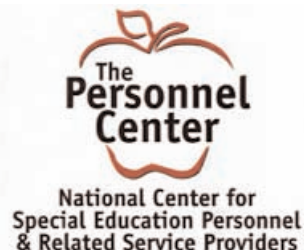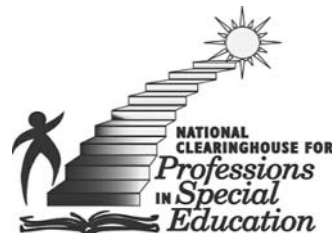# Keeping Quality Teachers

The Art of Retaining General and Special Education Teachers

A Practical Guidebook for School Leaders Held Accountable for Student Success

IDEAs that Work
Office of Special Education Programs

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
1784

NATIONAL CLEARINGHOUSE FOR Professions IN Special Education

NERRC
NORTHEAST REGIONAL RESOURCE CENTER

The Personnel Center
National Center for Special Education Personnel & Related Service Providers

SYRACUSE UNIVERSITY

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November 2004

Dear Reader:

I am pleased to introduce, <u>Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers.</u> Students depend on quality teachers to enable them to meet high standards. High quality experienced teachers provide the foundation for students' success. Continued staff turnover deprives students of quality instruction and can lead to poor performance. Research indicates that teachers often leave the profession due to the climate, culture and need for administrative support. This document addresses those issues by providing recommendations and strategies for administrators and others interested in retaining high quality teachers.

Several key stakeholder groups collaborated with staff from the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) in the development of this document. Many thanks to the Higher Education Support Center for Systems Change at Syracuse University (HESC), the Northeast Regional Resource Center (NERRC), the Council for Exceptional Children (CEC), and the National Association of State Directors of Special Education (NASDSE) for their committed assistance in this endeavor.

I trust you will find these very practical strategies helpful in ensuring student success.

Sincerely,

Rebecca H. Cort

Northeast Regional Resource Center
LearningInnovations *at* WestEd

To: State Directors of Special Education, Local Administrators, and Teachers:

I am pleased to introduce you to *Keeping Quality Teachers: The Art of Retaining General and Special Educators*. The conceptualization of this project originally came from the Northeast Regional Resource Center's (NERRC's) Regional CSPD/SIG Workgroup, composed of state department of education representatives from all eight states in Region 1. Knowing the needs of their states and school districts, it is they who focused our attention on the issue of retention. In support, the State Directors of Special Education across our eight states gave us the charge of creating a document that they could use at the state and local levels to assist schools in developing the conditions and supports that would keep their quality teachers in the classroom.

The writing and production of this document represents the collaborative work of a team of exceptional individuals, all deeply committed to helping to retain and support the most valuable resource for improving educational opportunities for children with disabilities: our teachers. The team that did the research and writing for this product includes:

K. Lynn Boyer, Ph.D., Project Director, National Clearinghouse for Professions in Special Education, Council for Exceptional Children
Carol Davis, former CSPD Coordinator for the state Bureau of Special Education, New Hampshire Department of Education. and
Maureen Anderson, Consultant, Special Education Resource Center, Department of Education, Connecticut
Phoebe Gillespie, Ph.D. Project Director of the National Center for Special Education Personnel and Related Service Providers (Personnel Center), National Association for State Directors of Special Education (NASDSE)
Tom Hidalgo, Program Associate, NERRC, Learning Innovations/WestEd
Karen Mikkelsen, Program Associate, NERRC, Learning Innovations/WestEd
Pat Mueller, Program Associate, NERRC, Learning Innovations/WestEd
Melissa Price & Dr. Gerald Mager, New York Higher Education Support Center for Systems Change, Syracuse University
James and Concetta Sullivan, Partners in Sullivan Educational Associates
Susan Villani, Senior Program Research Associate, Learning Innovations/WestEd
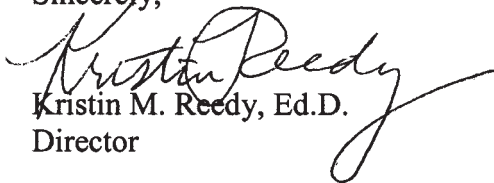
Maine ■ New Hampshire ■ Vermont ■ Massachusetts ■ New Jersey ■ Connecticut ■ Rhode Island ■ New York

The creation and production of *Keeping Quality Teachers* would not have been possible without the generous leadership and production contributions of Fred DeMay and Matt Giugno from the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities. Their unwavering commitment to the project, their vision, and standard of excellence were essential to the product's completion.

