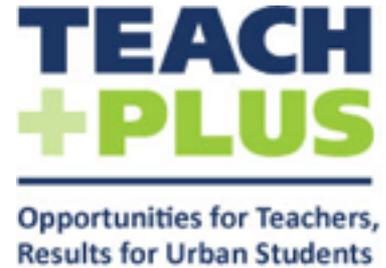


National Network of State Teachers of the Year Conference

**HOW TO SHAPE POLICY: LEVERAGING TEACHER
VOICE AND EXPERTISE IN THE POLICY ARENA**

ALICE JOHNSON CAIN, WITH LAURIE CALVERT, ADAM GRAY & CHAD MILLER

Session Objectives



- ***What*** is policy and why does it matter?
 - ***How*** can teachers shape policy, *including:*
 - ***How*** to (and NOT to) go about building relationships with policymakers!
-

What Do YOU Think?



- 1) How interested are you in policy? (Be honest!)**
 - a) I'd rather go to a meeting with a top policymaker than win the lottery!
 - b) I know policy matters – but it's not quite important enough for me to take the time to get involved.
 - c) I can take it or leave it.
 - d) I'd rather get a root canal.
-

What Do YOU Think?

2) To what extent do you agree with this statement: "Learning the Common Core will help my students succeed."

- a) Strongly Agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

What Do YOU Think?



3) *To what extent do you agree with this statement?*

I believe that clear, measurable standards of effectiveness are critical for teaching to be recognized as a true profession.

- a) Strongly agree
- b) Somewhat agree
- c) Somewhat disagree
- d) Strongly disagree
- e) Unsure

What Do YOU Think?

4) *To what extent do you agree that*
**growth in student learning should be included
as part of a teacher's evaluation?**

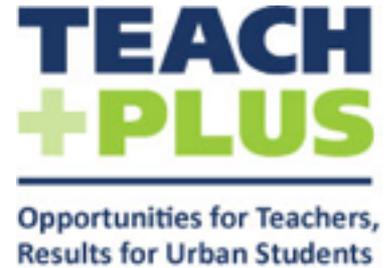
- a) Strongly agree
 - b) Somewhat agree
 - c) Somewhat disagree
 - d) Strongly disagree
 - e) Unsure
-

What Do YOU Think?

5) How useful was your most recent evaluation in improving your teaching?

- a) Strongly agree
- b) Somewhat agree
- c) Somewhat disagree
- d) Strongly disagree
- e) Unsure

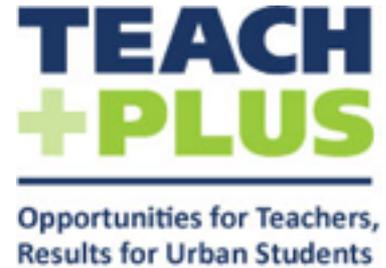
What Do YOU Think?



6) In exchange for much higher salaries -- \$60,000 to start and top salaries of \$150,000 -- would you be willing to change the current compensation and teacher tenure system to a performance-based system in which student performance gains are one factor that affects your salary and your job security?

- a) Yes
- b) Maybe
- c) No

Implications for Policy



- The essential point here is that teachers – even exceptional teachers who get exceptional results – don’t always agree.
 - A big problem in education policy is that when policymakers want to know “what teachers think” and assume it is a monolithic perspective.
 - Your experiences are different and can lead you to different conclusions. But policy all too often one-size-fits-all.
-

So What is Policy, Anyway?



pol-i-cy

Noun

- a) A proposed or adopted course or principle of action.
- b) A principle or rule to guide decisions and achieve rational outcomes.
- c) A guideline, rule, regulation, law, principle, or direction.
- d) Other. Fill-in-the-blank _____.
- e) All of the above.

