



**PAUL G. ALLEN FAMILY FOUNDATION**  
**NEW TEACHER PROJECT WORK PLAN**

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ESD 113

Team Leaders:

Dr. Kathy Budge

Charlene S. Allen

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**Organization: ESD 113**

**Team Leader: Dr. Kathy Budge**

**ESSENTIAL QUESTION:**

*What will it take to enable your organization to offer its new teachers a robust and comprehensive enough support program that they develop into highly capable practitioners who positively impact student learning, remain invested in the profession and in your districts' schools, and partner with veteran teachers in an integrated model of adult learning?*

This grant application is congruent with our mission “to assure excellent and equitable education for all students through service and collaboration.” ESD 113’s Strategic Plan includes a goal to “expand services in a strategic and data driven manner which anticipates and is responsive to district needs.” ESD 113 will be able to better support the forty-five predominately rural and remote school districts in the region with a coordinated continuum of services that ensures high-quality teacher induction programs through an integrated model of adult learning.

**Current Status: Describe the status of your current induction program (hiring, orientation, mentoring, professional learning, formative assessment).**

ESD 113 serves 45 school districts in a five-county region in Southwest Washington. Several programs and services currently offered by ESD 113 could support the development of robust and comprehensive teacher induction programs. However, these programs are currently not coordinated to provide a continuum of services and support for new teachers from residency through the professional certification program and beyond. Furthermore, additional services and support are needed to adequately meet the needs of the districts in the region.

In addition to assessing the current status of ESD 113’s programs and services, a review of the hiring and induction processes for three representative districts: Raymond, Rochester and Mary M. Knight was conducted. Eighty-four percent of the districts in ESD 113 are similar in size and geographical demographics as the sample districts. Practices and procedures found in the representative districts are similar to most districts in the ESD 113 region. The results of the review are as follows:

***HIRING***

- ❖ Analysis of the student population and trends is done yearly during January to March
- ❖ Programs are reviewed and current personnel are moved to maintain or enhance the offerings. Possible retirement and resignations are analyzed. Raymond and Rochester School Districts have partnerships with local colleges for the provision of student teachers
- ❖ When vacancies are created, advertisements are placed on WA-TEACH and Teacher-Teacher.com
- ❖ Resumes are received electronically and hard copy
- ❖ Administrators review and select the interviewees
- ❖ A team of teachers and administrators interview candidates

- ❖ Recommendations are made regarding hiring to the principal/superintendent who makes the final decision for recommendation to the Board of Directors

### ***ORIENTATION***

- ❖ Raymond and Rochester School Districts conduct brief orientation programs for new teachers

### ***MENTORING***

- ❖ Rochester and Mary M. Knight School Districts have developed a process to connect new teachers with a "seasoned" teacher. They do apply for Washington's Teacher Assistance Program (TAP) funding. Raymond School District has not developed a process for assigning mentor teachers. Few teachers in each content area present a challenge when developing meaningful, relevant mentoring programs. For example the new math teacher hired in the Raymond School District this school year is only teacher in the math department. Such one-person departments are common in the region's small secondary schools.

### ***PROFESSIONAL LEARNING***

- ❖ Each district reported that professional learning is based upon the needs of the new teacher and district needs. Assessment of need for professional development is conducted through informal communication with new teachers. District needs are determined through the School and District Improvement Planning process. This data-based planning process involves an analysis of four types of data: student achievement, school/community context, demographic, and perception. Professional development opportunities are provided in response to data analysis and subsequent goal-development. Use of new pedagogy, selection and use of new instructional materials, and examination of student work with concomitant adjustments to instruction are examples of the types of activities that facilitate professional learning.

### ***FORMATIVE ASSESSMENT***

- ❖ Each of the three districts reported they do not have a systematic assessment for new teachers. Other than the standard 90-day state mandated evaluation there is nothing in place that addresses formative assessment.

### **2006-2008 Program Outcomes:**

To improve ESD 113's responsiveness to school district requests/needs related to creation, implementation, and evaluation of local New Teacher Induction Programs, including the provision of site-embedded (or easily accessible) high-quality professional learning opportunities for new (or new to the district) teachers in accessible locations.

To increase the percentage of districts utilizing the CSTP Standards in local teacher induction programs.

