

Three bright green apples are arranged in a cluster. One is in the foreground, slightly to the right, and two are behind it, one to the left and one to the right. The apples are glossy and have short stems.

# *Effective Support for New Teachers*

*A presentation to the  
Quality Education Council*

*November 30, 2009*

- ***Erin Jones***  
***Assistant Superintendent, Student Achievement  
Office of Superintendent of Public Instruction***
- ***Jeanne Harmon***  
***Executive Director, Center for  
Strengthening the Teaching Profession***
- ***Francine Oishi and Jamie Schneider***  
***Federal Way Public Schools***



# *What we know...*

**“...a highly qualified teacher workforce – composed of skilled, knowledgeable, culturally astute, and compassionate beginning and veteran educators – is the single greatest leverage point for assuring that all students achieve at their highest level.”**



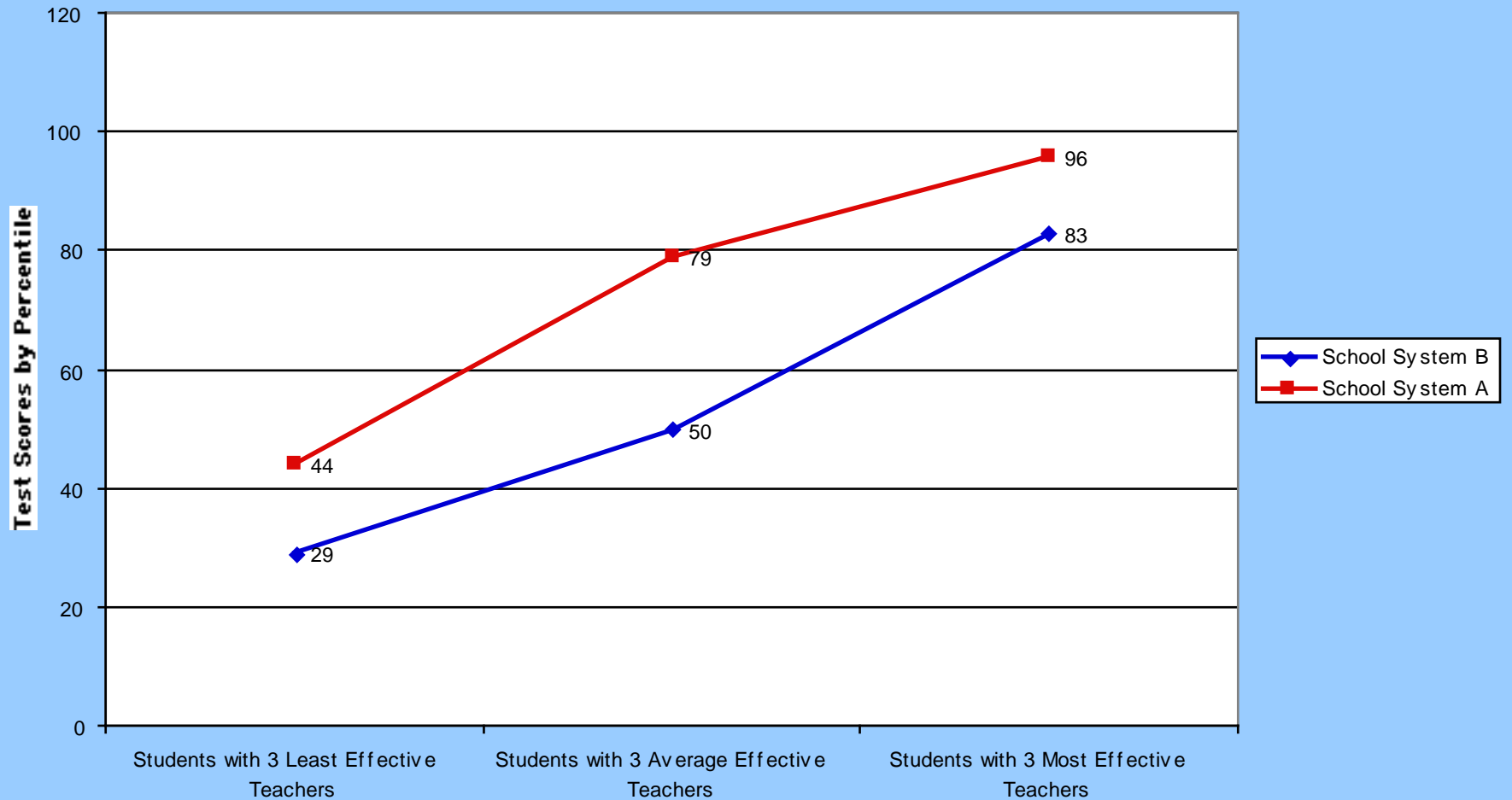
# ***Impact on student achievement***

**Research confirms what we know from experience: Students who have an ineffective teacher during any given year may test as much as one year behind peers taught by a more effective teacher. Those unfortunate enough to have weak teachers for three or more years in a row may never catch up.**

