Building Trust, Increasing Our Capacity, and Improving Quality: NEA’s System of Success

Presenter Name
Bob Williams
Accountability Task Force Report

Quality, Capacity and Trust strengthen a system where all stakeholders can succeed because they share responsibility for each other’s success and professionalism.
Advocacy, Business, Organizing, Communications, Leading Our Professions, Governance and Leadership

• Level 1: Foundational
• Level 2: Mobilizing & Power Building
• Level 3: Agenda Driving
Accountability Task Force Report

Students Are Succeeding

Educators Are Succeeding

Schools Are Succeeding
# Accountability Task Force Members

<table>
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<tr>
<th>Members</th>
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<tr>
<td>Michael Alston, SC</td>
<td>Jerry Oleksiak, PA</td>
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<td>Lee Edward Campbell, KY</td>
<td>Janet Stramel</td>
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<td>Robin Curtis, SD</td>
<td>Clara Southerland, OK</td>
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<td>Sharon Gallagher-Fishbaugh, UT</td>
<td>Sherry Tucker, AL</td>
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<td>Marisol Garcia, AZ</td>
<td>David Wilkinson, OR</td>
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<td>Kevin Gilbert, EC</td>
<td>Earl Wiman, EC</td>
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<td>Justin Fox-Bailey, WA</td>
<td>Bob Williams, AK</td>
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<tr>
<td>Keith Gambill, IN</td>
<td>Kathy Vetter, WY</td>
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<tr>
<td>Eric Heins, CA</td>
<td>Jose Vilson, NY</td>
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<td>Ron “Duff” Martin, WI</td>
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<td>Name</td>
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<tr>
<td>Becky Pringle</td>
<td>Chairperson</td>
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<tr>
<td>Andy Coons</td>
<td>Senior Director of the Center for Great Public Schools</td>
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<tr>
<td>John Wright</td>
<td>Director of Strategy</td>
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<tr>
<td>Donna Harris-Aikens</td>
<td>Director of Education Policy and Practice</td>
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<tr>
<td>Segun Eubanks</td>
<td>Director of Professional Educators Support</td>
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<tr>
<td>Anitra Speight</td>
<td>Associate Director of Center for Communications</td>
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<tr>
<td>Stacey Pelika</td>
<td>Director of Research</td>
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Accountability Task Force Report

Students, Educators, Schools

**Students Are Succeeding**

- Defining Success: How Do We Know Schools Are Successful?
- Indicating Success: How Do We Know When Students Are Successful?

**Educators Are Succeeding**

- Preparing for Success: How Are Educators Prepared?
- Facilitating Success: How Should We Respond When Students Are Not Yet Successful?

**Schools Are Succeeding**

- Supporting Success: How Are Educators Supported?
- Sustaining Success: How Do We Ensure That All Schools Continue to Succeed?
Framing a System of Student Success

- Culture and climate grounded in high expectations for all students
- Students basic needs are met, including opportunities to explore and enrich
- Every adult acts on the belief that “every student in the school can learn and will excel”
- Access to broad academic programs and extracurricular activities
- Equitable access to quality professionals and positive, culturally responsive learning environment
- Learning is measured against widely accepted standards of knowledge, skills and dispositions, individual student’s learning plan and goals
Accountability Task Force Meetings
How Do We Know When Students Are Successful?

1. Own their learning and develop an identity for themselves as learners
2. Recognize the value of education in applying what they’ve learned
3. Connect with educators who know and advocate for them
4. Position themselves for success in college, career, and democratic citizenship
When Students Are Not Yet Successful?

Interventions and Strategies

Make greater, and tailored, investments

Pair with well-prepared educators who are supportive, responsive, qualified and experienced in working with diverse populations

Engage parents and community members as assets who are integral to student success
Historically Under-Served and Under-Represented Students

- Learning opportunities that begin by age four,
- Rich, comprehensive curriculum
- Small classes that allow individualized learning plans
- Highly qualified, culturally competent professionals
- State-of-the-art tools and textbooks
- Modern and safe schools where students want to learn and families are welcomed
- Collaborating partners (social, religious, government, and community service organizations) who provide services

The Task Force envisions a system where students excel because of their learning environment, not in spite of it.
What is a Successful Educator?

- All educators have **standards of practice** that reflect what they should know and be able to do
- Educators are responsible to students, to their colleagues, and to their profession
- The profession maintains the highest standards and expectations
- Standards of practice must include cultural competence among all educators
Facilitating Success: What Do Educators Need to Be Successful?

- Develop and implement professional career continuums for all education professions, including Teachers, Education Support Professionals, Specialized Instructional Support Personnel, and Administrators.