This document reflects several years of work and collaboration by these individuals and their organizations. The result is a product that represents diverse perspectives, the latest research, and a commitment to quality on behalf of students in schools everywhere. Our hope is that you will share our work with others and that this document will be used to build retention strategies in your state and in local school districts.

Sincerely,

Kristin M. Reedy, Ed.D.
Director
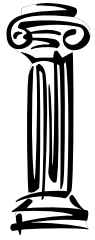
Acknowledgements

Strategic Planning Workgroup Members

Carmen Alvarez and Lisa Mendel
United Federation of Teachers
50 Broadway 14th Floor
New York, NY 10004
(212) 598 9546
spedvp@aol.com

Elizabeth Arons, Chief Executive Officer
Division of Human Resources
New York City Department of Education
65 Court Street Room 707
Brooklyn, NY 11201
(718) 935-4750
earons@nycboe.net

Nancy Brennan
New York State Education Department
Office of Teaching Initiatives
5N Education Building
Albany, NY 12234
(518) 474-4661
nbrennan@mail.nysed.gov

Caryl Cohen, Deputy Executive Director
Division of Human Resources
New York City Department of Education
65 Court Street Room 406A
Brooklyn, NY 11201
(718) 935-2710
ccohen@nycboe.net

Paul Fields
Canisius College
Room 306 Churchill Academic Tower
2001 Main Street
Buffalo, NY 14208-1098
(716) 888-3269
fieldsp@canisius.edu

Teresa Fiermonte
Rochester City School District
131 West Broad Street
Rochester, NY 14614
(585) 262-8595
teresa.fiermonte@rcsdk12.org

Aminda Gentile
Carol Haupt
United Federation of Teachers
52 Broadway 18th Floor
New York, NY 10004
(212)-475 3737
(212) 598-9522 (Carol)
agentile@ufttc.org
chaupt@ufttc.org

Ginny Gorski
Monroe 1 BOCES Teacher Center
15 Linden Park
Rochester, NY 14625
(585) 249-7021
ginny_gorski@boces.monroe.edu

Barrie Grossi
Rhode Island Department of Education
255 Westminister Street
Providence, RI 02903
(401) 222-4600 Ext. 2312
bgrossi@ride.ri.net

Anita Hanretty
Buffalo Public Schools
Buffalo Professional and Technology Center
150 Lower Terrace Room 422
Buffalo, NY 14202
(716) 851-3048
ahanretty@buffalo.k12.ny.us

Peter Ianniello
Estella Robles
Dep. Exec. Dir., Div. of Human Resources
New York City Department of Education
65 Court Street Room 706 (Peter)

Room 312 (Estella)
Brooklyn, NY 11201
(718) 935-4718 (Peter)
(718) 935-2574 (Estella
piannie@nycboe.net
erobles@nycboe.net

Belinda Johnson
NY State Education Department
55 Hanson Place Room 545
Brooklyn, New York 11217
(718) 722-4544.
bjohnso2@mail.nysed.gov

Stephanie F. Leeds
Humanities, Natural Sciences & Ed. Programs
Cazenovia College Eddy 207
22 Sullivan Street
Cazenovia, NY 13035
(315)-655-7390
sleeds@cazenovia.edu

Jill Levy
Anita Gomez-Palacio
Council of School Supervisors and Administrators
16 Court Street, 4th Floor
Brooklyn, New York 11241
(718) 852-3000
jill@csa-nyc.org
anita@csa-nyc.org

Ron Linden
Buffalo Public Schools
Director of Staff Development
Buffalo Professional and Technology Center
150 Lower Terrace Room 422
Buffalo, NY 14202
(716) 851-3048 Ext. 204
rlinden@buffalo.k12.ny.us

