

P-12 Education Policies

- Robert E. Floden
 - Dean, College of Education
 - Michigan State University
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- Improving educator quality
 - Recruitment
 - Preparation
 - Evaluation
 - Professional development
- School choice
- Early childhood
- Special education
- School finance

Policy issues

- Teachers make a difference in student achievement
- Recent evidence also supports effect of school leaders
- K-12 schools and higher education both play key roles the education of educators
- Early exit from the field is lost investment

Key Facts about Educator Quality

- Requires a combination of talent, knowledge, skill, and effort
 - Knowledge of school content
 - Knowledge about organization, motivation
 - Knowledge of context—classroom, school, community
 - Skills in instruction and assessment
 - General verbal ability is a plus, but not enough

What Is Educator Quality?

- Teacher shortage?
 - Continuing issues for particular areas and specialties
 - Reduced interest by college students
 - Looming retirements?
- Budget uncertainty leads to late job offers
- MDE initiative to raise status of teaching

Recruitment

- Most new teachers come from public universities, working with K-12 schools for clinical preparation
- New federal reporting requirements, with some state discretion
- Changes in teacher assessments

Teacher Preparation

- Administrator certification requirements
- National standards model for preparation programs

Administrator Preparation

- 2011 legislation created Michigan Council on Educator Effectiveness
- Vision:
 - fair, transparent, and feasible evaluation system
 - based on rigorous standards of professional practice and of measurement
 - goal of system to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning

Educator Evaluation

- All districts must have rigorous, transparent, fair system
- Must use student growth measure – 40% by 2018-19
- Observations for teachers, with training for all
- Educators are rated as highly effective, effective, minimally effective, ineffective
- Educators rated as ineffective three years in row must be dismissed

Educator Evaluation -- PA 173 (2015)

- Teachers
 - Mixed evidence linking score measures to teachers
 - Need multiple years of data
 - Several possible formulas, with varying results
 - State tests cover only half the teachers
 - Modest connection between observational measures and student test scores
- Administrators
 - Weak research base connecting practices to student learning

Research Support

- Resource requirements
 - Observations
 - Observer training
 - Data systems
 - Additional assessments
- Setting criteria for evaluation categories
 - Agreeing on standards
 - Concerns for cross-district consistency

Implementation issues

- State code sets minimum requirements for what districts provide
 - Number of days
 - Mentor for beginning teacher

Professional Development

- Professional development for current teachers needed to raise student achievement
 - Challenges in teaching Michigan Merit Curriculum to all students
 - Meeting needs of special needs and English Language Learners

Needs

- Choice mechanisms
 - Choice within school districts
 - Schools of choice
 - Charter schools
 - Home schooling
 - Private schools
- Issues
 - Ensuring quality
 - Vouchers

School Choice

- Evidence for the importance of early years
- Financial support needed for some families
- What should be the mix of academics and development?
- What should pre-school teachers know and be able to do?

Early childhood

- How to recruit and prepare needed teachers?
- Growth in needs for work in autism
- Funding for special education

Special education

- Evolution of funding since Proposition A
- Districts with severe financial situations
- Pension and retirement

K-12 funding