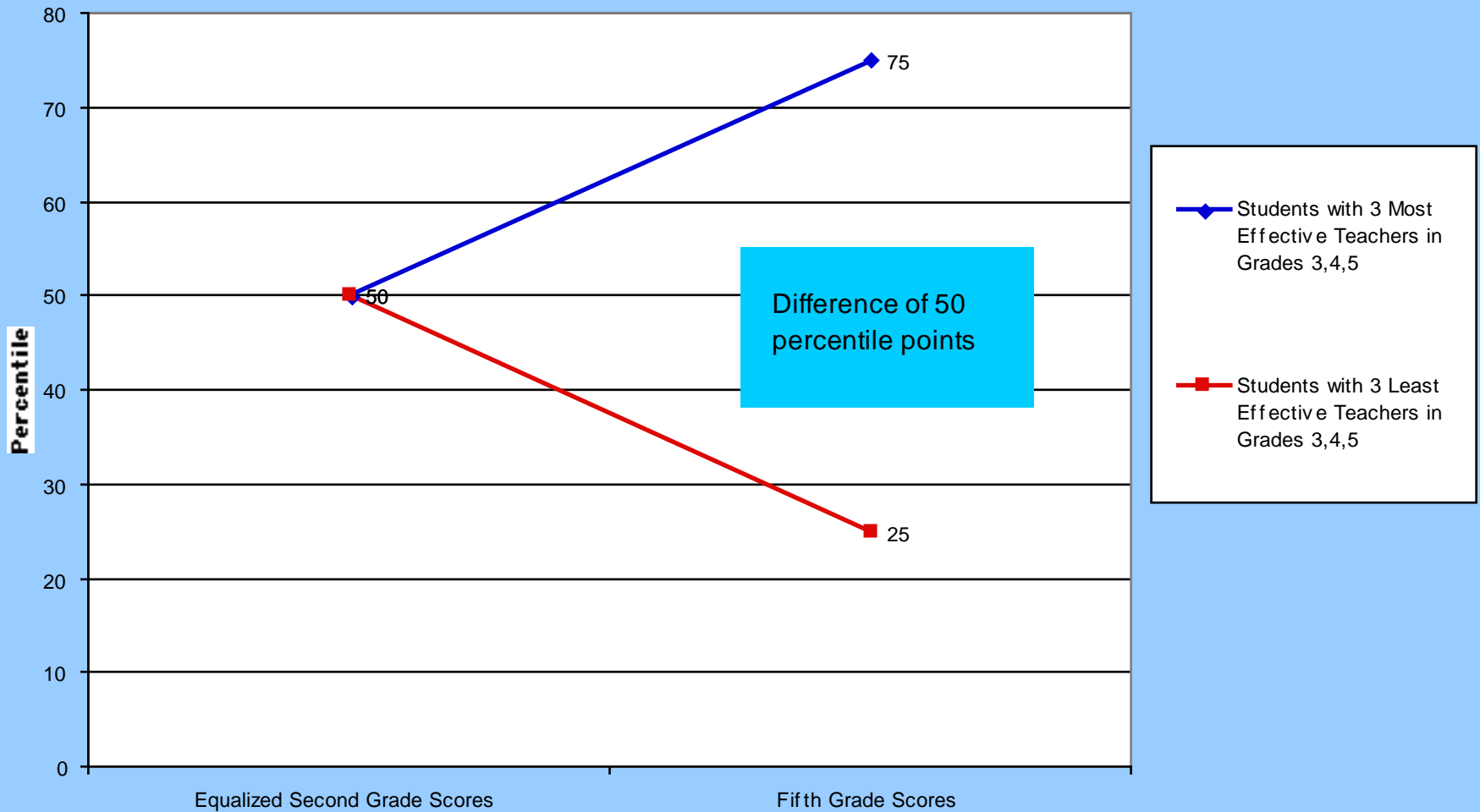
*Sanders, W.I.; Cumulative and residual effects of teachers on future student academic achievement.*



