

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

MARY M. KNIGHT SCHOOL DISTRICT

TEAM LEADERS:

CAROL ERSLAND

TRESSA PADGETT

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

The hiring process for our district Mary M. Knight is:

HIRING

- ❖ Analysis of the student population and trends is done yearly around January to March
- ❖ Programs are reviewed; possible staff retirement and leaving are also examined
- ❖ A vacancy is created
- ❖ An ad is placed on WA-TEACH and Teacher-Teacher.com
- ❖ Resumes are received electronically and hard copy
- ❖ Administrator reviews and select the interviewees
- ❖ Team of teachers and administrator interview candidates
- ❖ A recommendation is made regarding hiring. The Superintendent/principal makes the final decision.

ORIENTATION

- ❖ Mary M. Knight has a brief orientation (that covers basic district policies and procedures) for the new teacher/s on the in-service day at the beginning of the new school year.

MENTORING

- ❖ Mary M. Knight has a limited system to connect new teachers with a "seasoned" teacher. They do apply for the state mentor (TAP) dollars. Mary M. Knight small teaching staff in the content area is limited. For example the "new" teacher we hired this year in the high school for math is THE MATH DEPARTMENT. We have a mentor for the new teacher, but not in the content area.

PROFESSIONAL LEARNING

- ❖ Our districts professional learning is based upon the assessed needs of the new teacher and district needs. District needs may be a new adoption or teaching strategy that is being implemented district-wide

FORMATIVE ASSESSMENT

- ❖ We 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.

Outcomes: List the results you hope to accomplish during the grant period (2006-07 to 2008-09). Describe in terms of increase, decrease, number, and percent.

2006-2007 Outcomes

To implement a quality comprehensive New Teacher Induction Program that focuses on:

- ❖ Orientation
 - A. 1/2 day before school starts to meet with superintendent, business manager and then 1/2 day with the mentor teacher to set up classroom, procedures, and go over general information
 - B. The first week, mentor teacher meets with new teacher during planning period, set up a weekly, monthly calendar for meeting with the new teacher. Timeline to stay on track.
 - C. Give each new teacher the book "First 60 days" by Harry Wong.
 - D. Meet with teacher bi-weekly to discuss chapters/ideas/implementation
 - E. Weekly/beginning of school, new teacher along with mentor teacher will view the video series "Love and Logic" which deals with discipline for K-12 teachers.

2006-2007 Outcomes (continued)

❖ Professional Learning

- A. The mentoring team will attend the Mentor Academy during the summer.
(Read: Mentoring Matters by Laura Lipton and Bruce Wellman, Mentors in the Making by Betty Achinstein and Steven Z. Athanases and others)
- B. K-20 use for content training for our new teachers
- C. Checklist for new teachers and mentor on a monthly basis for what to do/know developed by the mentor group
- D. Develop a notebook/handbook for the new teacher/mentor
- E. TAP, Pro-Cert, and or professional growth plans with clock hours
- F. Content Specialist with ESD to address rural isolation for only 1 teacher in content area
- G. Training for new teachers regarding: Sexual Harassment, Professionalism, Framework of Poverty, and classroom management, and other as needed...
- H. Attend training concerning "brain research strategies" i.e. Eric Jensen 6-day training, ITI model or classes at the ESD concerning brain research
- I. Technology----grade book, attendance, email, set up for our school

❖ Mentoring

- A. Timeline – meet on weekly basis, then monthly with teacher/mentor for first and second year teachers – will modify meetings based on individual needs and experience of teachers
- B. The mentoring team of teachers meets monthly to discuss areas of concern or what is not working and what is working. Establish goals for the year and review monthly
- C. All team members attend the Mentor Academy (each year encourage more of our staff to attend the Mentor Academy)
- D. This is 3-5 year plan to mentor the new teacher, and 2-3 year plan for new teachers to our district

❖ Formative Assessment for new teachers:

- A. NTC Formative Assessment Cycle, New Teacher Center, University of California adapted as needed for our district.
- B. Mentoring Matters: Mentoring Rubric, (pages 100-107) self evaluation/mentoring assessment

2007-2009 Outcomes:

As retirement of staff occurs, we would like to be able to recruit and maintain new teachers in our district. (Percentage to be determined)

Implement fully the New Teacher Induction Model (especially Professional Learning and Formative Assessment) with modifications as indicated through the annual review.

