Teacher/Leader Effectiveness

Strengthen the primary drivers of student success: teachers and principals.

Teachers matter more to student achievement than any other aspect of schooling. Not only do effective teachers raise student achievement, but the research shows they close achievement gaps and put their students on track to succeed in college, career and life. How? They motivate, inspire and lead. They relentlessly build relationships with students, families and other colleagues. They individualize learning and differentiate instruction. They sharpen their own pedagogical and content knowledge. Put simply, great teachers do it all.

Strong principals have the second greatest effect on student achievement among all school-related factors. Effective principals support effective teaching by articulating a coherent vision and purpose, providing strong instructional leadership, collaborating with teachers, managing change, demonstrating cultural leadership and holding their team accountable for student success. Successful leadership matters even more in high-poverty, low-performing schools, where the stakes are highest for students.

For both teachers and principals, autonomy and accountability are key. They are on the front lines—closest to students and their needs—and best positioned to determine resource allocations, staffing needs, schedules, student interventions and professional development needs. School environments must empower and value teachers and principals as professionals to promote innovation and allow for flexible, nimble decision-making in the best interests of children.

5 interlocked elements that comprise a system of effective teaching

1	**Preparation Programs & Alternate Pathways** Providing educators the knowledge and skills they need through a university or other innovative alternative education preparation program
2	**Recruitments & Retention** Getting the best talent to meet the needs of specific students and schools
3	**Compensation** Rewarding educators for improving student success and maintaining the financial competitiveness of the teaching profession
4	**Teacher Leadership & Professional Learning** Helping educators stay sharp, learn new skills and take the lead in their learning
5	**Evaluation** Giving educators feedback on their practice so they can focus their learning to better improve student performance

P-20 VISION

Each and every Ohio student is actively engaged in their learning, has access to high-quality education opportunities in early childhood, K-12 and post-secondary education and is prepared to enter the workforce and succeed in life.

Teacher/Leader Effectiveness

Recommendations

Expand Preparation Pathways

- The General Assembly, Governor and Ohio Department of Higher Education (ODHE) should incentivize select education preparation programs to establish academies focused on preparing educators to successfully teach in urban and rural schools.

- The General Assembly, Governor and ODHE should require that teacher preparation programs expose pre-service candidates to the real classroom setting early and often.

- The General Assembly, Governor and ODHE should expand and support high-quality alternative pathways and "grow-your-own" programs – including online coursework – that accelerate the entry of mid-career professionals, content experts and diverse candidates into the teaching profession.

Recruit & Retain Effective Teachers

- The General Assembly, working with the Ohio Department of Education (ODE), should establish a state-level initiative that recruits educators into hard-to-staff schools and subjects through strategies like "grow-your-own" and rewards them for commitment and high-performance through incentives such as loan forgiveness, housing stipends, etc.

- ODE should expand and streamline teacher reciprocity agreements between states to encourage effective teachers to relocate to Ohio and enter our teacher workforce.

Support High-Quality Professional Learning

- ODE and ODHE should ensure that all teachers are fluent in education technology, cultural competencies, data usage and other critical education skills.

- ODE should research the possibilities for micro-credentialing and badging to supplement the state's existing teacher endorsement system and create a more comprehensive system.

- ODE should research and evaluate where professional learning dollars are being invested, analyze their impact and provide guidance to districts and schools on how to make smart investments.

Philanthropy Ohio
Empowering Change

ABOUT PHILANTHROPY OHIO

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