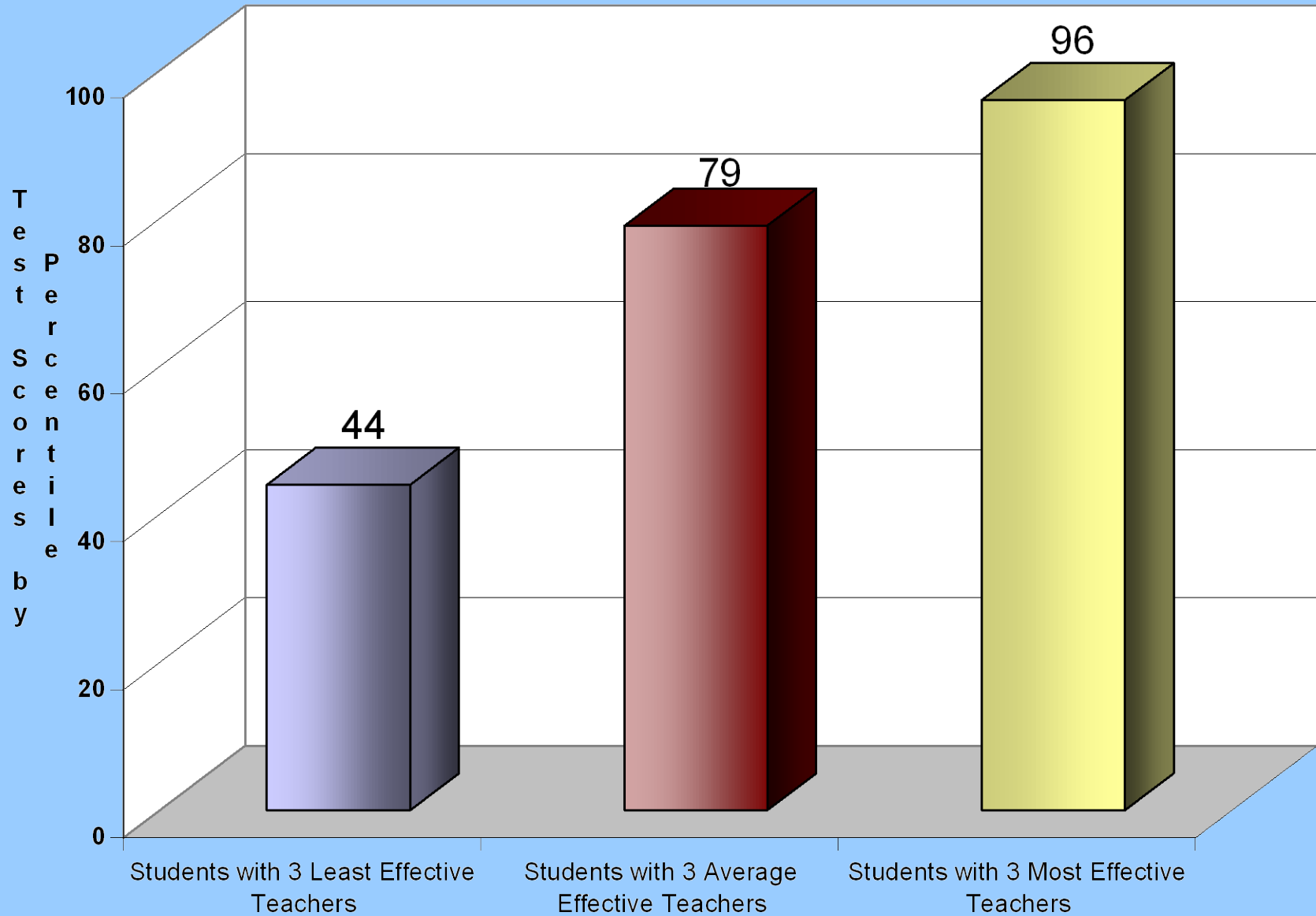
FIFTH GRADE MATH SCORES ON TENNESSEE STATEWIDE TEST BASED ON  
TEACHER SEQUENCE IN GRADES 3.4.5  
(Second Grade Scores Equalized)  
Research by Sanders & Rivers (1996)



CHANGES IN MATH SCORES ON TENNESSEE STATEWIDE TEST AMONG  
STUDENTS WITH EQUALIZED SECOND GRADE SCORES BASED ON TEACHER  
SEQUENCE IN GRADES 3,4,5  
Research by Sanders & Rivers (1996)



**FIFTH GRADE MATH SCORES ON TENNESSEE STATEWIDE TEST**  
**BASED ON TEACHER SEQUENCE IN GRADES 3, 4, 5**  
**(Second Grade Scores Equalized)**



# *Achievement Gap*

**Poor students, low-performing students, and students of color are far more likely than other students to have teachers who are inexperienced, uncertified, poorly educated, and under-performing.**

Susan Moore Johnson; J. Berg, and M Donaldson (2005). *Who stays in teaching and why: A review of the literature on teacher retention*. The Project on the Next Generation of Teachers: Harvard Graduate School of Education.



