

Equity for Students: Induction for New Educators

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Beginning Educator Support Team (BEST)

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BEST Program Goals

Provide comprehensive induction support for novice educators that will

- Reduce educator turnover
- Improve educator quality for student learning
- Ensure equity of learning opportunities for all students.

Purpose for Today

1. Understand the “landing zone” we’re fostering for your graduates
2. See places where our work intersects
3. Support collaboration to enhance preparation and learning for novice educators

Support Gap

It seems ... that alongside the student achievement gap there exists a comparable and troubling support gap for new teachers during their first critical years on the job. The existence of this support gap may help explain why some schools constantly fight the undertow of teacher attrition while others more easily attract and retain new staff.

Only when schools are supportive and engaging places for talented and dedicated adults will they also be vibrant places where young people can learn and thrive.

The Support Gap: New Teachers' Early Experiences in High-Income and Low-Income Schools, Susan Johnson, et al.

Thinking About Support

On your own:

Jot 4-6 things that you hope districts have in place as supports for your teacher graduates.

Small groups:

Share your items and identify a theme that emerges.

Why do new teachers stay?

To succeed with students, teachers indicated that they needed

- An information-rich hiring process that provided them with a good preview of their job
- Experienced colleagues who mentored and supported them
- Curriculum that was aligned with district and state standards
- Teaching assignments that were fair and appropriate
- Schoolwide approaches to student support and discipline.

“A small number of the teachers working in schools serving low-income students did find the support they needed and chose to stay in those schools.”

The Support Gap: New Teachers' Early Experiences in High-Income and Low-Income Schools, Susan Johnson, et al.

Why do new teachers leave?

- The feeling of being isolated from colleagues
- Scant feedback on performance
- Poor professional development
- Insufficient emotional backing by administrators

“Quite simply, new teachers don’t think the people they work for care about them or their efforts to improve.”

Beginners in the Classroom, Susan Headden. Carnegie Foundation for the Advancement of Teaching.

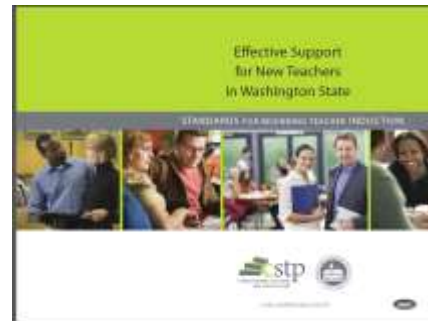
Comprehensive Induction

Bringing new teachers into their districts, schools, and classrooms in ways that set up them AND THEIR STUDENTS for success.

Hiring

Orientation

**Induction
Program Impact**



Mentoring

**Formative
Assessment for
Teacher Growth**

**Professional
Learning**

HIRING: Policies and practices that attend to the unique needs and potential of beginning teachers

ORIENTATION: An orientation to the school and district beliefs and practices that prepares teachers for the first days and weeks of school

MENTORING: A strong relationship with a highly qualified and trained mentor to facilitate maximum growth

PROFESSIONAL LEARNING: Purposeful, ongoing, formal and informal job-embedded learning opportunities that promote reflection, collaboration, and professional growth

FORMATIVE ASSESSMENT FOR TEACHER GROWTH: Observation, feedback, and reflection connected to the district's instructional framework and focused on teacher and student growth

INDUCTION PROGRAM IMPACT: Stakeholders team gathers and examines data to collaboratively plan for program improvement

Mentoring is ONE piece of comprehensive induction. On its own, mentoring cannot meet the needs of novice educators. Effective support requires a **collective sense of responsibility** across a school district to provide the resources and learning opportunities novice educators need.

Induction and Retention

“Collectively, getting multiple induction components had a strong effect on whether beginning teachers stayed or left. Moreover, as the number of components in the packages increased, both the number of teachers receiving the package and the likelihood of their turnover decreased.”

- Ingersoll, 2012

Core Beliefs

Quality teaching improves student growth.

Effective teachers design differentiated supports for their students.

Reflective practice improves teaching.

The art of teaching embodies a sophisticated set of learned skills and dispositions.

Quality induction improves teacher *and* student growth.

Effective districts design differentiated supports for their new educators.

Mentoring facilitates reflective practice.

The art of mentoring embodies a sophisticated set of learned skills and dispositions.

BEST Support for Comprehensive Induction

1. Initial and On-going Training for Districts
2. Initial and On-going Training for Mentors
3. Funding to Support Systemic Induction Practices

BEST Support for Comprehensive Induction

1. Initial and On-going Training for Districts

Goal: Develop collective sense of responsibility
for comprehensive induction

- Induction Coaching
- Induction Coordinator Roundtables
- BEST Grantee Convening

BEST Support for Comprehensive Induction

2. Initial and On-going Training for Mentors

Goal: Guild sophisticated set of skills necessary to shift instructional practice.

- Mentor Academies
- Mentor Roundtables
- Mentor-Coach Spring Equity Conference

For more information, see OSPI BEST Events webpage.

