

PAUL G. ALLEN FAMILY FOUNDATION

Center for Strengthening the Teaching Profession

New Teacher Induction Project

CLE ELUM-ROSLYN SCHOOL DISTRICT

TEAM LEADER: Mark Flatau

May 1, 2006

Cle Elum-Roslyn School District
CSTP New Teacher Induction Project Work Plan

Organization: Cle Elum-Roslyn School District

Team Leader/Project Coordinator: Mark Flatau, Superintendent

Team Members/Titles: Administrative team, teacher association representative, teachers, board member, community member(s)

1. Current Status:

A formative, independent, view of programs and practices for the Cle Elum-Roslyn School District beginning teacher staff was conducted by The Center for Educational Effectiveness, Inc. The sample size for this study was ten. The ten teachers selected for this study represented six teachers new to the district, but not new to teaching, and four teachers who were new to both teaching and the district.

A summary of the formative assessment is divided into four characteristics: District Orientation Practices, Teacher Mentor Programs, Professional Learning and Development and Formative Assessment Practices.

A description of the status of the current induction program is represented in the following “New Teacher Retention Summary View” graph. A summary of these results includes:

Cle Elum-Roslyn
“New Teacher Retention Summary View”
(color graph appears here)

Hiring, Orientation and Induction

- Staffing need is identified through resignation, retirement, transfer, program development or growth.
- Advertising occurs through traditional means of web-based sites, papers and postings.
- Interviews conducted and best candidates hired.
- Principal provides basic immediate information on building, district and teaching responsibilities.
- Pay-roll personnel contact new hire and provide necessary paperwork for new hires.
- One day orientation in August occurs with Administrative Team. This provides district vision, philosophy, goals, benefits, etc. The remainder of the day is spent in building with principal reviewing building level procedures and responsibilities.

Teacher-Mentor Program

- New hire is matched with mentor through teacher assistance program (TAP). Routine activities occur throughout year.
- Occasional follow-up meeting occur with all new staff throughout year.

Professional Learning & Development

- Time is provided for opportunities for new teachers to collaborate with experienced colleagues and their mentors.
- Opportunities are provided for beginning teachers to work with mentors in the development of their professional development plans and to coordinate their work within their professional learning communities.

Formative Assessment

- New teachers are provided information on what criteria will be used to evaluate their classroom effectiveness, the effectiveness of the beginning teacher program and the effectiveness of their work with their mentors.

2. Goals and Objectives:

Goals and Objectives for the Cle Elum-Roslyn Beginning Teacher Assistance Program

- Increase new teacher performance through comprehensive changes in the district orientation and teacher-mentor induction program.
- Improved attention to the professional learning and development opportunities for new teachers.
- Improving formative assessment systems to determine new teacher effectiveness.
- Increase retention of new teachers by remodeling the current mentor program.
- Increase the personal and professional satisfaction of new teachers through programs, such as orientation, mentoring and professional development and policies, such as board policy supporting beginning teacher assistance program and contract changes, which specifically address their particular needs.

3. Outcomes

The following specific outcomes for the Cle Elum-Roslyn Beginning Teacher Assistance Program complement the goals and objectives outlined above:

- Increase beginning teacher retention by ninety-percent.
- Increase beginning teacher performance through support structures for new teachers by on-going formative assessment (90-day evaluation), regular classroom observations by building administrator, summative evaluation by building administrator, mentor teachers collecting evidence of beginning teacher practice and analyzing it to identify strengths and areas for improvement. This promotes reflective practice and therefore, improves teaching performance. Specific examples include: alignment of instruction, learning walks, Powerful Teaching and Learning models, and mentor and principal coordinated observations for the purpose of instructional improvement.
- Increase mentor teacher training and retention.

Specifically:

1. Provide supplemental contracts (stipend pay) for each mentor selected to attend six trainings throughout the year on “coaching” “mentoring,” and observational skills. The mentor teachers will be required to attend the mentor academy. These mentors will be selected based on effective teaching experience, demonstrated interest and classroom performance skills as measured by student achievement and in collaboration with the Cle Elum-Roslyn Education Association.
 2. Mentors will be requested to meet with their novice/beginning teachers prior to the beginning of school to begin the process of mentoring and orienting to the new school culture and student learning standards and expectations.
 3. Mentors will be provided a 30-day support contract to observe novice/beginning teacher (18 days), meet prior to the start of school with novice/beginning teacher (4 days), and attend mentoring-training sessions (8 days) throughout the year. In addition, a “Lead Mentor” position will be strongly considered for the purpose of coordinating the mentor/teacher meetings and trainings. This would be a half-time, teacher release position.
- Increase building-level administrative training.
Provide training (two days) for building-level administrative team on the role of the principal and district leadership on research-based skills needed to establish and support effective beginning teacher assistance program.

4. Needs Assessment:

Evidence for these needs was derived from the study conducted by The Center for Educational Effectiveness of beginning teachers, February 14, 2006.