Participate in the ESD's Pro Cert program and Professional Growth Plan for Clock hours

Our Goals:

1. To retain 90% of all quality new teachers. We realize that not all teachers are ready for the professional challenges and cultural change that a small rural district faces.
2. We also realize that it is possible that 50% of all new certificated teacher hires will be first year teachers and they will need more time with the mentor teacher, one reason we are looking at the 2-3 year plan of mentoring.
3. To improve and adapt the New Teacher Induction Program at the end of 2006-07 based on the assessments we've done of the program.

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?

Our needs are based upon interviews with new teachers, superintendent/principal. We reviewed several articles on "Recruiting Teachers for Rural Schools." For example, Recruiting Teachers for Rural Schools by Betty Jo Simmons as published in Principal Leadership, Jan. 2005. We reviewed the document on Retention and Mobility of teachers for each district.

The data shows Mary M. Knight has a high retention rate; we need to focus on the hiring policies and practices, orientation, mentoring and professional development. We need a comprehensive induction program that attracts new teachers to our rural communities. An example of our need is 25% of Mary M. Knight teaching staff will be eligible for retirement in the next 5 years.

We need to develop a brochure that attracts teachers to our area; build on our small school uniqueness and opportunities.

A prevailing need is to create partnerships with community organizations, the ESD, and other nearby districts (including Raymond and Rochester) to attract new teachers to our rural communities. Mary M. Knight is in an isolated remote area of Mason County. We have no industry or jobs except logging and driving log trucks. Our area is high poverty and people seem to live in Matlock to escape the big city or towns. Many teachers live out of district because of housing, so we have to sell our district to new teachers because of small class size, opportunities to be creative in the classroom, and one-to-one student involvement.

We need a model of professional learning that addresses professional isolation. We need to develop the K-20 system and a small cadre in the area in specific content area (math, reading, and writing).

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

- Proximity of the districts in relationship to the ESD 113 as a “central location” for training/professional isolation
- Impacting the new teacher’s time
- Finding quality mentors
- Continuous funding to support mentors
- Locating quality resources of professional development i.e. materials, consultants, videos
- Attracting quality candidates to our rural districts who understand rural culture
- Maintaining institutional knowledge and programs---sustainability
- Build and maintain an induction program
- Teachers have TOO much on their “teaching plates”
- Teacher’s salaries-opportunities for additional pay

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

Strengths:

Utilizing the State TAP resources to support induction program

Utilizing ESD 113 Resources

- ❖ TAP coordinator- Dawn Knutzen
- ❖ Professional Development classes
- ❖ Content Area Specialists
- ❖ K-20 Technology for long distance learning

Mentoring Academy for teachers provided by OSPI

Promoting the concept that working in rural communities provides a sense of being a part of a real community

Proximity of Evergreen State College and St. Martin’s University

Supplemental Activities:

Establish a teacher professional library to include books, videos/DVDs to enhance opportunities for new teacher(s) to get information/professional learning such as:

- A. Effective teacher training series-video tapes by Harry Wong to be used with all staff for professional development.
- B. Our district has adopted a 5-year plan to implement "Brain Research Strategies" school wide as a result of our analysis of WASL student data. (In Math our students are 20 percentage points below the state) Our elementary and secondary students are scoring below the state average in the content areas of math, writing and science. We will attend a training by Eric Jensen which focuses on how the brain learns. A current staff member will be designated as the trainer for new staff.
- C. Attend training on the ITI (Integrated Thematic Instruction by Susan Kovalik) model which will provide all staff (new and present) instructional tools to meet the needs of our students in the identified content areas.
- D. Develop the handbook for mentors and new teachers. The mentor group will develop this.
- E. Other Teacher workshops: Curriculum training, Discipline/classroom management, etc. based on assessed needs of teachers.

Make personal connections during the recruiting and interview process and work toward information rich hiring.

Engage a realtor and other local organizations to assist in the recruitment of new teachers.

Share information about the workload i.e. smaller classes, fewer discipline problems, autonomy of the teachers.

EVIDENCE COLLECTED TO SUPPORT CSTP WORK PLAN

1. We conducted our own survey with teachers that were hired in the last five years. Because of our small rural district we had five teachers out of 16 total staff members that have been hired in the last 4 years. Also being small and remote we decided it would be good information to know what new teachers expected.
2. Ms. Charlene Allen, ESD 113 School Improvement Facilitator, conducted interviews for our school district. Staff interviewed consisted of: superintendents/principal, new teachers, and a teacher mentor. Instruments used for the interview were the Research Questions developed by the Inverness Research Associates and the CSTP Standards Stages of Development documents.
3. Interview results: Isolation and support for new to the district was thin due to amount of work based on load of superintendent. Cadre of support needed that is more formalized and not embodied in one person. Poverty and how to relate to students of poverty.