My favorite response:

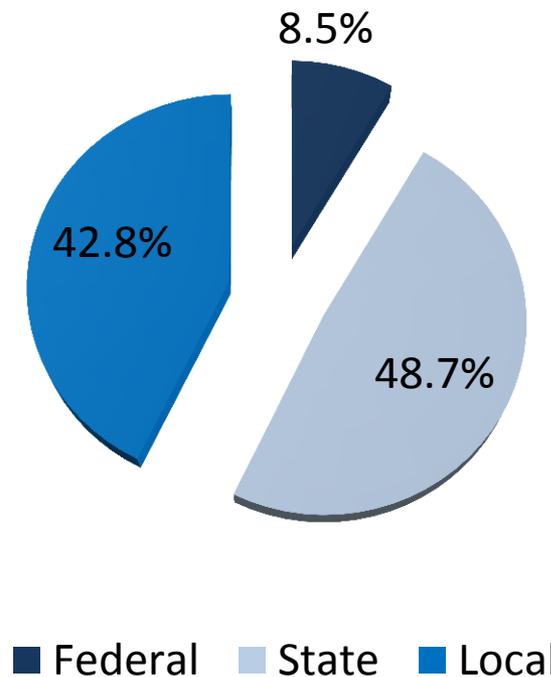
“Policy-making is the process of determining **who** in society gets **what, when where and how.**”

- Dr. Shirley Warshaw

Education Funding Pie

The U.S. spends over \$500 billion per year on K-12 education.

