

# Supporting New Educators

## Rural Alliance – January 2016

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Beginning Educator Support Team (BEST)



# Purpose for Attending

A personal commitment to small districts and their students.

1. Learn about your alliance and work
2. Learn more about needs of rural communities
3. Find places our work intersects
4. Share information about BEST resources



# Before this gathering

- Small town connectedness
- Difficulty for some to attend college
- School district demands (1 person, many hats)
- Retention challenge (training for others)
- P.D. challenges



# What I've Learned

- Innovative, Creative, Dedicated, Realistic
- Committed
- Face some of same challenges as big districts
- Your flexibility as a small district and community ownership over challenges has led to responsive, creative solutions



# BEST Program Goals

Provide comprehensive induction support for novice educators that will:

- Reduce educator turnover
- Improve educator quality
- Ensure equitable learning opportunities for all students.



# Some Background and Data



# 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%



# 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





# A word about exiters

- Many have heard the claim that “half of beginning teachers leave the profession in the first five years”
- Data for Washington state does not support this claim
- On average, 25% of Washington beginning teachers exit after 5 years, either permanently or temporarily
- In fact, during the most recent period (2011-12 to 2015-16) the percent of beginning teachers who exited dropped to 21%.



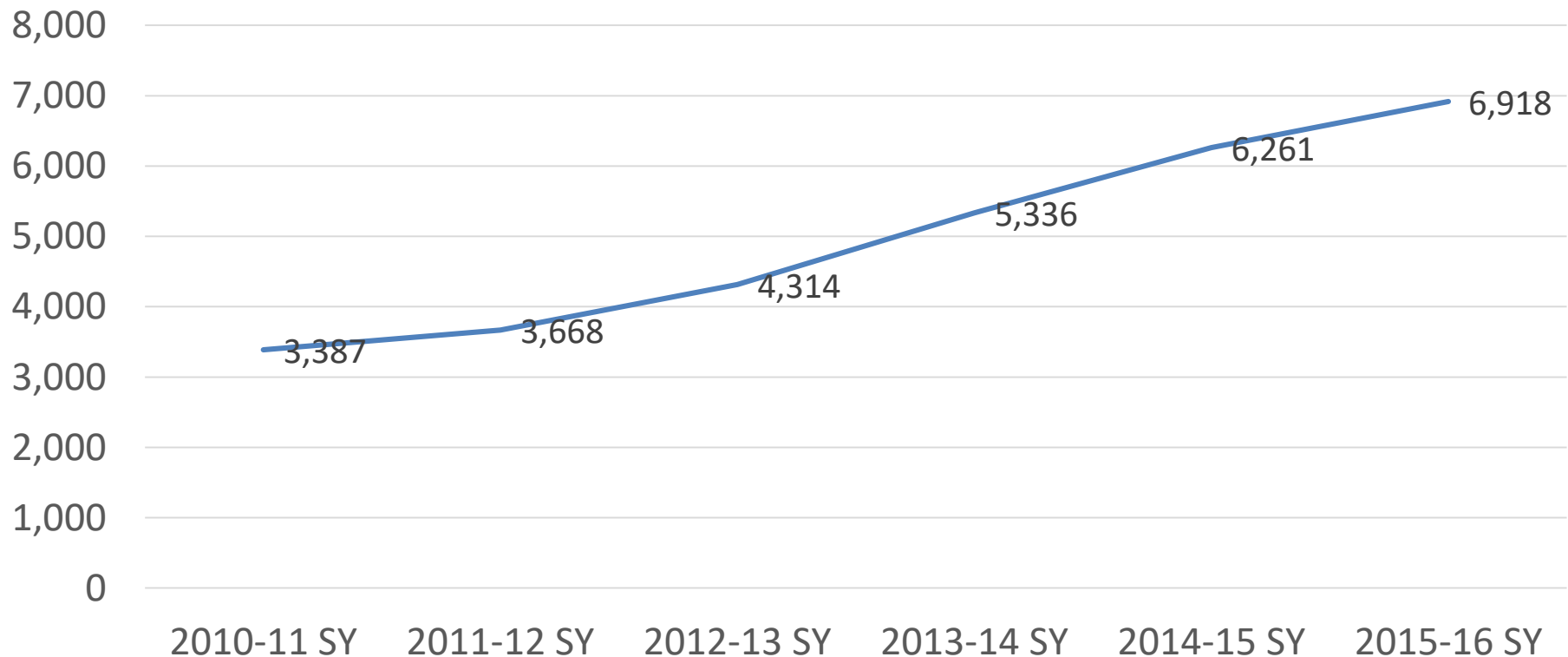
# Comparing 5-year retention & mobility rates of all teachers and beginning teachers

