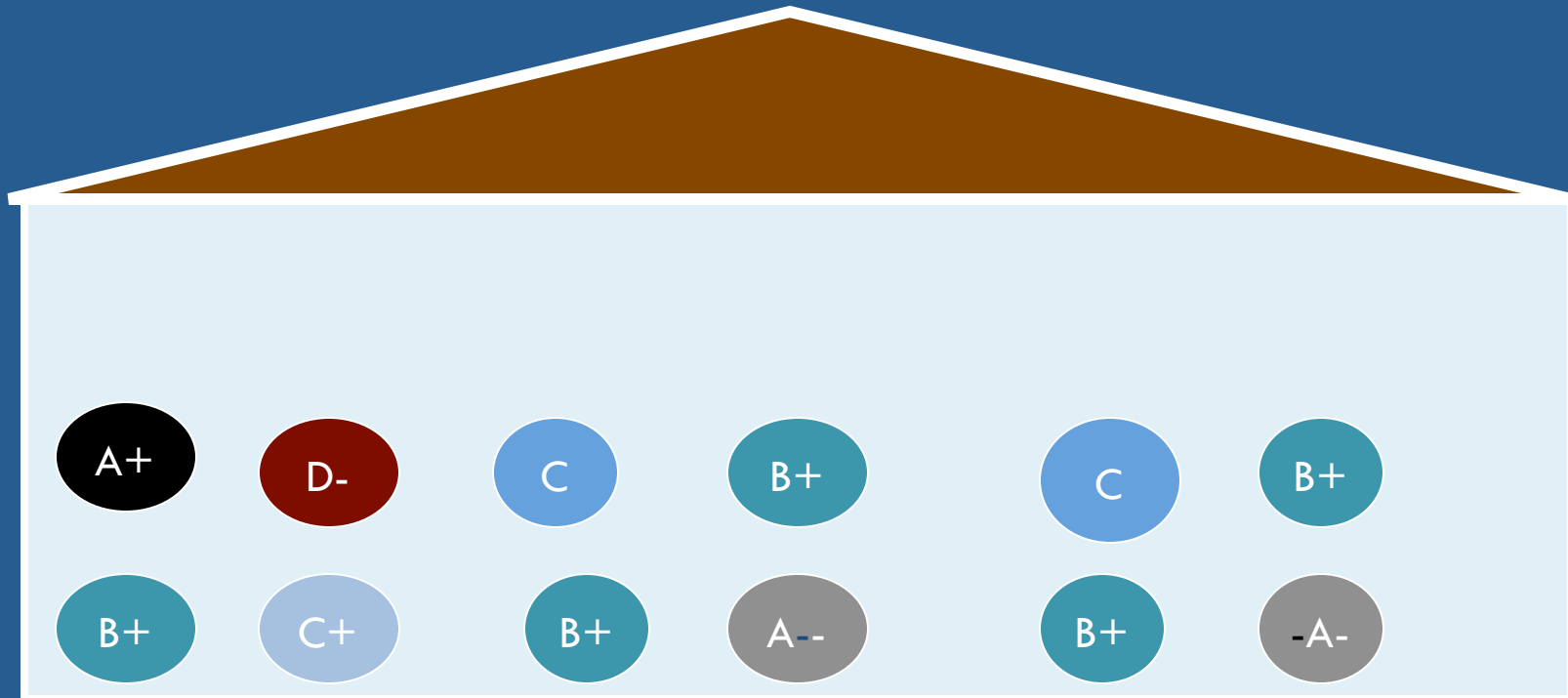
Andy Hargreaves
Thomas More Brennan Chair in Education
Boston College