# *Educator growth continuum*

## PROFESSIONAL GROWTH

Career-long  
Growth &  
Development

National Board  
Certification

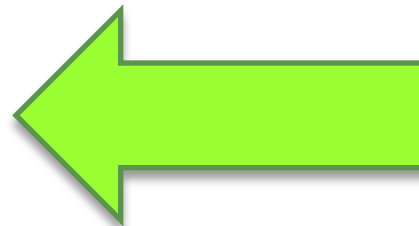
Professional  
Certification

Early Career  
Educator  
Development

Preservice  
Preparation

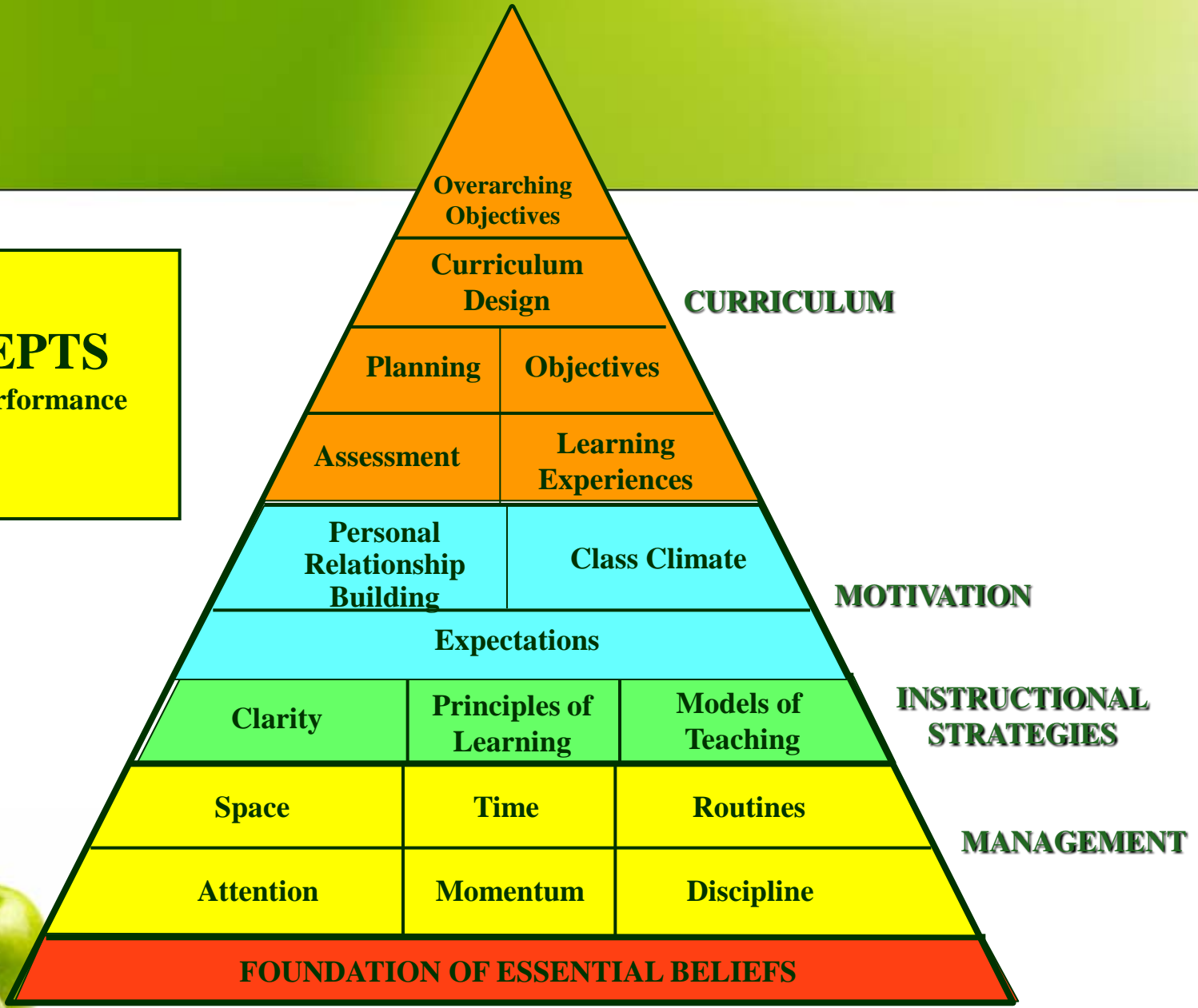
Recruitment

- Mentor
- Content Coach
- Staff Developer
- Principal
- Program Admin.
- Superintendent



# KEY CONCEPTS

- Areas of Performance
- Repertoire
- Matching



# *Washington's induction standards*

- **Hiring**
- **Orientation**
- **Mentoring**
- **Professional Development**
- **Assessment for Teacher Growth**



