

Building a Teaching Effectiveness Network (BTEN)

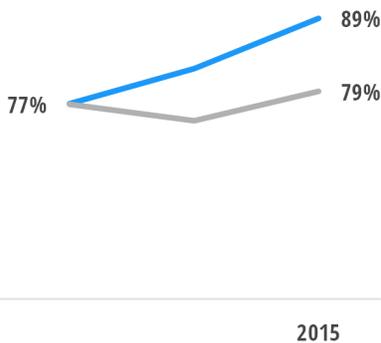
Coordinating Support and Feedback for Beginning Teachers in AISD Schools

The BTEN project was a unique opportunity for a group of AISD schools to incorporate the principles and practices of improvement science into their work. Between 2011 and 2015, nineteen AISD schools participated in BTEN and received intensive instruction and support from experts in both educational and improvement science practices as they worked to improve their feedback and support systems for new teachers.

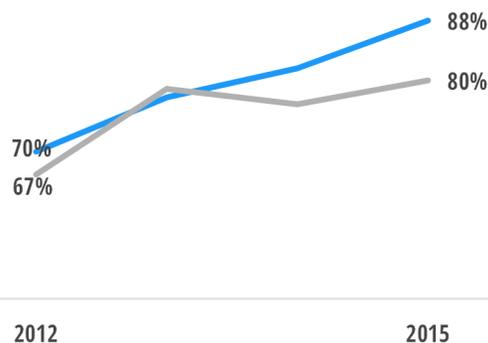
BTEN principals valued the improvement science concepts and tools and the new feedback and support system. Results from interviews with participants and examination of survey data revealed that participating in BTEN had a positive impact on perceptions of leadership at BTEN schools. When compared with similar schools without the program, BTEN schools saw greater improvements in trust and feelings of support between 2012 and 2015.

Over time, TELL AISD results for BTEN schools surpassed results for similar schools on key leadership indicators.

Teachers at this school trust the principal to make sound professional decisions about instruction.



The school leadership consistently supports teachers.



Source. TELL AISD Survey results, 2012–2015

Note. Schools used for comparison were comparable to BTEN schools demographically and on 2012 TELL AISD results.

Several lessons emerged from the BTEN project, including:

Trust and positive perceptions of leadership can improve when leaders and teachers collaborate for improvement.

New teachers need non-evaluative support from their principal.

Experiences of stress and burnout may be less acute when teachers receive consistent support.

Cooperative, coordinated leadership also benefits leadership teams.

It can be challenging to see the big picture when working small.

Innovation takes time.

Nontraditional reform can feel uncomfortable.

The full report is available at: <http://goo.gl/7o1loD>

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The BTEN Project

BTEN was a networked improvement community engaged in the work of bringing innovative change ideas from the healthcare industry to education. BTEN was guided by a partnership between the Carnegie Foundation for the Advancement of Teaching and their collaborators, including the Bill and Melinda Gates Foundation, the American Federation of Teachers, the Institute for Healthcare Improvement, and the Aspen Institute.

The nineteen BTEN schools focused on improving the system of feedback and support for beginning teachers in their schools. Campus and central improvement teams were trained in the use of improvement science tools, such as Plan-Do-Study-Act (PDSA) cycles for small tests of change and process mapping to understand and improve their support systems.