To increase access and opportunity for training in the creation and implementation professional growth plans that are relevant to the new teacher's needs and focused on the improvement of student learning for the purpose developing local capacity in this area.

To increase access and opportunity for professional learning in the following two areas:

1. the learning context (environment)
2. school/community partnerships for the purpose of developing local capacity in these areas.

## **2006-2007 Program Outputs:**

To develop a comprehensive continuum of support to new teachers in the ESD 113 region by addressing the following Induction Standards:

- ❑ Orientation
  1. Provide models of orientation workshops for regional districts
- ❑ Professional Learning
  1. Provide districts within the ESD 113 with content specialist consultation and mentoring in: Math, Writing and Science. If the need arises for consultation in the area of Special Education, ESD 113 will provide consultation through the Special Education Content Specialist.
  2. Provide Pro-Cert (Professional Certification) training for the development of growth teams within the districts.
  3. Provide training for professional growth plans in the areas of learning context (e.g., “Understanding Poverty” and strategies for supporting English Language Learners).
  4. Assist Districts with developing proposals and initial implementation of their “Professional Growth Planning for Clock Hours” program in accordance with any applicable negotiated agreement between the district and professional association. Provide training to district administration and teacher-leaders in developing school/community connections to support recruitment and retention of new teachers in rural areas.
- ❑ Mentoring
  1. Dawn Knutzen, ESD 113 TAP Coordinator, will participate in the OSPI Mentor training program and coordinate the development of a cadre of mentors to be accessed by regional school districts.
  2. Provide support to mentors using web-based and video conferencing systems.
  3. Create a seamless system of New Teacher support by redesigning and aligning the following ESD 113 services: TAP (Teacher Assistance Program), Pro-Cert (Professional Certification) and PGCH (Professional Growth Planning for Clock Hours).
  4. Provide technical support for use of the K-20 Video Conferencing system.
  5. Review and evaluate the ESD 113’s New Teacher Induction Support Program at the end of 2006-2007 school year to modify the program as necessary for 2007-2008.

## **2007-2008 Program Outputs:**

- ❑ Specific measurement outcomes will be determined based upon program evaluation data gathered 2006-2007.
- ❑ Develop and use formative and summative evaluation data to evaluate and redesign program. Redesign may include the provision of additional services and support such as professional learning opportunities in areas other than those referenced above and consultation/training on the creation and implementation of formative assessment systems.
- ❑ Implement redesigned program and continue evaluation.

- ❑ Increase the capacity of ESD 113 to sustain the redesigned program model.

### **2008-2009 Program Outputs:**

- ❑ Develop a plan for sustainability of the ESD 113 program including funding sources for continued development.

*Needs Statement: What do you need to accomplish these goals (staffing, policy changes, professional learning, further research, communications/buy-in, technical assistance)? How do you know these needs exist – what evidence supports your statement?*

Educational Service District 113 serves forty-five predominately rural, remote school districts in Southwest Washington State. Forty-one of the districts enroll fewer than 2000 students and thirty-two fewer than 1000. The geographical service region encompasses five counties as far southeast from Olympia (the state capital) to White Pass in the Cascade Mountains and as far northwest as the coastal community of Taholah on the Quinault Reservation.

Rural communities in this region have been largely dependent upon traditional rural industries: logging, fishing and agriculture. Many of these rural communities are in economic distress contributing to a myriad of social problems that affect rural schools and rural students' achievement. These economies have suffered for decades. Lower-paying jobs in trade and service industries are replacing living-wage jobs. Geographic isolation from global markets, weak community infrastructure for encouraging business development and growth, out-migration of highly skilled human capital, technological advancements, and increased regulations has contributed to weakening rural economies. In four of the five counties, risk factors such as low school attainment, family management problems, poverty, unemployment, and availability of drugs are higher than the state average. In order to create a supportive and effective learning environment, **new teachers need to understand the implications of rural economies, as well as other aspects of rurality**, upon their students' aspirations and motivation to learn.