The following do not currently exist, therefore, the district will:

- Establish board policy confirming significance of providing support systems for novice and beginning teachers. Sixty-one percent of the beginning teachers indicated providing support systems for beginning teachers were not currently available, thus indicating a demonstrated need for a focused induction program.
- Work with Cle Elum-Roslyn Education Association on collaborative strategies for supporting novice and beginning teachers, changes in assignment language, observation schedules and procedures, mentor selection, contract language changes related to observation, evaluation, and supplemental contracts, release time guidelines and principal support structures. Survey results support these recommendations, with seventy-three percent of the respondents indicating these tasks are not currently available.
- Establish early identification by personnel office of beginning teachers. This includes early recruitment, early induction and early identification of appropriate mentors. This need was confirmed through the survey with sixty-one percent in “Orientation and Induction,” and sixty-five percent in “Teacher-Mentor Programs” indicating this as a significant need.
- Provide fiscal support to meet identified needs. The district operates on an efficient budget and acknowledges the significant role a “quality teacher” in every classroom means to continuous student learning. As such, the role of teacher support, from novice/beginning teacher to veteran is essential for building and district success. The additional resources provided by enhanced funding for novice/beginning teacher assistance program will be used for mentor training, beginning teacher/mentor release time for observation, training and self-reflection and building and district support structures. Survey results support this need with forty-six percent identifying this as a significant need.

5. Barriers and Capacities:

Barriers

- The challenge of attracting and retaining quality teachers for the Cle Elum-Roslyn School District is heightened by increased pressure for district and school accountability, often in the form of high-stakes testing and mandated curricular standards.
- Current building structures aren’t organized to help beginning teachers cope with difficulties and become better teachers. Only a small number of the

Cle Elum-Roslyn study respondents had access to the guidance of experienced colleagues.

- Neither the structures nor the cultures of the Cle Elum-Roslyn schools are geared toward meeting the identified needs of novice/beginning teachers.
- Establishing and maintaining financial support for an effective and sustainable beginning teacher assistance program is essential for success, but often difficult to achieve in small, rural school districts.

Capacities

While developing the Cle Elum-Roslyn beginning teacher assistance program, there are a number of funding sources that will be pursued:

- State mentor program grants
- District strategic initiative staff development funds
- Technology staff development funds
- Title II funds
- Literacy staff development funds
- Class size reduction funds – I-728 funds
- Title I Comprehensive School Improvement Grants
- Professional organizational grants
- Beginning teacher assistance funds

6. Milestones and Timelines:

Date	Event	Product/Activity
Spring 2006	Establish planning and implementation team for beginning teacher assistance program	
	Determine goals and scope for beginning teacher assistance program	
	Establish guidelines for mentor/beginning teacher partnerships	
	Develop Cle Elum-Roslyn district-level handbook and calendar which include:	Procedures, resources, timelines, monthly meeting and professional development schedules
		Support activities that coincide with important district events and benchmarks
	Develop district-level support systems	Promote beginning teacher's acculturation into the school/district's philosophy, values, and beliefs
	Establish mentor preparation Gain school board approval Establish continuous feedback loops promoting	Regular communication procedures throughout program implementation
Spring 2006	Solicit mentor nominations based on goals for mentoring	Mentors will be selected based on demonstrated classroom effectiveness, expressed interest
	Interview potential mentors	
June – August 2006	Provide mentor preparation and define roles	Mentors will attend the Mentor Academy
	Match mentors with newly hired teachers and teachers new to the district but not new to teaching	Ensure teachers are matched with mentors who have been identified and trained to support mentees

Date	Event	Product/Activity
August 2006	The district will host event introducing mentor program to beginning teachers and administrators, and establish mentor partnerships	A full day of induction: history, goals, policies and procedures impacting the mentor and beginning teacher roles and responsibilities
	Provide joint mentor-beginning teachers in-service program in a formal district orientation program	Differentiated mentoring based on identified needs and experience through formative assessment
Mid-August 2006	Define meeting times for the mentor teacher/beginning teacher district workshops.	Provide a calendar of the mentor/beginning teacher professional development and meetings
September 2006 – January 2007	Assess formal and informal communication of mentoring program	Formative assessment measures provided by The Center for Educational Effectiveness
	Assess development of the mentor-beginning teacher assistance program	Formative assessment measures provided by The Center for Educational Effectiveness
	Begin mentor-beginning teacher assistance activities identified on action plan	Formative assessment measures provided by The Center for Educational Effectiveness
February – May 2007	Continue observation, reflection, and dialogue activities	
	Conduct formative evaluation of the program	
	Develop strategies to support greater independence in beginning teacher	Group discussion
May 2007	Prepare summative evaluations, reports, and recommendations	Inverness
	Review and assess goals	
	Recruit mentors for the following year	