SUSAN MOORE JOHNSON
PROJECT ON THE NEXT GENERATION OF TEACHERS
HARVARD GRADUATE SCHOOL OF EDUCATION

THE CHALLENGE: ISOLATION WITHIN THE EGG-CRATE SCHOOL

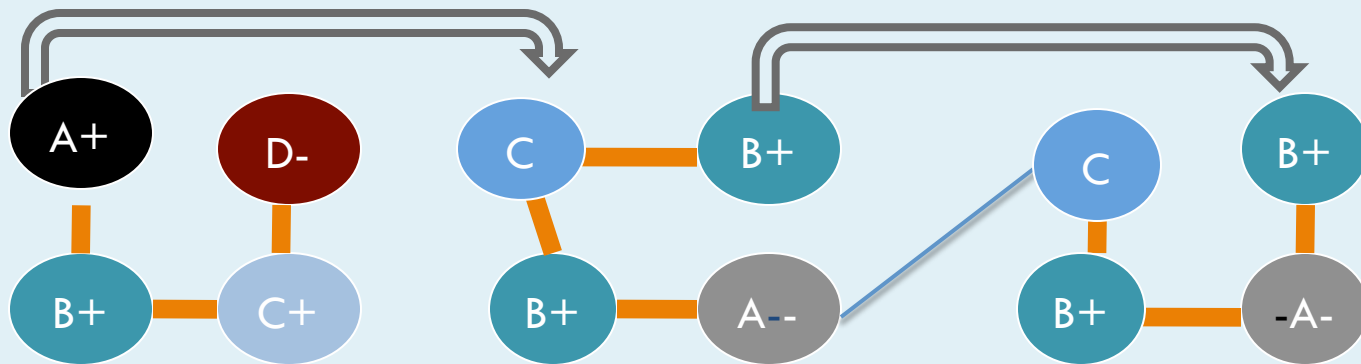


**THE REALITY:
AT ANY TIME, AND WITHIN ANY SCHOOL,
TEACHERS VARY (WIDELY) IN QUALITY.**



THE GOAL: DEVELOP A COLLECTIVE FROM A COLLECTION OF TEACHERS

Observation, Supervision and Collaboration



Developing Human Capital Within Schools



- ❑ 6 elementary and middle schools (traditional, turnaround, and charter) located in one large city.
- ❑ All achieved the highest rating in the state's accountability system.
- ❑ Under various policies, most had broad autonomy in staffing, budgeting, and curriculum.
- ❑ Interviews with 99 teachers, 17 administrators, 7 teaching interns, 19 non-teaching staff.

Research Question: How do these schools hire, assign, pay, and develop their teachers? How do teachers and principals assess these practices?

Human Capital: Hiring Teachers



- ❑ Invested substantial time and resources in recruitment and hiring
- ❑ Searched primarily for teachers who were “mission-aligned” and demonstrated positive attitudes, beliefs, and skills
- ❑ Multiple phone and in-person interviews
- ❑ Résumé and reference checks
- ❑ Demonstration lesson
- ❑ Lesson debrief with administrators and teachers

Social Capital:

Grade-level Teams of Teachers


- ❑ Met at least twice weekly to plan curriculum and monitor students' progress.
- ❑ Relied on teams for curriculum development and interdependent lesson planning
- ❑ Teams in several schools were facilitated by trained and supervised teacher leaders.
- ❑ Team members participated in frequent peer observations and video review of lessons.
- ❑ Most teachers said that their team was their greatest source of support.

Therefore:



Both human capital and social capital were perceived to be essential and central to these schools' development and success.

