

Teacher Effectiveness: What does it mean for students experiencing homelessness?

Annual State Coordinators Meeting
March 1, 2012

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Goals of Session

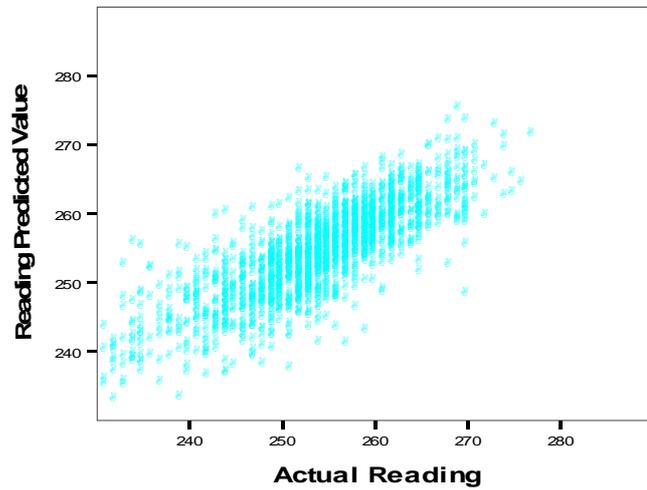
- Shifting from *Access* to *Academics*
- Focusing on importance of *Teachers*
- Addressing unique instructional challenges of mobility

What impact does a teacher have on student learning?

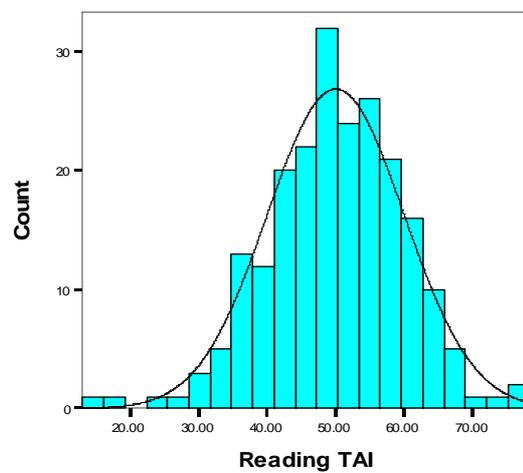
One-year Impact of Effective vs. Less Effective Teachers