Staff size often necessitates that teachers in rural schools teach many courses, some for which they may not be fully prepared. In addition to their teaching duties rural teachers are asked to wear many hats such as coaching extracurricular activities and quasi-administrative duties like grant management. Rural teachers tend to have less teaching experience and fewer advanced degrees than those in suburban and urban school districts (NCES, 2001). Recruitment and retention of teachers in such rural communities is difficult. A survey of rural superintendents indicated social and geographical isolation as a primary reason for their difficulty in recruiting and retaining teachers. In order to bridge the social, professional and geographical isolation **ESD 113 will facilitate professional networks through the use of technology.**

Research on rural teacher recruitment and retention is limited (McClure, Redfield, and Hammer, 2003). Demands of standards-based reform have increasingly caused urban districts to acknowledge the limits of their internal capacity and the need for external support organizations to assist in their reform efforts (Fullan, Bertani, & Joanne, 2004; Kronley & Handley, 2003). External support is no less needed in a rural context. However, external support organizations attempting to facilitate change in rural districts and wishing to build local capacity must be willing to learn from “insiders,” and gain their trust. Case studies have demonstrated that in particular circumstances “intermediary organizations” with geographic proximity to the local school district can form relationships with and among local actors and can enhance available internal resources.

The legislated purpose for the establishment of Washington’s Educational Service Districts (ESDs) is to “provide services to school districts...to assure equal educational opportunities” (RCW 28A.310.010(3)). Working collaboratively with superintendents, school principals, school board members, teacher-leaders, and community leaders in the region’s forty-five school districts, funding for this project will allow ESD 113 to offer valuable external support in developing and sustaining teacher induction programs that met the standards called for by the Center for Strengthening the Teaching Profession and consistent with research on new teacher induction programs in small and rural districts. To this end, ESD 113 conducted a limited literature review related to recruitment and retention of new teachers in rural communities including the following: *Recruiting Teachers for Rural Schools* by Betty Jo Simmons as published in *Principal Leadership*, Jan. 2005; *Retaining Teachers* by Jeffrey B. Bearden published in *District Administration*, December 2005; and *Recruiting and Retaining High-Quality Teachers in Rural Areas* an AEL Policy Brief published December 2003.

In addition to the contextual factors reference above, ESD 113 conducted interviews with new teachers, principals, human resource directors, and superintendents in three rural districts (Raymond, Mary M. Knight and Rochester) to gather a sample of specific needs that exist throughout the region. Moreover, data related to teacher retention, student enrollment, and student performance on the WASL were analyzed to further identify regional needs.

A review of the retention and mobility data in the sample districts shows a high retention rate for teachers. But interviews revealed that when vacancies occur, attracting new teachers to rural areas and supporting them in their first five years is a challenge. The urgency of addressing this issue is demonstrated in retirement-trend data. For example, 47% of Raymond’s teaching staff will be eligible for retirement in the next 5 years. This trend is similar in Rochester and Mary M. Knight School Districts. Student enrollment trends for the 2006-2007 school year demonstrate that we will need to meet the needs of a 4% increase in new teachers in the ESD 113 region. For 2006-2007 this could mean as many as 270+ new teachers to our region. Increasing student enrollments coupled with retirement trends point to the importance

and timeliness of supporting the creation of high-quality, standards-based New Teacher Induction programs. **Specifically, ESD 113's program speaks to attracting new teachers to our rural communities, quality orientation programs, mentoring, and professional development.**

Professional development is best facilitated in job-embedded contexts. In a review of the WASL trends of our sample districts for the 2004-2005 school year (comparing ESD to the state) (Math 58%-E, 44%-middle and high school 39%) (Writing 49%-4<sup>th</sup>, 51% middle and 54% for high school) and the Data Driven School Improvement Plans, we have identified needs in the content areas of math, writing and science. **In order to develop a high quality job embedded professional learning program to support new teachers, ESD 113 will need to provide a consultant content specialist to assist teachers. The ESD 113's current staff is inadequate to meet the current demand.**

## Summary of Needs:

The following services will be provided to assist districts in using the CSTP New Teacher Induction Standards in development of local programs:

- ❑ Orientation
  - ❑ A model of a comprehensive teacher handbook
  - ❑ A framework for new teacher orientation i.e. tools and tips, guidelines, curriculum.
- ❑ Mentoring
  - ❑ Highly qualified content consultants to assist in Math, Literacy, and Science
  - ❑ Professional development opportunities for district mentors
  - ❑ Professional development opportunities for new teachers and mentors
- ❑ Professional Development
  - ❑ Opportunities for professional development effective instructional strategies, assessment strategies, classroom management, adapting and developing appropriate challenging curriculum, cultural competency, integrating technology and informing and involving parents.
  - ❑ Technical assistance for effective utilization of the K-20 Video Conferencing system.