John P. Papay
Assistant Professor of Education &
Economics
Brown University



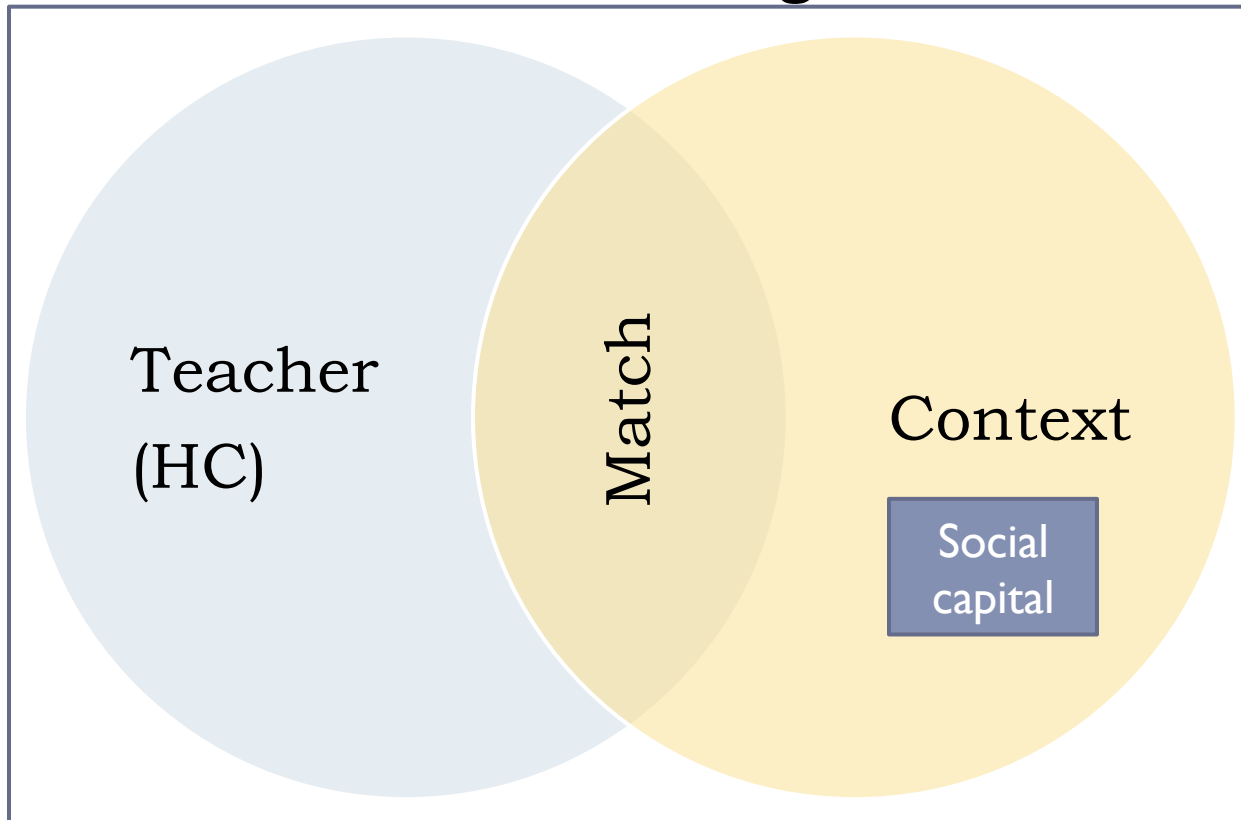
Human capital is central to the success of schools

- ▶ Teachers matter (a great deal)
- ▶ But, policymakers (and researchers) often view “teacher quality” narrowly:
 - ▶ As a characteristic of the teacher (i.e., as human capital)
 - ▶ As portable
 - ▶ As fixed