Source: Stronge, Ward, & Grant, accepted Journal of Teacher Education

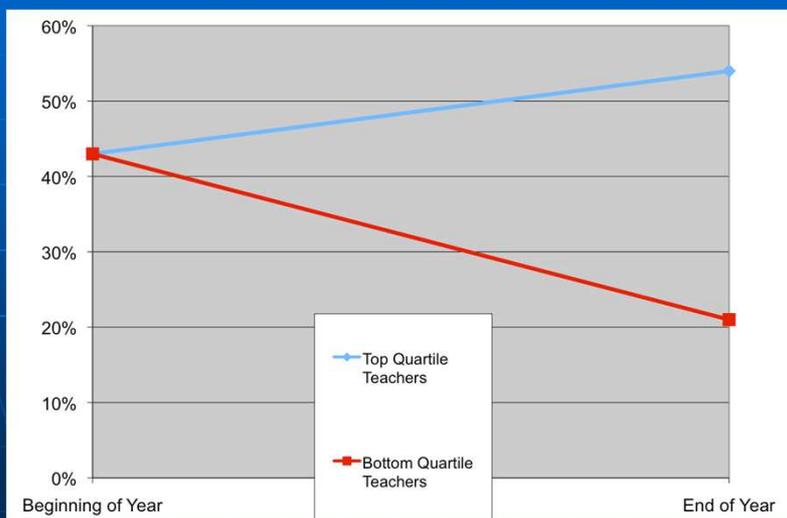
5th Grade Reading: Predicted vs. Actual



Teacher Effectiveness Indices: Reading

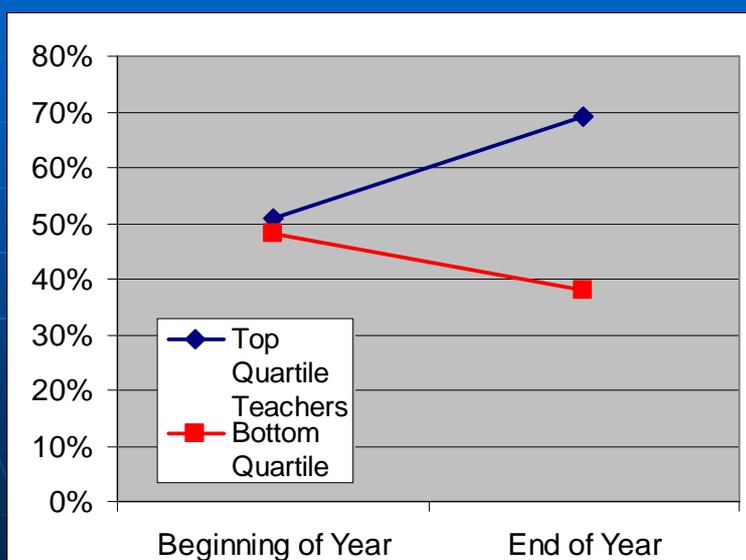


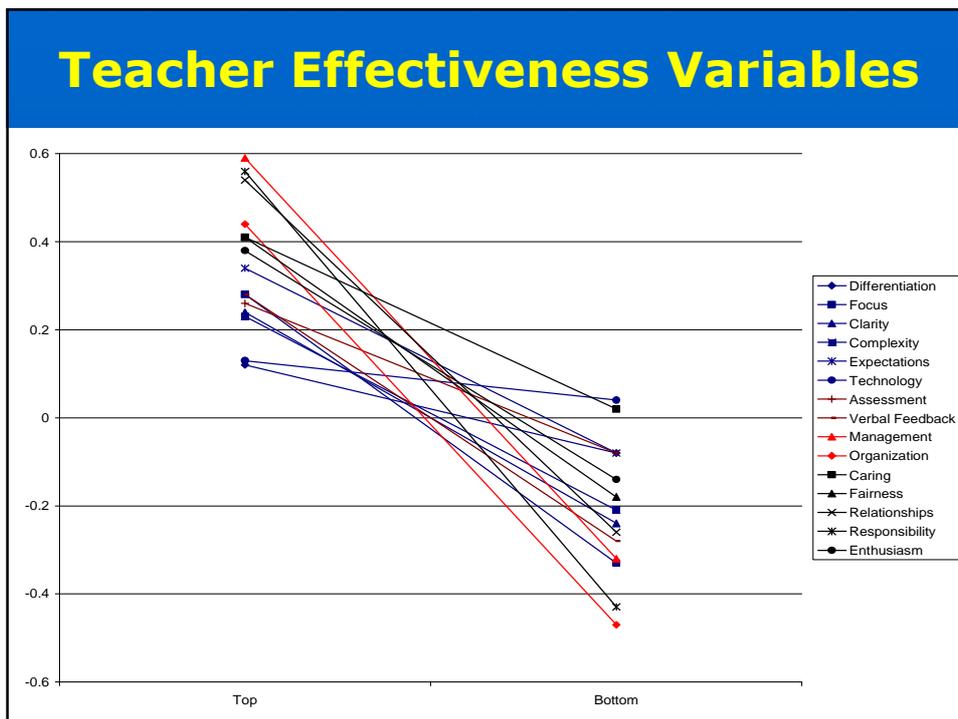
Reading One-Year Impact: Effective vs. Ineffective Teachers



Note: Data presented in percentile scores

Math One-Year Impact: Effective vs. Ineffective Teachers





Student Off-task Behavior

	Less Effective Teacher (bottom quartile)	Effective Teacher (top quartile)
Study 1 ¹	12 minutes	2 hours
Study 2 ²	20 minutes	1 hour

¹Stronge, Ward, Tucker, & Hindman, 2008
²Stronge, Ward, & Grant, accepted for JTE

Residual Effect

Two years of effective teachers could not remediate the achievement loss caused by one year with a poor teacher.

Source: Mendro, Jordan, Gomez, Anderson, & Bemby (1998)