Margaret Lyons, Principal (SAANYS)
Montgomery Elementary School
Valley Central School District
141 Union Street
Montgomery, NY 12549-1399
(845) 457-4886
mlyons@vcsd.ouboces.org

Irene Ross, SETRC PDS
Putnam-Northern Westchester BOCES
200 BOCES Drive
Yorktown Heights, NY 10598
(914) 248-2290
iross@pnwboces.org

Larry Waite
New York State United Teachers
800 Troy-Schenectady Road
Latham, New York 12110-2455
(518) 213-6644
lwaite@nysutmail.org

Workgroup Advisors

Fred DeMay
NYS Education Department-VESID
One Commerce Plaza Room 1624
Albany, NY 12234
(518) 486-7462
fdemay@mail.nysed.gov

Matt Giugno
NYS Education Department-VESID
One Commerce Plaza Room 1624
Albany, NY 12234
(518) 486-7462
mgiugno@mail.nysed.gov

Gerald Mager
Syracuse University
150 Huntington Hall
Syracuse, NY 13244
(315) 443-1288
gmmager@syr.edu

Melissa Price
Syracuse University
150 Huntington Hall
Syracuse, NY 13244
(315) 443-1757
macjprice@cs.com

Workgroup Facilitators

Connie and Jim Sullivan
Sullivan Educational Associates
26F Congress Street Box 229
Saratoga Springs, NY 12866
(518) 580-1416
jcsul@aol.com
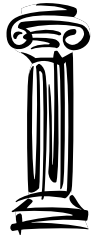
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Introduction

Introduction — Meeting the Challenge

No teacher should feel alone. Every student deserves a high quality teacher who has the confidence, the ability, and the supports necessary to fulfill the expectations in those students' eyes. Every educational administrator understands that quality teachers are critical to the academic growth and social development of our youth. In a rapidly changing society where knowledge and skills are crucial for success, students are our hope for the future. Creating new technologies, developing breakthroughs in medical research and health care, working in global economies brought together through instantaneous communications are but a few of the unlimited opportunities awaiting today's students. Students with the skills developed and honed by caring and competent teachers represent our nation's aspirations for a future where hard work and dedication are rewarded with success.

Our youth need quality teachers to develop their capabilities. That need, however, does not match the realities of what is happening in schools across the nation. In spite of the best efforts of educational leaders at all levels of education, American education faces a crisis in attracting and retaining quality teachers. While the root causes of the problem are due to a variety of factors, the inescapable conclusion is that students suffer when quality teachers are not available to teach them the skills they need to be successful in school and in life. We can and we should do better. Together, we can.

Keeping Quality Teachers — The Art of Retaining General and Special Education Teachers is a powerful tool that provides school leaders with resources to increase the awareness of the need to address retention of all teachers, especially in areas of persistent shortages of teachers including mathematics, science and special education. It contains a framework for action that includes tools that are known to support retention of quality teachers. The framework for action can be used to create a plan for retaining quality teachers or it can be used to strengthen existing plans. School leaders at all levels of education can use the resources and strategies in this document to strengthen their efforts to ensure that students learn with quality teachers. Stakeholders can better understand how their efforts and partnerships with educational institutions can support recruitment and retention of quality teachers to promote high levels of educational performance for all students.

> *"There I was, the very first day of school. I closed the classroom door, and turned around. There were 20 pairs of eyes looking at me. I was excited, nervous and scared — and I felt so alone."*
>
> First Year Teacher

> *"All students deserve competent and caring teachers, all beginning teachers deserve competent and caring mentors, and all teachers deserve competent and caring administrators."*
>
> Ellen Moir and Garry Blum
> University of California-Santa Cruz

Addressing the Teacher Retention Issue

Recognition of the teacher retention issue and the need for school leadership to support retention initiatives are major concerns emerging across the nation to ensure a quality education for all students. The need for more effective strategies to recruit and retain quality teachers has never been higher, and new and innovative approaches to teacher retention are taking hold in diverse school settings involving a broad range of stakeholders.