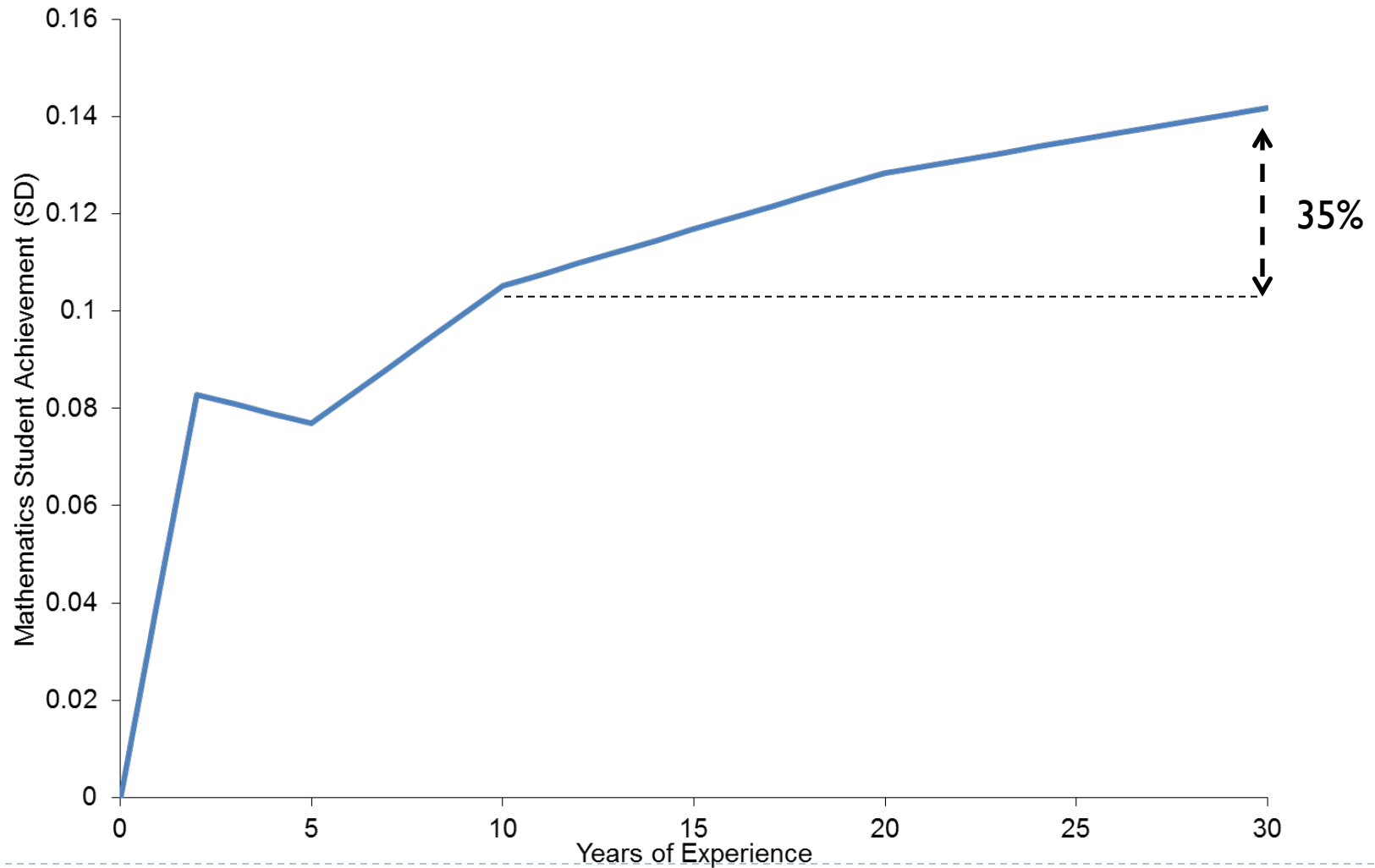
Teacher effectiveness is broader than human capital

A Framework for Understanding Teacher Effectiveness



Teacher effectiveness (and HC) develops over time

Estimated returns to experience for mathematics teachers



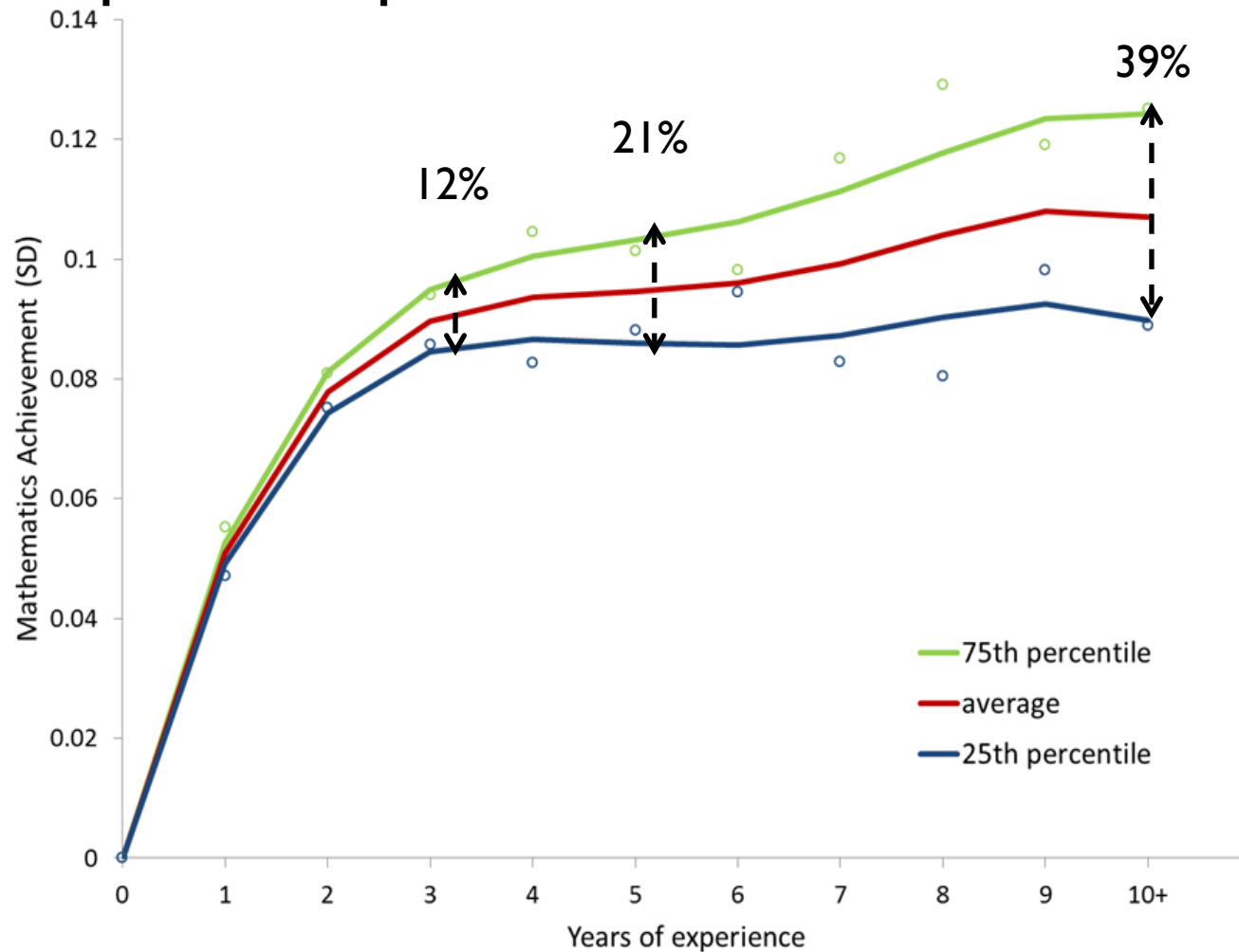
The school context (and SC) can drive this improvement