Revenue for Public K-12 Education

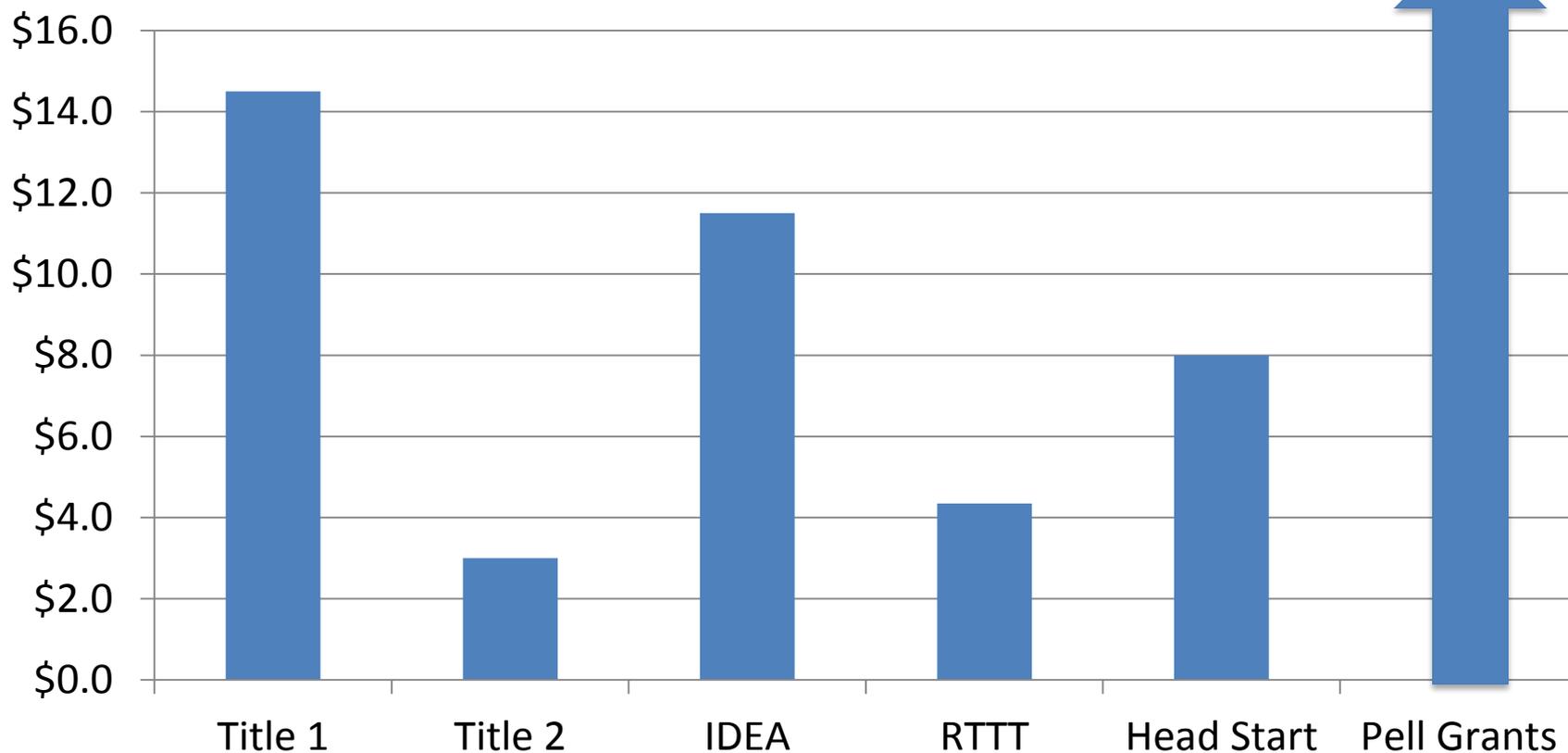


Federal Education Funding



Opportunities for Teachers,
Results for Urban Students

Amount of Federal Funds (\$ billions)



WHY DOES POLICY MATTER?

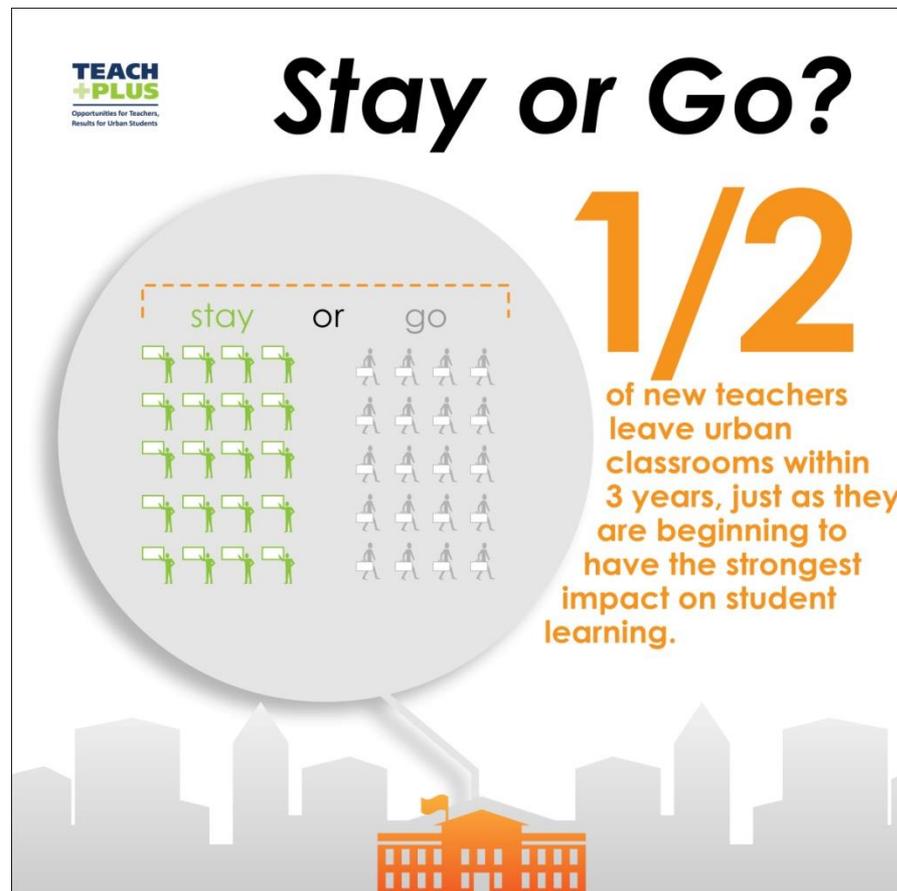
Policymaking at its best = problem-solving

Research shows... Teaching effectiveness makes ALL the difference!