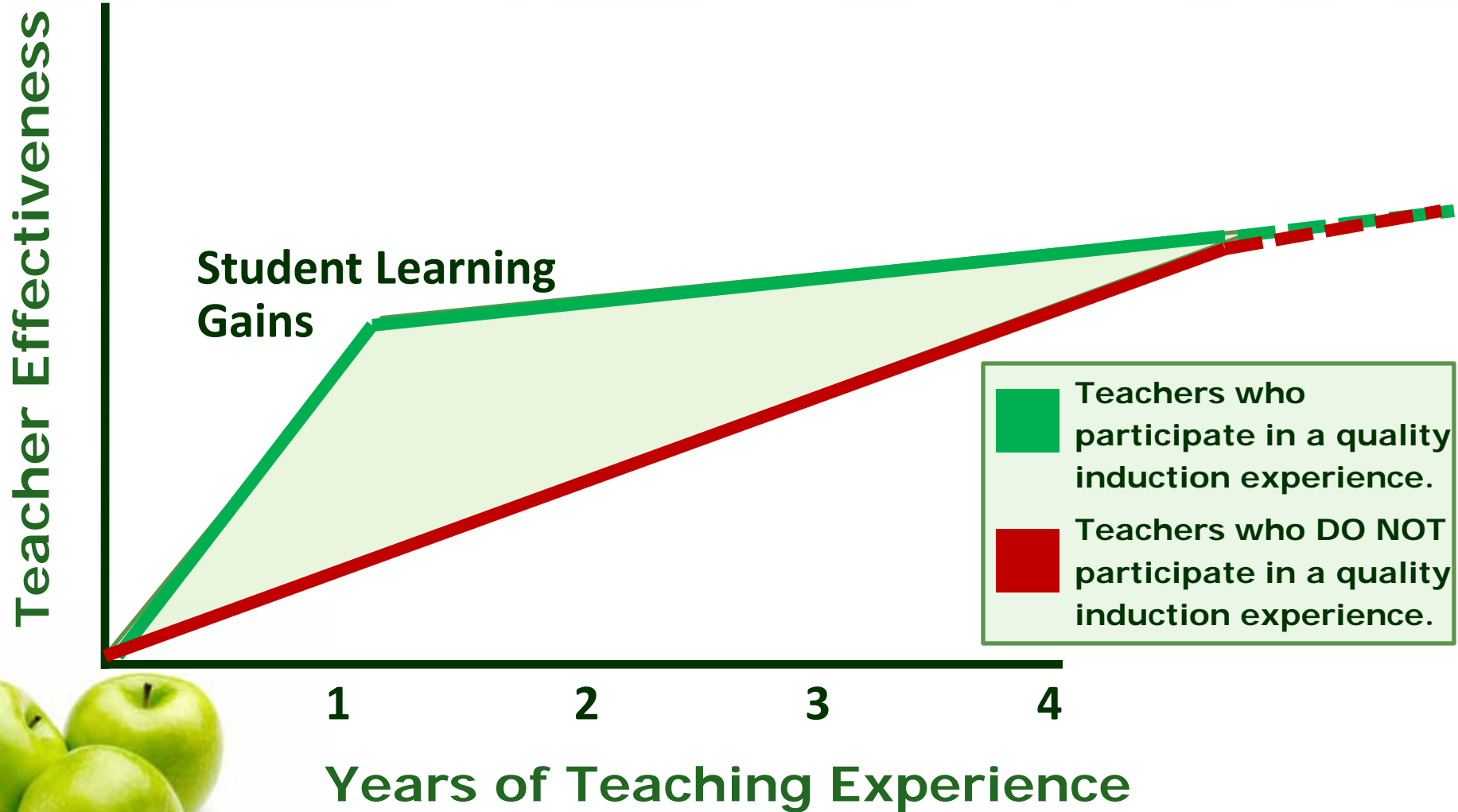
# *Gains achieved through support*

**Students of well-supported first year teachers demonstrate achievement gains equivalent to the students of fourth year veterans.**

Strong, Villars; New Teacher Center,  
UC Santa Cruz, 2005



# *Support accelerates and strengthens growth and development*



Strong, 2006

# *Professional Culture Matters*

- **Supportive culture is key**  
**Susan Moore Johnson (2004, 2007)**
- **Positive work environment is significantly connected to increased student achievement**  
**Hirsch & Emerick (2007)**





# *Culture of Expertise*

- **Students have larger test score gains when their teachers experience improvements in the observable characteristics of their colleagues.**
- **Spillovers are strongest for less-experienced teachers and persist over time.**

**Kirabo-Jackson and Bruegmann  
(2009)**



# *Workforce Data - WA*

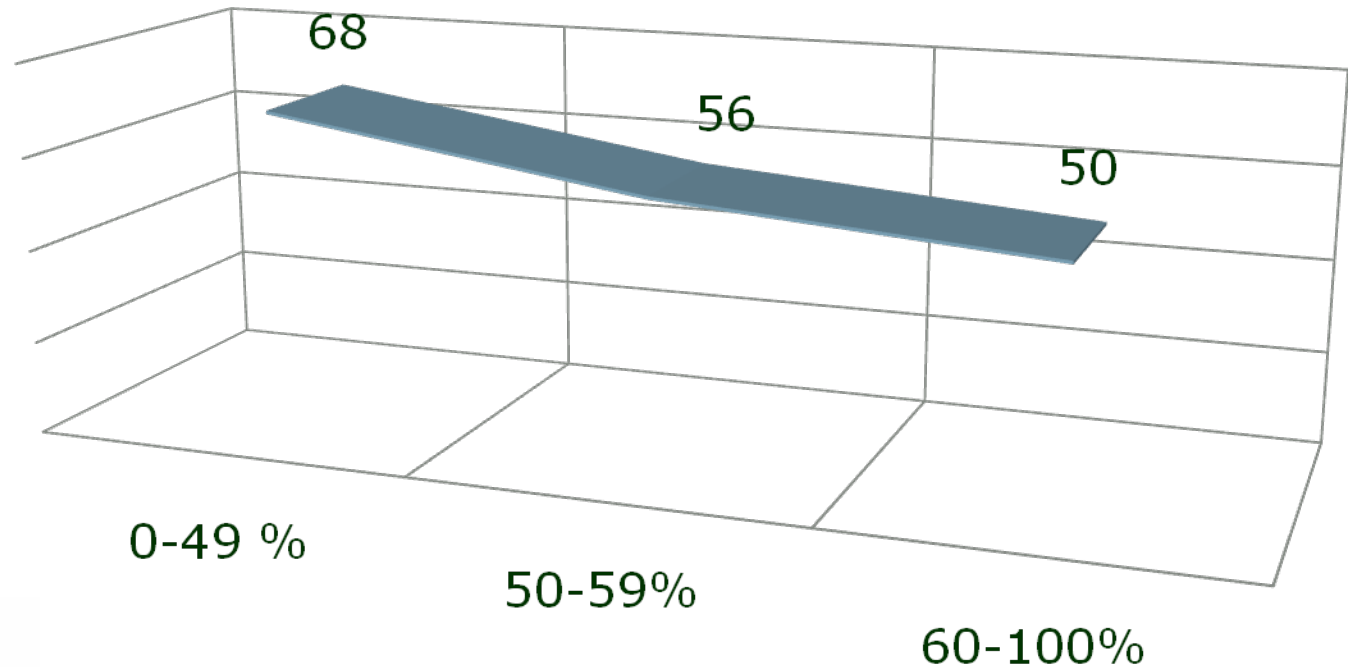
- **A higher percentage of first year teachers are employed in high poverty schools and districts.**
- **Since beginning teachers leave at a higher rate, there is a constant “churn” due to teacher turnover, particularly in schools of poverty.**