2011-12 to 2015-16	All Teachers	Beginning Teachers
Stayers	57%	44%
Movers In	14%	17%
Movers Out	8%	19%
Exiters	21%	21%



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



# 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.



# 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.

## For all teachers, including beginning teachers:

- The poverty level of the school was not a consistent statistical predictor of teacher turnover or attrition for all teachers or for beginning teachers, a finding that differs from some other research in other locations



# Implications

- The rising number of beginning teachers statewide suggests a more pronounced need for mentoring and induction support
- Any perceived statewide shortage of teachers in recent years is not due to recent changes in the statewide retention or attrition of teachers



# Study limitations

- This study does not:
  - examine reasons why teachers stay or leave
  - distinguish between voluntary and involuntary moves
  - examine turnover in relation to teacher performance or in relation to principal mobility
  - address teacher pipeline and other “supply” issues
- Preliminary S-275 data is used for the 2015-16 year



# Why do new teachers stay?

To succeed with students, teachers indicated that they needed:

- An information-rich hiring process (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.



# 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



# WA State Induction

Ensures high quality instruction for all students by:

- Developing teachers reflective practice
- Fostering high quality instructional practices
- Encouraging teachers to stay in the profession
- Reducing movement within the system



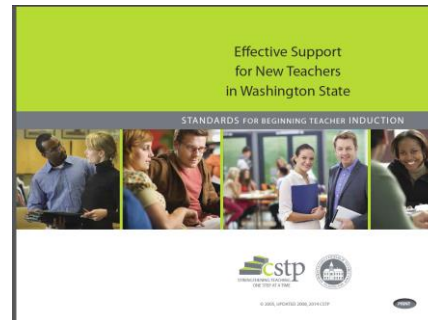
# Comprehensive Induction

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



# BEST Support

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

# BEST Support

## Initial and On-going Training for Districts

**Goal:** Develop collective sense of responsibility for comprehensive induction

- Induction Coaching
- Induction Coordinator Roundtables
- BEST Grantee Convening

# 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 BEST Convening
- Paid, instructional orientation for beginning teachers
- Carefully selected, well-trained mentors
- On-going professional learning for beginning educators
- Observations w/feedback by mentors for new teachers
- Time for new teachers to observe accomplished teaching





# BEST Support for Comprehensive Induction

## Initial and On-going Training for Mentors

**Goal:** Build 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.

# 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

## Funding to Support Systemic Induction Practices

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

Too little water...  
or too much?

Support must be:

- Targeted
- Timely
- Differentiated
- Coordinated



# Rural support

## Needs:

- Sustainable given ebb and flow of staffing
- Build capacity so available when its needed
- Address unique aspects of small communities

## Ideas:

- Collaborate, share resources
- Use online resources (ex. Roundtables)
- University partnerships
- Grow your own
- Ask --- we want to support your creative ideas



Your ideas?

# ON our radar

- Attention to placement of novice educators: building, assignment, and classroom
- Seamless induction from pre-service through Year 3 (our partnerships...)
- Removing silos, integration, coordination
- Induction for principals
- Engaging principals in the induction work



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