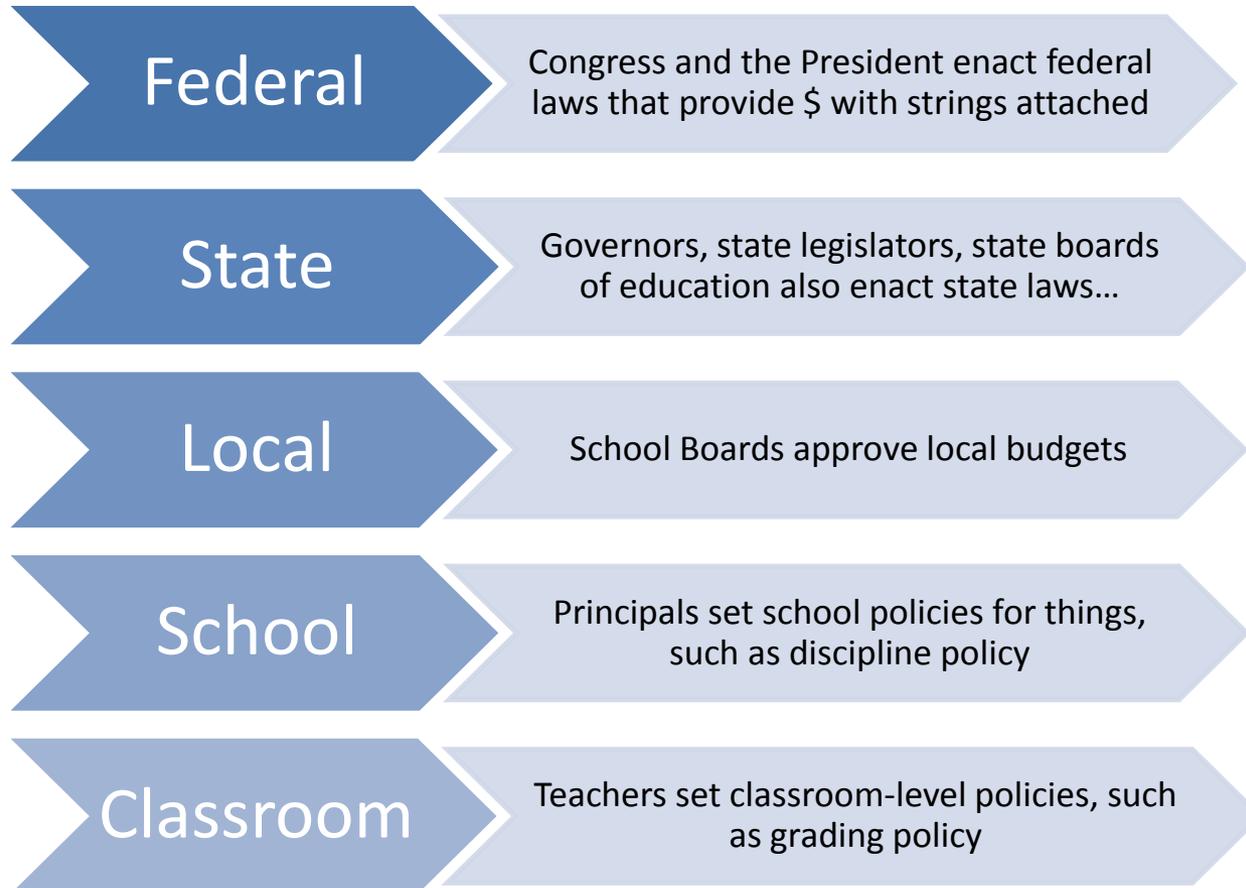
- **“Students who have highly effective teachers three years in a row score as much as 50 percentile points higher on achievement tests than those who have ineffective teachers for three years in a row.”**
(“Who Will Teach? The National Commission on Teaching and America’s Future)
- **Researchers believe that assigning great teachers five years in a row to a class of disadvantaged children could close the achievement gap between these students and their privileged peers.**
(Hanushek, Kain, O'Brien, & Rivkin, 2005)
- **The odds that a child, let alone a disadvantaged child, will be assigned a great teacher five years running are 1 in 17,000.**
(Walsh, 2007)

The Bottom Line: Teacher Retention



WHO MAKES POLICY?