# Teacher Retention and Poverty

## Middle Schools, 2000-2004

Percentage  
of Teachers  
Retained



Percentage of Free and Reduced Lunch



Plecki, Elfers, et. al.; 2005.

# *School improvement and achievement gap*

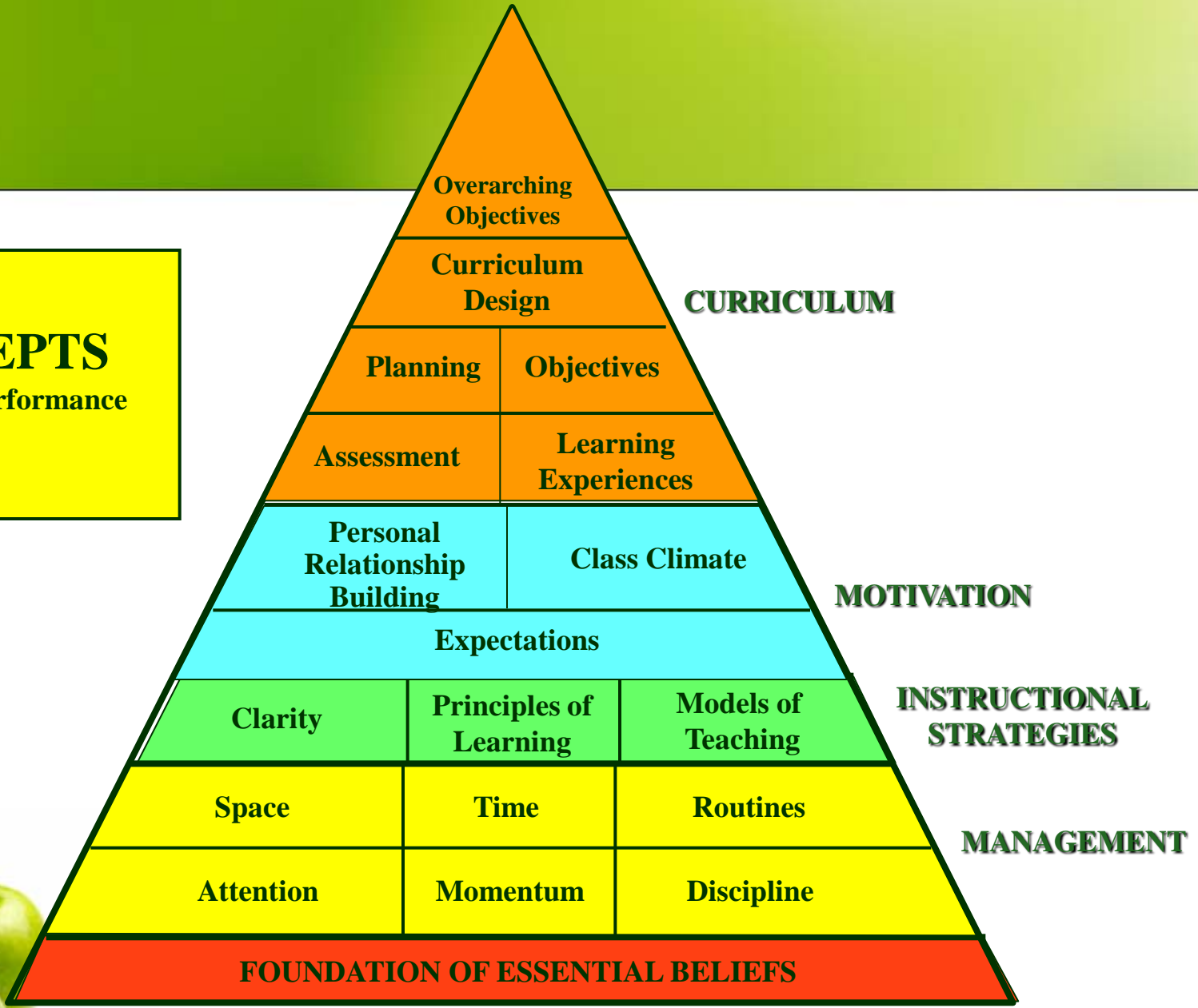
- **Given that [these] inequities already exist, failing to fund teacher induction and mentoring only serves to exacerbate the disparities between contrasting districts and to inhibit districts' ability to develop and implement quality programs equally.**