Sequence of Effective Teachers

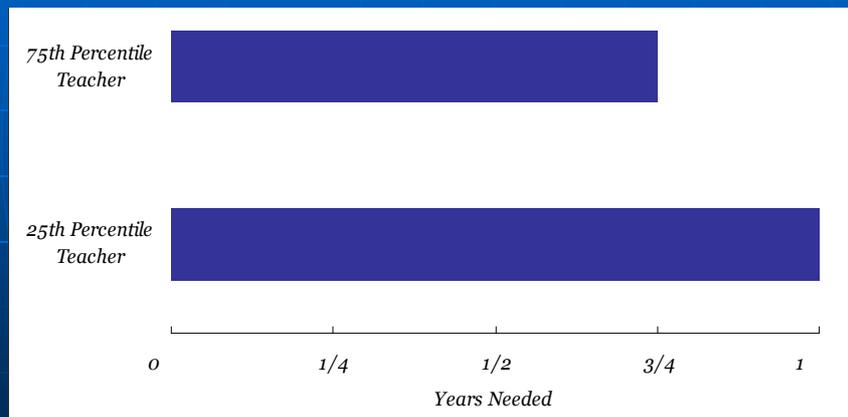
Low Low Low

High High High

**+ 52-54
Percentile
Points**

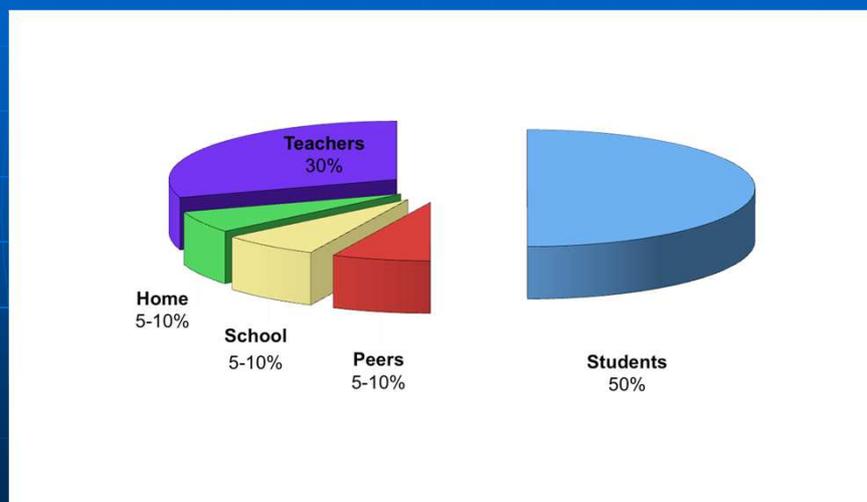
Source: Sanders & Rivers, 1996

Time in School Year Needed to Achieve the Same Amount of Learning



Source: Leigh, A. (n.d.). *Estimating teacher effectiveness from two-year changes in students' test scores*. Retrieved May 22, 2007, from <http://econrsss.anu.edu.au/~aleigh/>.

Influences on Student Achievement: Explained Variance



Source: Hattie, J. *Teachers make a difference: What is the research evidence*. Retrieved November, 20, 2008 from <http://acer.edu.au/documents/>

What is an effective teacher?

If you only had a child for a day, a week, or a month:
What would you want to leave with him/her?

-
-
-
-
-



Research Study

What do award-winning teachers of at-risk and/or highly mobile students do that makes them effective?