The textbook answer



My favorite answer

PEOPLE make policy!

This means relationships matter – A LOT – in efforts to shape policy decisions.

How can teachers shape policy?

If PEOPLE make POLICY, essential step is talk to people!

Talk to the general public

- Op-eds and letters to the editor

Talk to policymakers directly

- Testifying at hearings – such as school board, state legislature, Congress (Example of success: Emanuel Harper)
- Meetings with policymakers – such as superintendent, state legislator, Governor, Member of Congress, Cabinet Secretary

Success Stories

- Adam Gray

Teachers at the Table!



How to Talk to Policymakers will Listen

And now for a commercial interruption!

Starring...

- Laurie Calvert, Teacher Liaison for the U.S. Department of Education (as Ms. Bossy Pants)
- Adam Gray, 2012 Massachusetts Teacher of the Year and former Teaching Policy Fellow (as Mr. Joe Clueless)
- Chad Miller, 2012 Hawaii Teacher of the Year (as Sen. Luke Warm)

The Essential **P**'s of Meeting with Policymakers

- **Be PREPARED**. Know your topic; learn everything you can about the policymaker's views/actions to date.
- **Be PURPOSEFUL**. Have a clear and specific "ASK."
- **Be PERSUASIVE**. Share facts/data AND student stories (i.e. head and heart!) But don't bring long power points!
- **Be willing to PUSH BACK *constructively***. Ask questions, but never question others' intentions/integrity/intellect.
- **Be POLITE and PERSISTENT**. Always follow up with a thank you note!
- **Own your POWER, individually and collectively.**
 - Don't position yourself as victims. Tell what you are doing to move the work forward. Run, don't walk to read...

...“A Guide for the Powerless and Those Who Don’t Know Their Own Power”

- Power and Powerlessness
- Advocacy: A State of Mind
- Homework Pays Off
- A Start Toward Bridge-Building
- Working at a Distance

Available for free from the American Youth Policy Forum at:

<http://www.caalusa.org/guidetopowerless.pdf>

Elementary and Secondary Education Act (ESEA)

- **Title I** – *Improving Academic Achievement of Disadvantaged Students* (family literacy, libraries, dropout prevention, AP)
- **Title II** – *Preparing, Training and Recruiting High-Quality Teachers and Principals* (math & science partnerships, E2T2)
- **Title III** – *English Language Acquisition, Language Enhancement and Academic Achievement*
- **Title IV** – *21st Century Schools* (safe & drug-free, afterschool)
- **Title V** – *Promoting Parental Choice & Innovative Programs*
- **Title VI** – *Ed-Flex*
- **Title VII** – *Indian, Native Hawaiian & Alaskan Education*
- **Title VIII** – *Impact Aid*

Elementary and Secondary Education Act (ESEA)



- **Waivers**

- Obama Administration has moved forward in allowing states to apply for waivers of key ESEA provisions in exchange for adopting a set reforms:
 1. locally-designed plans to implement college and career ready standards
 2. rigorous accountability systems that include a focus on low-performing schools and schools with persistent achievement gaps
 3. better systems for developing, supporting and evaluating principals and teachers

- **Reauthorization**

- Due in 2007, but negotiations broke down over handful of issues.
- Full U.S. House of Representatives to vote on this bill TOMORROW!

Ready to Make Impact *Right Now?*

- 1) Take out your phone or laptop.
- 2) Call 202-225-3121 or go to www.educationtrust.org for ESEA message or www.childrensdefense.org and “take action” for education message and enter your zip code for a link to your Member of Congress.

To get weekly updates on education policy, go to www.teachplus.org and sign up for our weekly NewsBlast.

Thank you!

Questions?

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