**Bartlett, Johnson, Lopez,  
Sugarman (2005)**



# KEY CONCEPTS

- Areas of Performance
- Repertoire
- Matching



*Office of Superintendent of Public Instruction*  
***Early Career Educator Development***

- **\$2.348 million in 2009-10;  
\$2.348 million in 2010-11**
- **Beginning Educator Support Team (BEST) competitive grants to districts and regional consortia**
- **Statewide professional development for mentors**



# Same

<b>Teacher Assistance Program (TAP)</b>	<b>Beginning Educator Support Team (BEST)</b>
State Induction Standards	State Induction Standards
Paid Orientation	Paid Orientation
Mentor	Mentor
Professional Development for Beginning Teachers & Mentors	Professional Development for Beginning Teachers & Mentors
Compensation for Mentors	Compensation for Mentors
Release Time for Observations	Release Time for Observations
Non-Evaluative; Confidential	Non-Evaluative; Confidential
Professional Growth Plan aligned with ProCert	Professional Growth Plan aligned with ProCert



# Different

## Teacher Assistance Program (TAP)

First Year Teachers

Allocation by District Request

Beginning Teachers in All Districts Eligible

\$880 per First Year Teacher in 2008-09

Grants to Individual Districts (181 in 07-08; 167 in 08-09)

End of Year Report: Districts self-assess progress toward program goals; teacher retention

## Beginning Educator Support Team (BEST)

First Year through ProCert Candidacy

Competitive Grant Process

BTs in Funded Districts and Regional Consortia Only

\$5,000 – 1<sup>st</sup> year

\$3,000 – 2<sup>nd</sup> year

\$500 – 3<sup>rd</sup> year

\$500 – active ProCert candidate

5 Grantee Districts and Regional Consortia (16 school districts total)

External Assessment: Student engagement, student learning, teacher satisfaction, teacher retention, impact on mentors



# *Assistance v. Assessment*

1<sup>st</sup> Year → 2<sup>nd</sup> Year → 3<sup>rd</sup> Year/ProCert

**Assistance**

**Residency → Professional Certification**



## *Final Awards:*

# *2009-10 BEST Grantees*

- **Federal Way Public Schools** **\$499,000**
- **Lake Washington School District** **\$382,200**
- **Renton School District** **\$196,875**
- **ESD 112 Consortium** **\$634,200**
  - Battle Ground School District
  - Camas School District
  - Evergreen School District (Clark)
  - Hockinson School District
  - Kalama School District
  - Ridgefield School District
  - Stevenson-Carson School District
  - Trout Lake School District
  - Washougal School District
- **Lower Valley Consortium** **\$211,050**
  - Grandview School District
  - Toppenish School District
  - Wapato School District
  - Zillah School District

# *Early career teachers supported by BEST*

	<b>1<sup>st</sup> Year Teachers</b>	<b>2<sup>nd</sup> Year Teachers</b>	<b>3<sup>rd</sup> Year Teachers</b>	<b>ProCert Candidates</b>
<b>Federal Way Public Schools</b>	<b>44</b>	<b>67</b>	<b>81</b>	<b>75</b>
<b>Lake Washington School District</b>	<b>55</b>	<b>72</b>	<b>77</b>	<b>70</b>
<b>Renton School District</b>	<b>36</b>	<b>49</b>	<b>50</b>	<b>45</b>
<b>ESD 112 Consortium</b>	<b>55</b>	<b>115</b>	<b>144</b>	<b>247</b>
<b>Lower Valley Consortium</b>	<b>17</b>	<b>41</b>	<b>32</b>	<b>48</b>