- Systems designed to facilitate collaboration, help educators continually improve practice, and have varied career growth opportunities.

- Growth systems that support the development of:
  - individual educators
  - skill and knowledge development of all categories of educators.
1. **Induction Phase**: preparation through beginning employment
2. **Provisional Phase**: demonstrates the necessary skills, practices, and experience to reach “professional status”
3. **Professional Phase**: from “professional status” throughout education career
4. **Accomplished Phase**: when a educator has met the highest standards of practice and is sharing skills, knowledge, and expertise with colleagues
5. **Leadership**: leadership is developed and practiced throughout the phases of career growth and has its own set of standards, skills, and knowledge.
## Preparing for Success: How Are Educators Prepared?

| Comprehensive preparation founded on standards of practice for all educators |
| For teachers, college degree in content area, extensive clinical practice, and residency with supervision of accomplished teachers |
| Other education professions will require related skills and knowledge, followed by an apprentice-like process and peer review |
Supporting Success:
How Are Educators Supported?

- Led by peers and educator associations, educators are supported by:
  - A clear and consistent plan for educators to grow, collaborate, and learn
  - Authentic, shared, *collective accountability*
  - Educators understand what peers, administrators, and the education community expect of them
  - Performance goals for educators and students that are formative and ongoing
Indicating Success: How do we Know Educators are Successful?

- Improve and ensure success through empowerment, authority, collaboration and transparent practice
- A professional paradigm based on peer-to-peer relational accountability
- Rely on collective expertise and peers’ professional judgment
- Participate in regular peer observations
- Peer review for new educators
Sustaining Success: How Do We Ensure Educators Continue to Succeed?

1. Identify signals of systemic problems that may not be related to individual educator performance

2. Minimize the time an educator struggles by providing support leading to improvement or exiting from the profession

3. Professionals must be ready and willing to intervene if their peers are not being successful
School Success
What is a Successful School?

- Everyone in the school community holds and is held to high expectations
- The school climate is conducive to learning and teaching
- The learning environment is well-rounded, high-quality, and culturally responsive
- Leadership is supported and distributed
- A whole student approach is embraced
- Resources are available to support the needs and learning of all students
What Does a School Need to Be Successful?

- Local, state, or national policy that ensures alignment among standards, curriculum, resources, and assessments
- Well-prepared, committed, and caring staff
- A reliable, sustained, and appropriate stream of revenue and resources
- Access to a trusted professional support system
How Do We Know Schools Are Successful?

- Measures of student, parent, family, and community engagement
- Students have access to a well-rounded, high-quality, culturally responsive learning environment
- Budgets that reflect and ensure reliable, sustainable resources
- School and community safety records
- Student learning conditions and educator working conditions
- Behavior and discipline records
BAILEY STEED Magnet Middle School
INDIVIDUALS OF CHARACTER
SCHOLARS FOR LIFE
LEADERS NOW AND
TOMORROW
Sustaining Success: How Do We Ensure All Schools Continue to Succeed?

- Annual Review for All Schools
- School-Based, School-Led Inquiry with External Support
- School-Based, Externally Led Inquiry with External Consultation
Building the Bridge…Recommendations

1. Establish a diverse coalition of education stakeholders:
   - Explore funding opportunities to support policy, program, and practice
   - Explore the development of authentic measures of student success (knowledge, skills, dispositions, and affective development)
   - Explore establishing partnerships with other education organizations

2. Continue the work of the Task Force through workgroups, existing committees, or other venues

3. Use the GPS Indicators Framework to build a “School Success” tool
Recommendations: Building the Bridge

4. **Craft a policy statement calling for a public school system with access to:**
   - high-quality early education programs,
   - a rich curriculum at all grade levels, and
   - advanced coursework

5. **Convene a panel of experts to explore how educator support, recognition, and reward systems can align with meaningful professional continuums**

6. **Present an Action Plan to the NEA Board of Directors that outlines:**
   - Policy or program changes
   - Implications for NEA’s 2016-18 Strategic Plan and Budget
   - Partnerships with state and local affiliates
   - Plans for public reports, conferences, or other activities
New vision for the system of public education — where all students, schools, and educators are succeeding, and everyone knows it.

- System of shared responsibility focuses on building professional communities and external supports that promote quality, trust, and capacity to foster continuous growth, excellence, and success.

- The Accountability Task Force calls on NEA to…

**Cause GOOD Trouble!**
Trust, Capacity, and Quality

☐ How do you plan to apply the NEA System of Success as a leader in
  ☐ The next week?
  ☐ The next year?
  ☐ The next five years?
Please complete the evaluation for this breakout session!