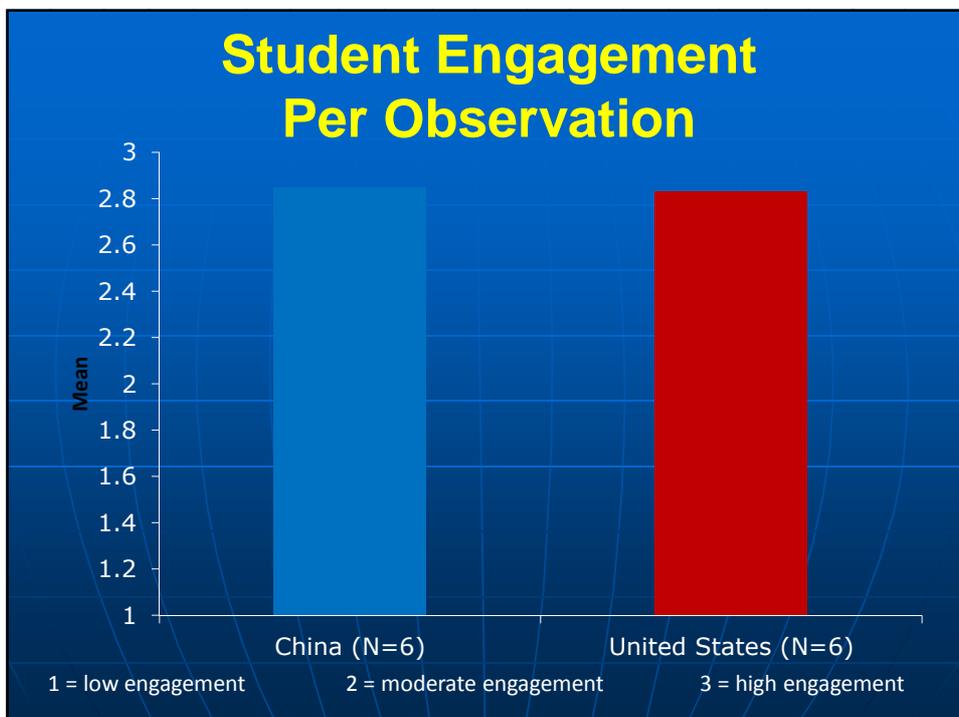
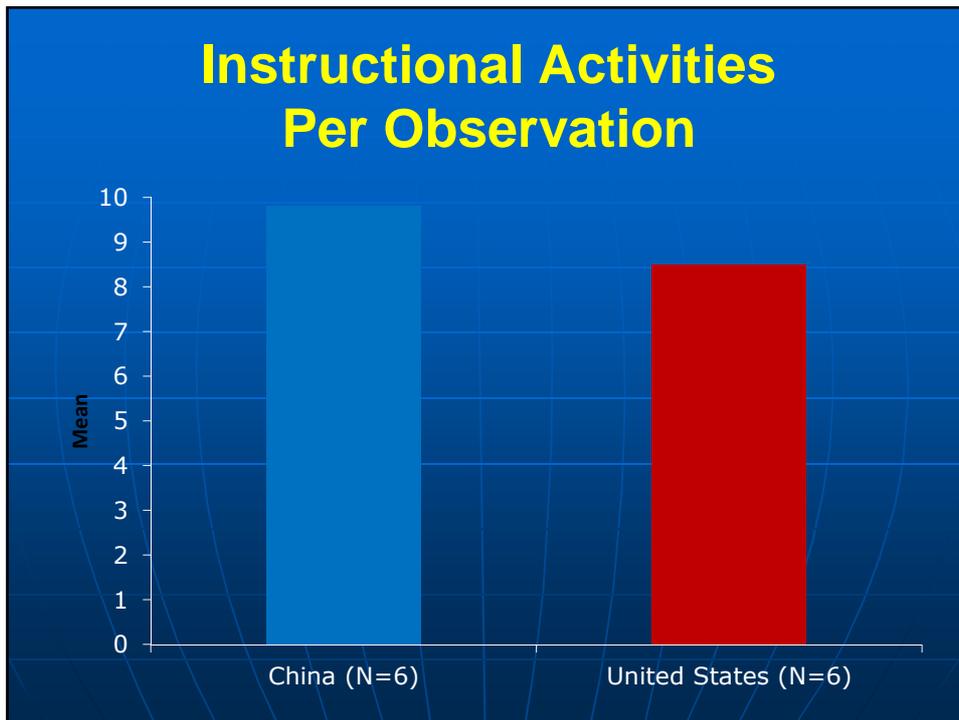
Method

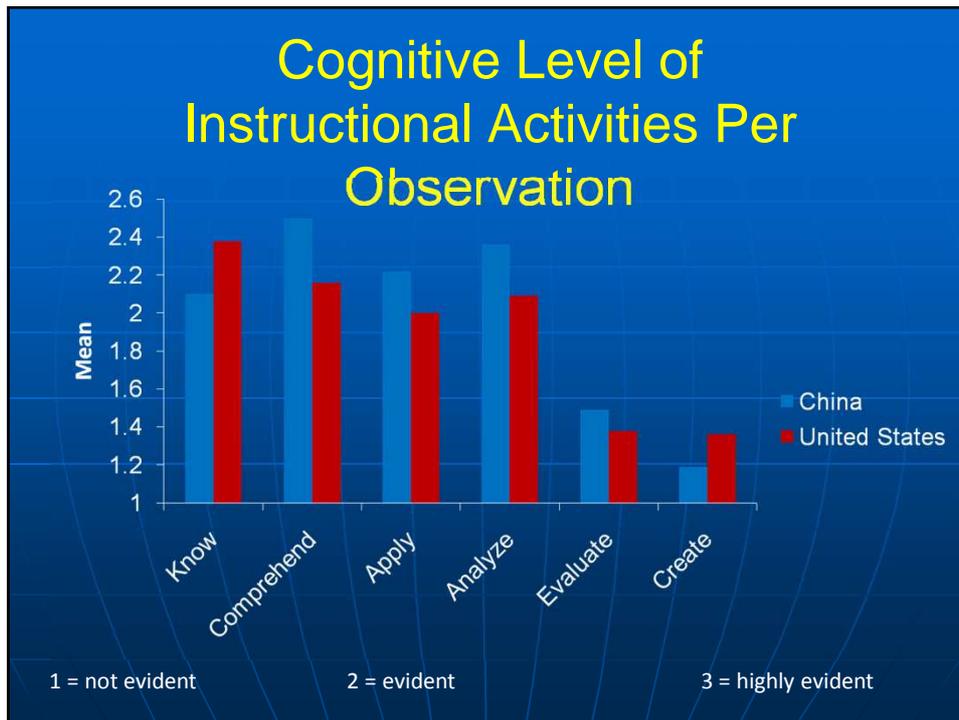
- Case Studies of six award-winning teachers in the US
 - 2-hour observation of teaching
 - Interview of beliefs about teaching and teaching practices