# Federal Way Public Schools Beginning Teacher Assistance Program

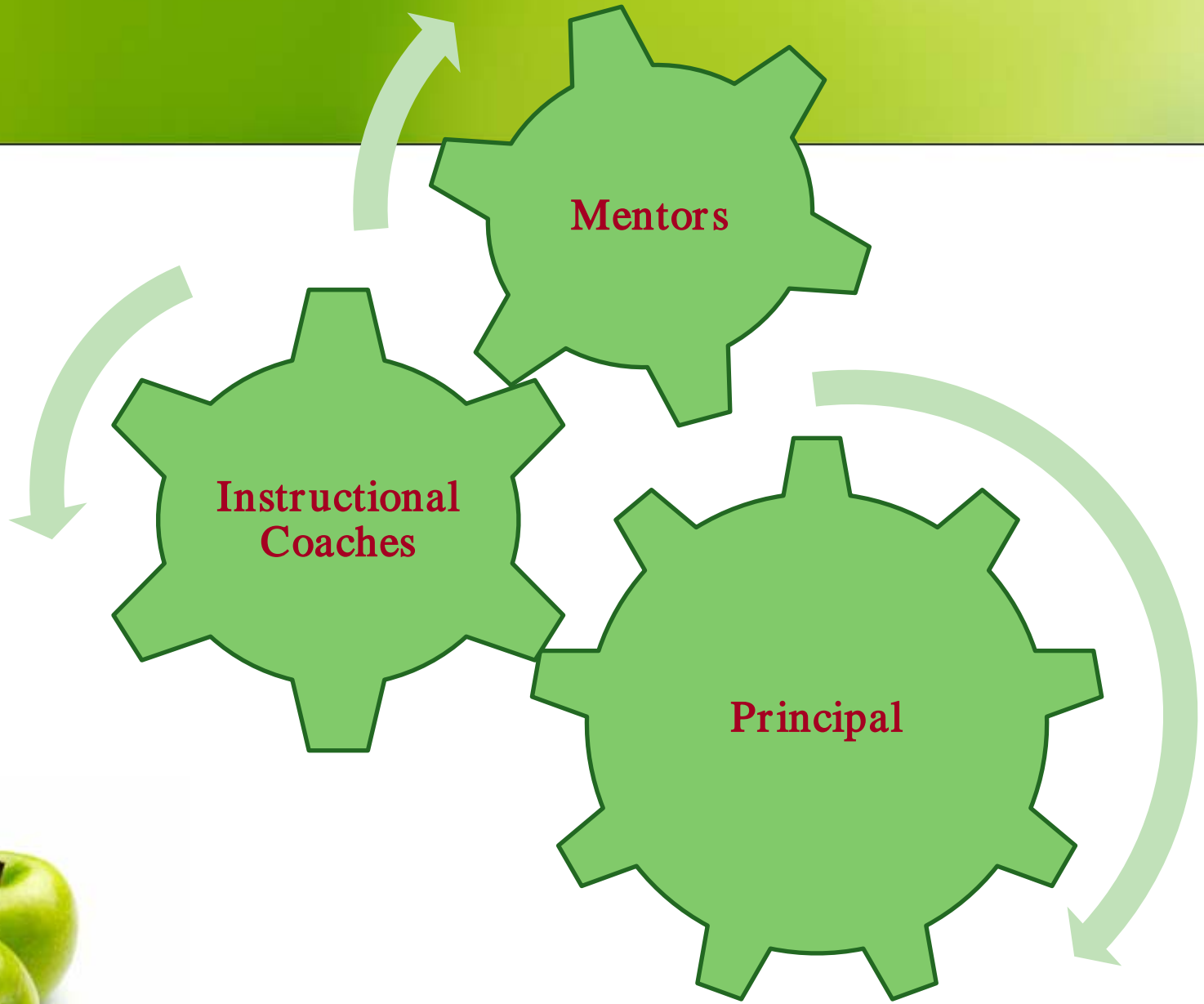
*Effective Support for New Teachers  
in Washington State*

**Standards for Beginning Teacher Induction**



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# Year 1 and 2

Beginning  
Educator  
Classes

Mentor  
partnerships

Professional  
Learning  
Communities

Professional  
Growth  
Planning

Opportunity  
to visit model  
teachers



Federal  
Way  
Public  
Schools  
Every Student,  
a Reader



## 4-day August New Teacher Institute

- Ⓢ District Mission and Vision
- Ⓢ Essential 10 Instructional Elements
- Ⓢ Assessment, Standards, and Grading
- Ⓢ Technology
- Ⓢ Curriculum
- Ⓢ Preparing for the First Days of School
- Ⓢ District Support of Early Career Teachers



## Beginning Educator Classes

### Year 1

- Ⓢ Professional Growth Plan
- Ⓢ Professional Teaching Standards
- Ⓢ Quality Evidence
- Ⓢ Class topics matched to teacher needs and phases

### Year 2

- Ⓢ Self-Assessment on Professional Teaching Standards
- Ⓢ 3 Professional Growth Plans
- Ⓢ Quality Evidence



**Mentor  
partnerships**

## **Year 1 and 2**

Carefully selected mentors possess key attributes, continue to refine skills through professional development, mentor meetings, and collegial support.

Mentors engage in planning conversations, observations, reflecting conversations, data collection, lesson videotaping, etc.

Mentors work with district personnel to collectively support early career teachers.



## Professional Learning Communities



“...communities are the intellectual, social, and **organizational configurations** that support teachers' ongoing professional growth by providing opportunities for teachers to think, talk, read, and write about their daily work, including its larger social, cultural, and political contexts in planned and intentional ways.”

<http://education.stateuniversity.com/pages/2483/Teacher-Learning-Communities.html#ixzz0LG1S3nPe&C>



Professional  
Learning  
Communities

# How PLCs Work in Year 1 and 2



Collegial Book Study

Professional Growth Planning  
Student learning and PGP evidence

Implementation of class information  
into teaching practice  
Analysis of impact on student learning

# Year 3

**Professional  
Certification**

**District  
Sponsored  
Cohort**

**Seattle Pacific  
University  
Partnership**

**Professional  
Learning  
Communities to  
prepare for 2<sup>nd</sup>  
tier certification**

**Professional  
Certification**

**National Board**



**Jamie  
Schneider**