- ▶ (1) Teachers leave schools where they are not supported and don't have good colleagues
 - ▶ Low SC → reduction in HC at the school
- ▶ (2) Teachers improve more in schools with supportive professional environments



The professional environment and teacher development

Estimated returns to experience for teachers in schools at different points in the professional environment distribution



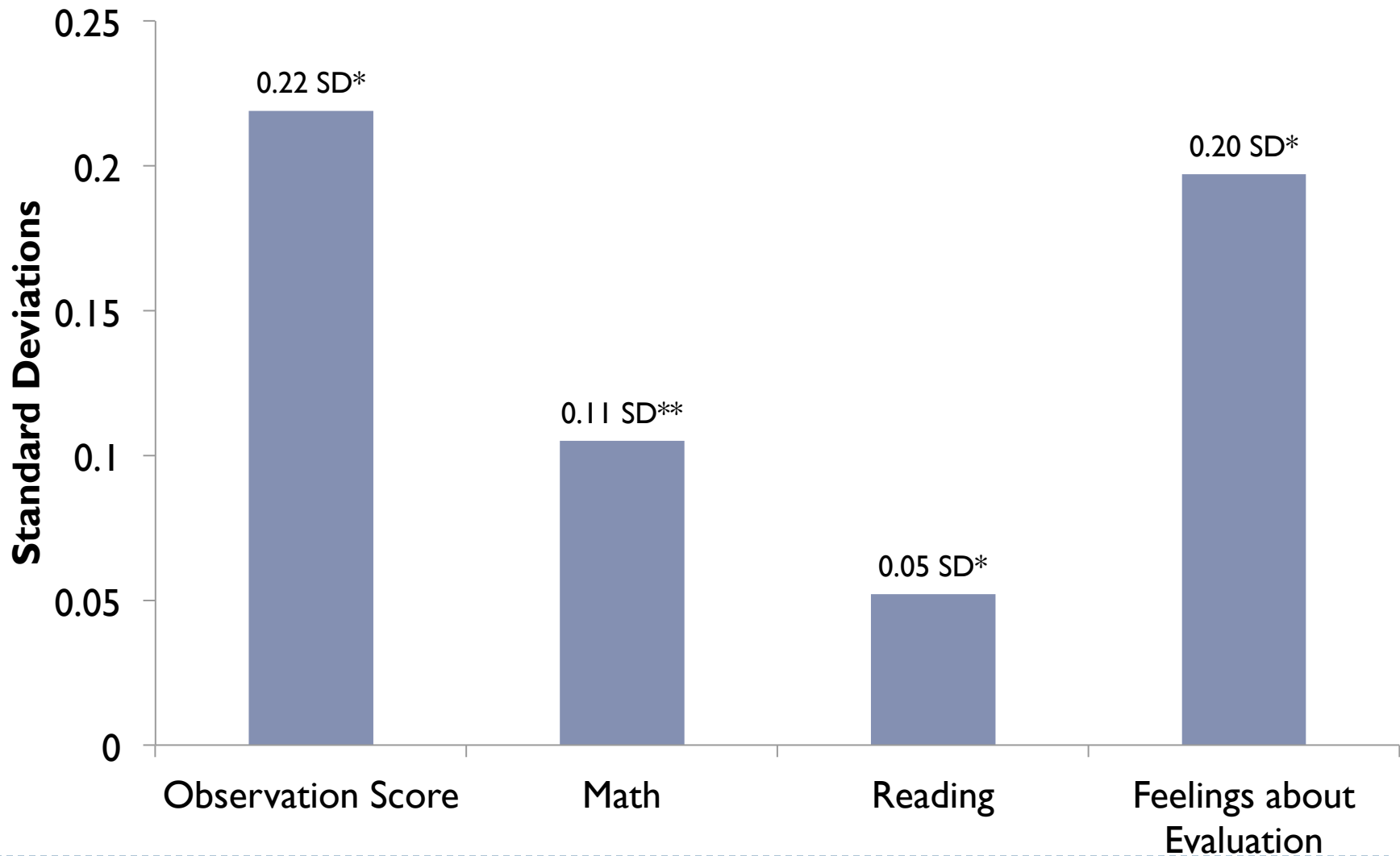
The school context (and SC) can drive this improvement