OBSERVATION RESULTS

Classroom Observations

- Observation Elements:
 - Instructional Activities
 - Level of Student Engagement
 - Cognitive Levels of Tasks
 - Learning Director
- Observations in 5-minute intervals
- Questioning protocol





Questioning

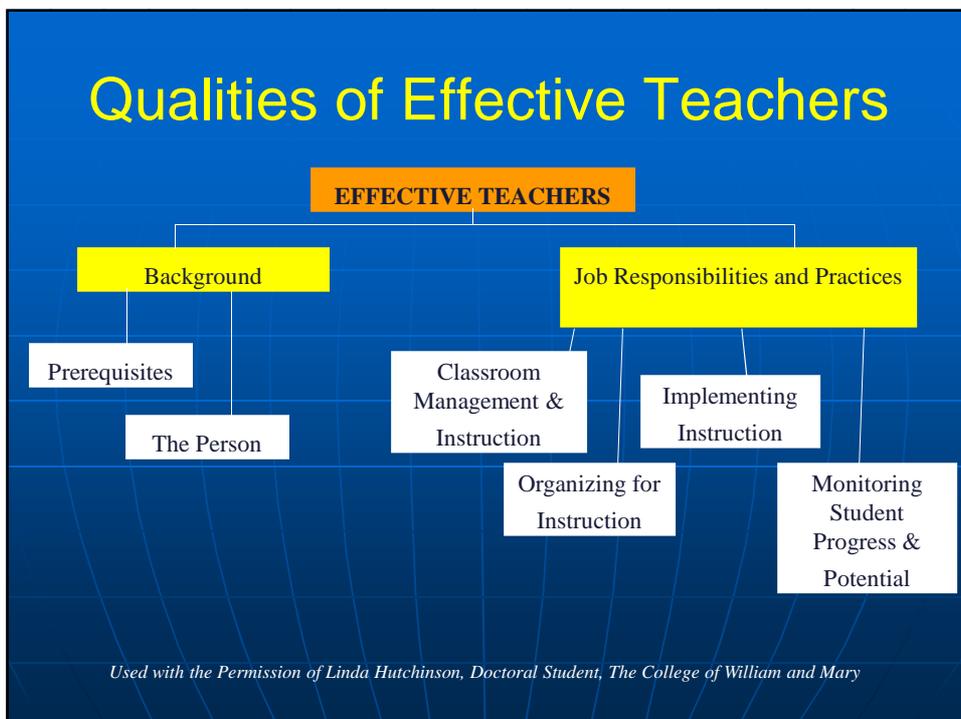
Percentage of Questions by Cognitive Demand for Teacher-Generated and Student-Generated Questions

	Teacher Generated N=203	Student Generated N=50
Low Cognitive Demand	38%	26%
Intermediate Cognitive Demand	35%	56%
High Cognitive Demand	27%	18%

Grant, Stronge, & Popp (2008)

United States Teachers

INTERVIEW RESULTS



Meeting At-Risk/Highly Mobile Student Needs

- Affective Needs
- Academic Needs
- Technical Needs

Affective Needs

- **What does it mean?**
 - *Helping students develop a sense of belonging*
 - *Developing intrinsic motivation*
 - *Attending to emotional needs*

- **What does it sound like?**

I work hard to reduce stress in the classroom – to make it very comfortable and positive. I want to be seen as a helper/facilitator, not a dictator.