BEST Support for Comprehensive Induction

3. Funding to Support Systemic Induction Practices

Goal: Provide funds that can be flexibly used to create comprehensive induction tailored to districts' unique needs

2016-2017: \$9 million

66 grantees – 126 districts

2222 Year 1 teachers – approx. 2/3 of novice teachers in WA

262 Year 1 teachers w/conditional certificates

1675 Year 2 teachers

Key BEST Grant Requirements:

Build a Collective Sense of Responsibility for a
Comprehensive System of Support

- Stakeholders' team that meets 3x per year
- Attendance by a team at the annual BEST Convening
- Paid, instructional orientation for beginning teachers
- Carefully selected, well-trained mentors
- On-going professional learning for beginning educators
- Observations with written feedback for new teachers
- Time for new teachers to observe accomplished teaching

Too little water...
or too much?

Support must be:

- Targeted
- Timely
- Differentiated
- Coordinated



Statewide Data Informing Our Work

- Race/Ethnicity gap
- Percentage and numbers of new teachers
- Retention and Mobility

Student and Teacher Race/Ethnicity

Chart 1: Percent Student Race/Ethnicity in Washington State in 2015-16

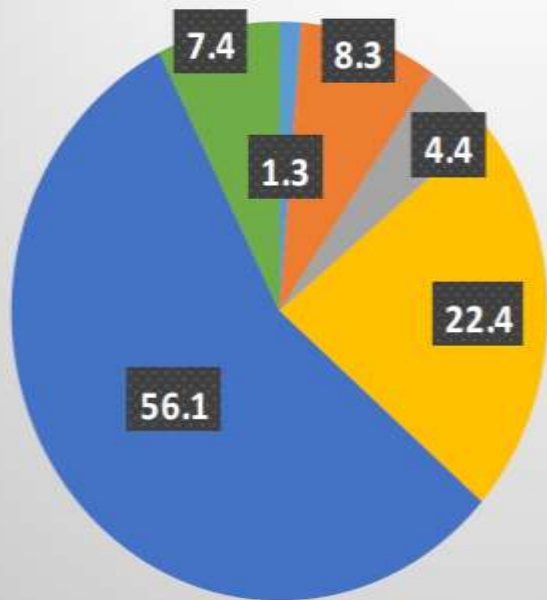
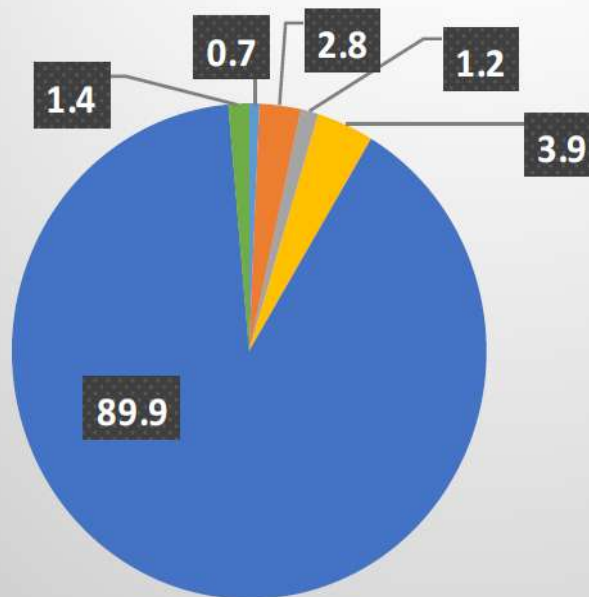