*Barriers and challenges: What obstacles and issues do you anticipate you will address in order to achieve your goals?*

ESD 113 will address the following barrier and challenges:

- ❑ Proximity of the districts in relationship to the ESD 113 as a “central location” for training/professional isolation
- ❑ Impacting the new teacher’s work-load
- ❑ Finding and maintaining quality mentors
- ❑ Continuous funding to support mentors
- ❑ Locating quality resources for professional development i.e. materials, consultants, videos
- ❑ Attracting quality candidates to our rural districts who understand rural culture
- ❑ Maintaining institutional knowledge and programs---sustainability
- ❑ Limited funds for supplemental pay

## Supplemental Activities:

**Capacity:** *What strengths can you draw upon to meet these challenges? How will you augment your capacity for success*

### Strengths:

- ESD 113 Resources
  - TAP coordinator- Dawn Knutzen
  - Professional Development classes offered by ESD 113
  - ESD 113 Content Area Specialists
  - Web-based and Video Conferencing technology
  - Professional-Certification Program
  - Professional Growth Plan Clock Hours (PGPCH) Program for continuing certification of teachers
  - ESD 113's commitment to promoting the concept that working in rural communities provides a sense of being a part of a real community
  - Partnership with Seattle Pacific University for Professional Certification Program
- Proximity of Evergreen State College and St. Martin's University
- Utilizing the State TAP resources to support induction program

**A seamless, comprehensive program of services and support for teachers first five years will be available to new teachers in the region.** ESD 113 currently provides the following programs that target new teachers Teacher Assistance Program (TAP), Professional Certification (Pro-cert) and Professional Growth Plan Clock Hours. In addition to redesigning and aligning ESD 113's current services, cadre of mentors who will provide support and guidance for the first two years after which teachers would begin the process to obtain their Professional Certification through ESD 113's Pro-Cert program and a complementary set of professional growth opportunities which they can tailor to meet their needs.

## EVIDENCE COLLECTED TO SUPPORT CSTP WORK PLAN

Ms. Charlene Allen, ESD 113 School Improvement Facilitator, interviewed principals, new teachers, superintendents, ESD 113's TAP and Pro-Cert Coordinator and a teacher mentor. Interview instruments included the Research Questions developed by the Inverness Research Associates and the CSTP Standards Stages of Development documents. Ms. Allen has 33 years of experience as a teacher, principal and central office administrator. Additionally, teacher retention data, enrollment trends, and student achievement scores on the Washington Assessment of Student Learning (WASL) provide evidence to support the work plan.