-- Jeana

Academic Needs

- **What does it mean?**
 - *Focusing on the academic achievement*
 - *Working toward academic progress*

- **What does it sound like?**

I think [my relationship with students] it's a big role because I take ownership into their learning process and involvement and there should be no question on their part that I'm a player and that they don't stand alone. And I think that makes a big difference.

-- Janice

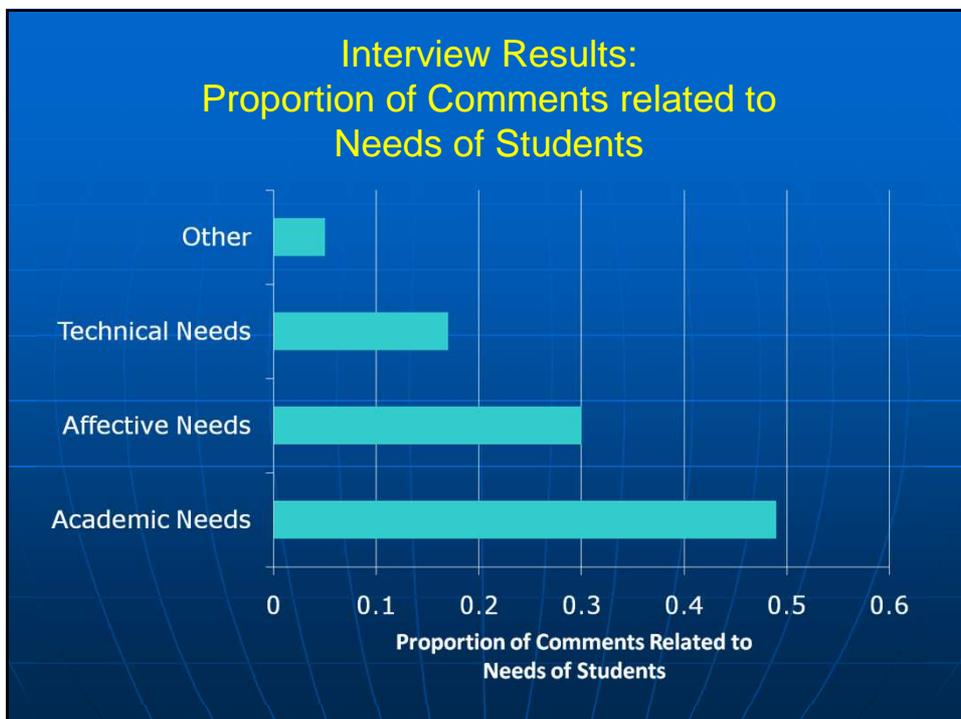
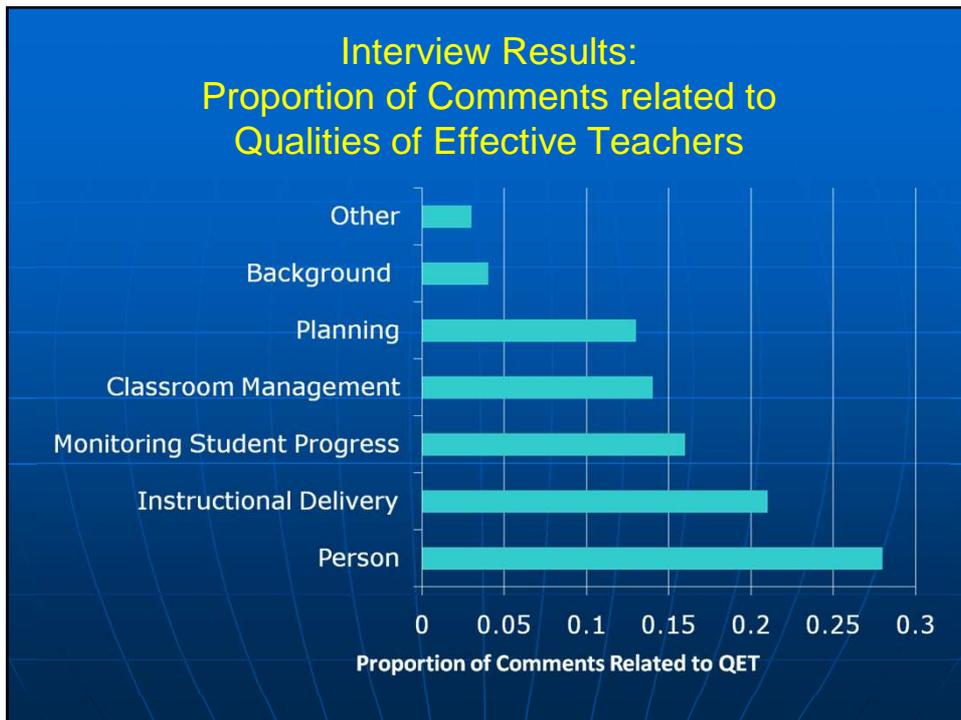
Technical Needs