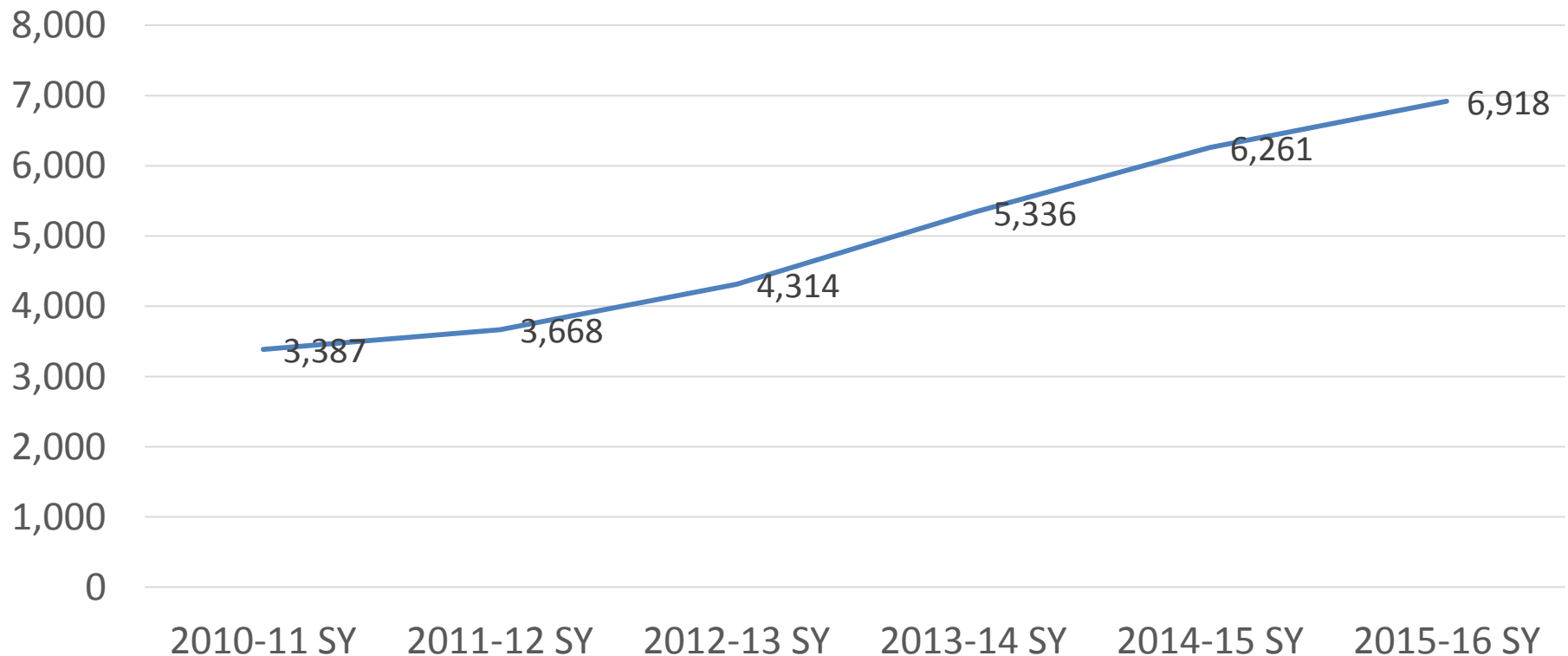
Chart 2: Percent Teacher Race/Ethnicity in Washington State in 2015-16



- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- White
- Two or More Races

Percentage of the teacher workforce composed of new (Year 1-2) teachers has **nearly doubled** in the last six years (6-11.6%) as compared to all teachers statewide.

1st and 2nd Year Teachers Statewide



Beginning Teacher Retention: University of WA Study

Retention & mobility categories

Stayers Teachers assigned to the same school(s) in the initial school year and also in the subsequent year

Movers in Teachers who moved to other schools in the same district, or changed assignment (other than a classroom teacher) within the same district

Movers out Teachers who moved to other districts, either as a classroom teacher or in some other role

Exiters Teachers who exited the WA ed. system, either temporarily or permanently

Statewide 5-year retention & mobility trends are consistent over time (All teachers)

Statewide Teacher Retention and Mobility: Five Year Trend Data

Five Year Period	Stayers in School	Movers in District	Movers out District	Exiters from WA system
1998/99 to 2002/03	58%	14%	9%	20%
1999/00 to 2003/04	59%	13%	8%	20%
2000/01 to 2004/05	60%	13%	7%	19%
2001/02 to 2005/06	60%	14%	7%	20%
2002/03 to 2006/07	59%	14%	7%	20%
2003/04 to 2007/08	58%	14%	7%	21%
2005/06 to 2009/10	59%	16%	6%	20%
2010/11 to 2014/15	58%	15%	7%	20%
2011-12 to 2015-16	57%	14%	8%	21%

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Beginning Teacher Retention and Mobility

- Lower proportions of beginning teachers stay in the same school.
- Higher proportions of beginning teachers move within districts or out of districts.
- The percentage of beginning teachers who exit the state/profession is similar to all teachers statewide (but that figure includes retirements).

Main Findings For All Beginning Teachers

Full-time beginning teachers are half as likely to exit as part-time beginning teachers.

High school beginning teachers are more likely to move out of district, and twice as likely to exit as elementary beginning teachers.

Beginning teachers in larger districts are slightly more likely to move within district and less likely to move out of district as beginning teachers in smaller districts.

As the percent of White students enrolled in the school increases, there is a slight decrease in the likelihood that a beginning teacher will move out of district.

In BEST districts that received 5 or 6 years of funding...

- On average, compared to all beginning teachers statewide, higher proportions of beginning teachers in BEST districts work in schools with...
 - Poverty rates of 50% and higher (58% vs 37%)
 - At least 50% students of color (50% vs 38%)
- Higher proportions of BEST teachers stay in their schools.
- Lower proportions of BEST teachers move within or out of their districts.

Induction Areas for Growth

- Attention to placement of novice educators: building, assignment, and classroom
- Seamless induction from pre-service through Year 3
- Engaging principals in the induction work
- Increase number of teachers and mentors of color



What we do for and to new teachers, we do for and to their students.

We must close the new teacher learning gap, so they can close their students' learning gap.