(3) Peer learning (SC) can build teacher effectiveness

- ▶ Evaluation Partnership Program



Effects of the Evaluation Partnership Program



+ $p < 0.1$, * $p < 0.05$, ** $p < 0.01$

The value of developing teachers

- ▶ For improvement at scale, we need to think more carefully about how to:
 - ▶ Develop human capital (and effectiveness)
 - ▶ Coordinate its deployment throughout the school



Carrie R. Leana
George H. Love Professor of Organizations and
Management
Director, Center for Health and Care Work
University of Pittsburgh

If you had to invest your money to produce positive changes in teacher quality in either human capital, social capital or decisional capital, which would you choose and why?

Answer:

- Invest in Social Capital
 - Why?
 - Research evidence suggests that social capital has the largest impact on student achievement
-

The Role of “Capital”

■ Human Capital:

- ❑ Resources embedded in individuals: Knowledge, skills, capabilities
- ❑ Created by education and experience

■ Social Capital:

- ❑ Resources embedded in relationships: Information sharing, trust, shared language & goals
- ❑ Created by interaction and shared experience

■ Other Forms of Capital:

- ❑ Facilities, technology, time
 - ❑ Created by resource allocation, policies, strategy
-

Explanations for Success/ Failure in Public Schools:

- Structural explanation: Poverty

- Process explanations:

Why are some teachers better than others?

Human Capital: Superior skill, training, and professional development lead to better student outcomes

Social Capital: Teacher (and principal) connections to others lead to better outcomes

Why are some schools better than others?