Date	Event	Product/Activity
Year One	Beginning teachers participate in the teacher assistance program.	Mentors Observation opportunities
		Professional Growth Plan and implementation
Weekly meeting with mentor		
Regular meetings with build-level administrator		
Monthly training sessions in specific areas identified by beginning teachers and their mentors in:	Classroom management Student discipline Assessment Parent communication, etc.	
Year Two	Professional Certification Pre-Assessment Seminar	Regular seminar providing cohort support group meetings
	Meet with National board facilitators to determine interest	Review program
	Continue work with mentors	
	Observation opportunities	
	Monthly training sessions	Specific areas identified by beginning teachers and their mentors
	Weekly meeting with mentor	
	Regular meetings with building-level administrator	
Teachers continue their professional growth by	Enroll in university-level professional certification program	
Years Three, Four and Five	Pro-Cert and Post-Assessment	
	Cohort groups continue to meet monthly to work on Pro-Cert which include:	Completion of the 10 performance indicators
		Revision and completion of the Professional Growth Option Plan
		Presentations of work to a Professional Growth Team
A recommendation for the Professional Certificate		

7. Activities:

Specifically:

- Orient new teachers before school opens. This will occur as part of a district meeting, to be held mid-August, where beginning teachers meet their mentor teacher, and are introduced to their building administrator, district administrators and Cle Elum-Roslyn Association leadership. This meeting will review roles, responsibilities, meeting schedules, job-embedded professional development, regional meeting schedule and history and culture of schools and community.

Specific activities for New Teacher Orientation include:

- New Teacher Orientation
 - Welcome from district – policy, culture, expectations, and resources
 - Curriculum and specialist break-out sessions - with mentor, grade and subject area content expectations, accountability, and assessment
 - Professionalism panel – association leaders, colleagues, team members, resources for professional development, observation and evaluation criteria and procedures
 - Human resources information – benefits, rights and policies
 - Opportunity to meet and collaborate with other district personnel, new teacher, mentors and community leaders
 - Planning time with mentor – expectations, procedures, meeting schedule, observation schedule, collaboration meetings
- Match beginning and veteran teachers.
 - Provide for release time for beginning teachers and their mentors to meet on regular weekly schedule to reflect and discuss beginning teacher challenges and professional growth opportunities.
 - Pairing of beginning teacher should be by grade level, content area and within the same building.
 - Provide beginning teachers with opportunities to observe real teaching situations in their mentor’s classroom, or other appropriate classrooms.
 - Provide opportunities for beginning teachers and mentors to attend professional develop learning opportunities together both within and outside the district.
 - Adjust working conditions for beginning teachers.
 - Administrators will be encouraged to reduce the number of students in the beginning teacher’s classroom, refrain from assigning beginning teachers with the most challenging students, and avoid assigning combination grades. At the secondary level, administrators will be encouraged to make sure new teachers’ course schedules require as few separate preparation efforts as possible. This will be encouraged and accomplished through the school improvement team who will work with school leadership to ensure these significant issues are addressed through faculty meetings, team meetings, and department meetings.

- Promote collegial collaboration between beginners and veteran mentors.
 - Where possible, coordinate grade-level team and instructional planning between beginning teacher and veteran mentor teacher. At the secondary level, joint planning will be facilitated by common prep periods.
 - Additional activities such as study groups on specific topics, such as running records or improving mathematics instruction, will provide beginning teachers with collaborative problem-solving models.
- Assist beginning teachers in their efforts to meet licensure standards.
 - Provide beginning teachers and their mentors with licensure criteria and standards and developing a professional growth plan for each beginning teacher with the goal of attending their professional certificate. This would include in year two, beginning teachers enrolling in a university-level professional certification seminar and classes, and monthly support seminars within the district for beginning teachers. These cohort groups would help beginning teachers revise and complete their professional growth plan, conduct presentations to the group and submit their applications for the professional certificate when appropriate.

8. Evidence of success or impact:

Program evaluation will look for evidence of beginning and mentor teacher job and career satisfaction, demonstrated classroom effectiveness as measured by student success and retention of beginning teachers and mentors in current roles and assignments. The evidence for success includes: on-going formative, survey and attitudinal feedback from participants, with a goal of 90 percent favorable ratings about program effectiveness. In addition, outside, objective feedback will be sought using such sources as the Center for Educational Effectiveness. Both pre- and post assessment measurement will be utilized.

- All programs should survey their participants – beginning teachers, mentors, principals, and other members of support teams – to determine levels of satisfaction and to understand the strengths and weaknesses of the program.
- All programs will maintain records of participants, program activities and resources used for the program. This information should include how many participated and the amount of time spent in induction/mentoring activities.
- Program evaluation instruments that might be used are surveys/questionnaires, individual and group interviews, and observations to determine the impact on participating teachers and their students.
- The Program Steering Committee will be responsible for conducting an annual evaluation of the program’s effectiveness, using the records and survey instruments, and analyzing the data collected.