## ACTION PLAN

### OUTCOME: TO DEVELOP A COMPREHENSIVE LEVELED SYSTEM OF SUPPORT TO NEW TEACHERS IN THE ESD 113 REGION

<b>Outputs</b>	<b>Milestones/Timelines</b>	<b>Activities</b>	<b>Evidence of Success</b>
To provide models of orientation workshops for regional districts.	-Collecting orientation agendas that meet the CSTP standards for a quality orientation June/2006.	-Contact personal directors in our region to request agendas for their orientation day. These models will be distributed at the Superintendent's meeting.	-Survey a sample of new teachers regarding their orientation induction.
<b>Professional Learning</b> Provide districts within ESD 113 with content specialist consultation and mentoring in these content areas: math, writing and science.	-March/2006 Review ESD content specialist commitments for 2006-2007. -June/2006 completed plan of how content specialist will meet staffing needs of the region. This timeline carry over into the 2007-2008 school year. -During the spring of 07-08, the ESD 113 New Teacher program coordinator will survey the needs of districts to determine staffing needs for 2008-2009.	-A review of the ESD's budget for the 2006-2007 school year. -Based upon the needs of the region content specialist will be assigned to the district.(s) -Unmet content specialist needs will be addressed through the staffing process. -The staffing process will align resources with staffing request. We will have developed a fee for service schedule.	ESD 113 districts will not have unmet needs in the identified content areas.
<b>Professional Learning</b> Provide Pro-Cert training for the development of growth teams within the districts.	-Fall/2006 Pro-Cert training will be provided. ESD 113 staff will provide training in 2-3 centrally located facilities to accommodate long distance travel. ESD 113 will utilize the K-20 system to support those districts that cannot attend the site locations. Based upon district needs we will provide training for administrators who need Pro-Cert training. Pro-Cert training will monitor the growth teams progress	-Dawn Knutzen will provide training in the fall for the development of growth teams. -Dawn K. will monitor team's progress through out the year-Winter and Spring. Are there district teachers who could provide assistance here also? National board or previous Pro Cert candidates?	-There will be a 10% increase in the number of growth teams. -New Teachers in ESD 113 will have access to trained and supportive Professional Growth Team members.
<b>Professional Learning</b> Provide training for professional growth in the areas of learning context.	-During the school year 2006-2007, the ESD will provide training in Poverty, ELL, Learning-Centered Classroom Environments. These trainings will be based upon previous knowledge of new teacher's needs. Mid-year we will survey new teachers to determine further needs.	-Contact consultants or trained ESD staff. -Create a training schedule. -Distribute schedule to districts. -Implement training.	At the end of each training, ask participants to complete an evaluation of the benefits of the training.

<b>Outputs</b>	<b>Milestones/Timelines</b>	<b>Activities</b>	<b>Evidence of Success</b>
<b>Professional Learning</b> Assist Districts with developing proposals and initial implementation of their "Professional Growth Planning for Clock Hours" program.	-Fall/2006 Districts will implement PGPCH programs with assistance from ESD staff.	-Contact OSPI regarding PGPCH to find out the requirements. -ESD staff will coordinate information to districts and provide support.	-Increase percentage of districts implementing PGPCH.
<b>Professional Learning</b> Provide training to district administration and teacher leaders in developing school/community connections to support recruitment and retention of new teachers.	-March 2007 Provide a training component how to support and recruit new teachers to rural school districts.	-Assess the staffing needs of each district. -Meet with district representatives to discuss staffing needs and share information on recruitment and maintaining new staff. -Survey 2006-2007 new staff regarding needs and share with district administration.	-A clearer understanding of the elements needed to support and retain new teachers. -An increase of new teachers to the ESD 113 region.
<b>Mentoring</b> Participate in the OSPI Mentor training program to create a pool of mentors to be accessed by our districts.	Dawn Knutzen and other staff members will attend the OSPI training in 2006 to gather information for ESD 113's Mentor Program. Academy?	-Dawn and Charlene will meet to develop a training program for the 2006-2007 school year and create a "job description" for mentors. (ESD staff will do advertising.)	-A pool of mentors will be available that matches the needs of our Districts' new staff.
<b>Mentoring</b> Provide support to mentors through on going monitoring and check in meetings.	-Mentors will meet every three months for sharing and problem solving.	-Set up a calendar of meeting dates and times for the 2006-2007 school year. Each meeting will focus on a particular aspect of mentorship, such as Using Case Studies, Coaching Skills, and Reflective Practice. Additional topics will be generated from the mentors.	-90 to 100% attendance by all mentors.
-To create a coordinated seamless system of New Teacher support by aligning TAP, Pro-Cert and PGPCH which would be available to our regional districts.	-By 9/2006, ESD 113 will have the K-20 system set up for those districts that want to utilize it.	-Create a bank of workshops that address the Standards of Effective Teaching. -Create a brochure (2006) that advertises the certificate offerings.	-50% of new teachers to our region will participate in the offerings.
-The ESD 113 will clarify and setup K-20 technical support for our districts.	-By March 2007, all new teachers will be surveyed	-Meet with Dana to examine the issues and concerns regarding K-20.	-Teachers will be able to access the "menu of certification" services through the K-20 system.
To review and evaluate the ESD 113's New Teacher Induction Program at the end of 2006-2007.	-By March 2007, administrators/districts participating in the certification program will be surveyed. This will continue for 2008-2009 school year.	-Create a survey or use Inverness to assess the needs of our Region. -Review the survey results to make changes in the 2008-2009 program.	-New teachers and region districts needs are being met.