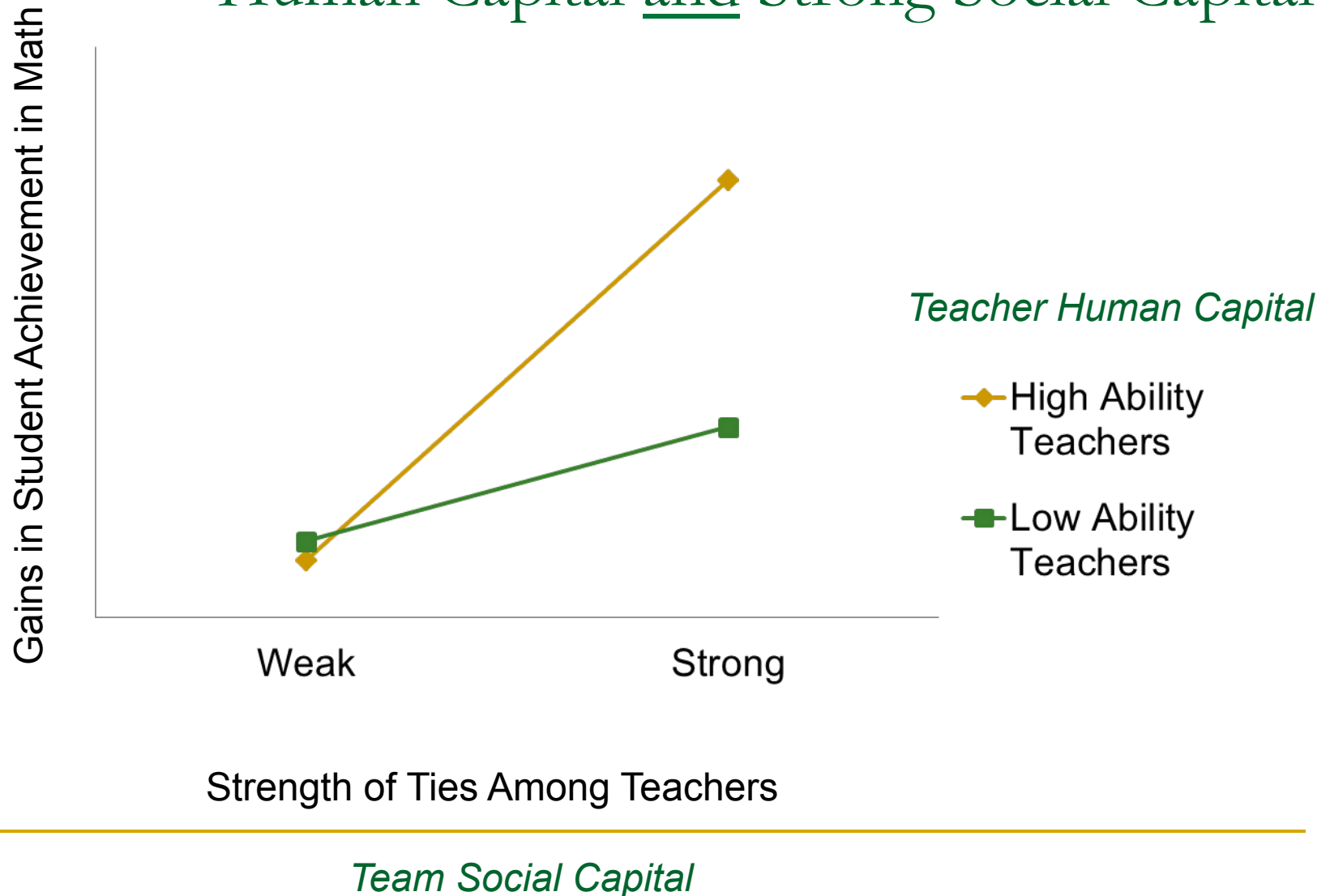
Human Capital: Skill bundles and contextualized learning lead to better performance

Social Capital: Information exchange, trust, and common goals facilitate coordinated action, positive risk taking and performance

Large-Scale Research Studies

- Why?
 - ❑ We know how to make one (or a few) schools better
 - ❑ Fundamental problem is one of scale – how do we make *ALL* schools better?
 - Multi-Level Multi-Source Data:
 - ❑ Over 24,000 students, nested in the classrooms of:
 - ❑ Over 1,000 teachers, working in:
 - ❑ Over 200 schools
 - ❑ Multiple measures of human & social capital
 - Focus on Measurable Outcomes for Students and Teachers
-

Students Benefit When Teachers Have High Human Capital and Strong Social Capital



BUT The Effects of Social Capital are
Over Twice as Strong!

- Teacher Human Capital Benefits Students:
 - +1 s.d. teacher ability = 2.2% rise in student achievement gains
 - Social Capital Benefits Students Far More:
 - +1 s.d. team social capital = 5.7% rise in student achievement gains
 - SC benefits are over 250% higher than HC
-

The Last Word:

- Human capital is only a partial answer to improving the quality of urban public schools
 - Reform efforts solely focused here will fail
 - Social capital is even more important
 - Cultural shift away from the “Teacher of the Year” model of motivation
 - Tailor social capital to teachers’ human capital
 - Principals influence not through micro-management of instruction but through fostering social capital
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<http://www.shankerinstitute.org/event/socialside>