- **What does it mean?**
 - *Focusing on the outside needs of at-risk/highly mobile students such as assistance with food, housing, referrals to agencies*
 - *Considering relationship with parents in working with students*

- **What does it sound like?**

It's not that the parents don't care and I find the parents increasingly supportive. But the reality is that they also come from highly dysfunctional homes.

-- Tanya



Interview Results: Proportion of Comments Related to Category

	Affective Needs .30	Academic Needs .49	Technical Needs .17	Other .05
Teacher Background (.04)	.004	.02	.002	.02
Teacher as a Person (.28)	.13	.06	.06	.03
Classroom Management (.15)	.07	.06	.02	0
Planning (.13)	.01	.08	.04	0
Instructional Delivery (.21)	.04	.17	.003	0
Monitoring Students (.16)	.05	.09	.02	0
Other (.03)	0	.01	.02	0

Overall Themes

- Affective and academic needs intertwined
- High expectations for all students
- Assessment integral to instruction

Teacher resources on mobility

- Literature review, research, and teacher tips
 - http://center.serve.org/nche/ibt/educ_mobile.php

LEADERSHIP IMPLICATIONS

Accountability

- Teacher Evaluation
 - Value-added measures
 - Student growth percentiles
 - Student achievement goal setting
- Principal Evaluation
- What is the impact of mobility on these measures?

Teacher Selection and Training

- U.S. versus other industrialized nations with stronger student achievement on international assessments... What is different?

Implications for SC Consideration:

- Monitor waivers and Race to the Top
- Ensure mobility is considered in development of evaluation systems
- Encourage inclusion of mobility/homelessness in preparation programs and professional development
- Others?

Teacher Voices

Teaching students who are
at-risk/highly-mobile is like ...

... Being a Magician



A magician – you're a magician and you're teaching other magicians...That these secrets are not something that is held only by the practitioner but to the audience as well. And that's the moment of teaching. Once the magician is able to step out of the entertainment world and become an educator of magicians – and it's really like magic. When the kid gets it suddenly they are making their own magic.

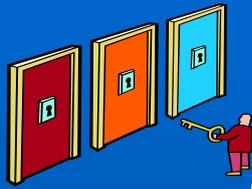
-- Ethan

... Finding a Diamond in the Rough

...like something you need to find and polish and how to make it shine and they are like diamonds

-- Rosa





... Opening Locked Doors

Teaching students at-risk allows me to open that door that other teachers or family members previously found locked. I get to pass the torch of knowledge.

-- Jeana



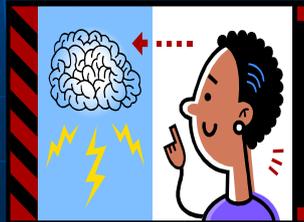
... Discovering Hidden Treasures, Jewels

I think they are jewels in the rough. And when I say this, it's because they have great treasures hidden inside. And when I say there are treasures hidden inside – if you moved ten times in your five years, you know more about more places than anybody in here – there's more to write about. If your parents go to jail regularly, you know about something none of us know. If you're homeless, you know more ways to use scissors than anyone ever thought of. They have a lot of knowledge. ... Those children are hidden and sometimes you have to work really, really hard to get inside and you never really know what's in there.

-- Louise

... a Preventative for Alzheimer's

Teaching highly mobile students is a challenge that could one day prevent Alzheimer's. By keeping the mind active and on the go. You have to be constantly aware and focused. And I've been told but I don't know if it's true or not that the active mind has less of a chance of developing Alzheimer's than the mind that is not continually active.



-- Janice

... a Roller Coaster Ride

There are incredible highs and incredible lows but eventually you reach your destination if you just hang on. If you don't mind being on a roller coaster it's the thrill of a lifetime.



-- Tanya

“... nothing, absolutely
nothing has happened in
education until it has
happened to a student”

Joe Carroll, 1994