A number of collaborating partners in states in the Northeast recognized that their schools are losing teachers and in particular, special education teachers, at an alarming rate. These partners have joined together to address the teacher retention issue within their respective states.

This collaborative effort is designed to provide materials to assist school leaders and a broad range of stakeholders in developing and implementing support for teacher retention initiatives in local school buildings and districts. It responds to education research that has consistently demonstrated that quality teachers are instrumental to high academic achievement. It addresses the growing concern about attracting and keeping quality teachers in urban schools where the educational needs of students are the greatest and where the working conditions often present considerable challenges.

Keeping Quality Teachers — The Art of Retaining General and Special Education Teachers is a user-friendly product that was developed with the collaborating partners that can be used flexibly with a variety of audiences. It includes a series of technical assistance resource materials that can assist any school building principal, school district administrator or larger educational administrative unit in developing effective retention plans for teachers in general, with an emphasis on special education teachers. It can support local school leaders in integrating retention planning into existing or developing improvement plans, and encouraging partnerships with institutions of higher education. The following sections are designed to provide resources for educational leaders to support teacher retention initiatives at the state and local levels.

- *Section One: Making the Case for Teacher Retention* helps school districts understand why retention is such a compelling issue. It includes documentation of special education as a shortage area and research on reasons for attrition in both general and special education. It links quality teaching with high levels of student achievement and provides a rationale for why retaining quality teachers is less expensive than recruiting and training new teachers. Three strategies for building a framework for retaining quality teachers are introduced including: *Improving Working Conditions; The Role of the Administrator in Teacher Retention; and Induction and Mentoring Programs that Work*. The section concludes with a description and discussion about the importance of using appropriate data for any teacher retention initiative.

- *Section Two: Building a Framework — Improving Working Conditions* draws on considerable research regarding why teachers leave schools to go to other teaching positions or leave the teaching profession altogether. Important working conditions for teachers including appropriate work assignments, sufficient curriculum guidelines, efficient discipline systems, sharing ideas and resources with colleagues and other conditions are identified and discussed. A companion self-assessment tool is provided to help school leaders and leadership teams determine the working conditions present in their schools that support teacher retention, as well as those factors that could be improved for ensuring higher retention of teachers over time.

- *Section Three: Building a Framework — The Role of the Administrator in Teacher Retention* provides potential strategies for administrative support at the district and building levels to enhance retention of all teachers and special education professionals. It highlights the crucial role of the principal and school leaders in providing instructional leadership and fostering collegiality and collaborative relationships that cultivate a positive school climate where teachers are valued and feel supported in their work. Professional development resources that support effective teaching and learning are discussed to promote continued development of instructional leadership skills for school administrators.

- *Section Four: Building a Framework — Induction and Mentoring Programs that Work* provides a series of model programs and practices that have proven helpful in supporting teachers in diverse school settings. Induction programs for new teachers are described for welcoming new professionals to their schools and helping them build their teaching skills through reflection and continued emphasis on improving their teaching practices. Mentoring programs for both new and veteran teachers are identified as ways to foster discussion among teachers about effective teaching practices, to enable teachers to share ideas among colleagues in a collaborative setting, and to learn from other teachers. Data highlighting the positive impact of induction and mentoring programs on teacher retention is included.

- *Section Five: Promoting Linkages — Partnerships Between Schools and Higher Education* articulates the key role played by institutions of higher education in supporting recruitment and retention of quality teachers in local school districts. Information is presented about partnerships of teacher preparation programs in colleges and universities with school districts to support teacher retention. Models for partnerships and real-life examples of existing partnerships including Professional Development Schools highlight the types of efforts that can be reviewed for potential application within specific local school building and district settings. In addition, practical implications for the types of coursework that postsecondary school students need to be successful as teachers in today's schools are identified and discussed.

- *Section Six: Bringing It Together* provides potential strategies for states to use for statewide training to implement teacher retention

"We should have been focusing on improving working conditions in the school, having greater career opportunities for teachers, having the right pay for them, showing the right kind of appreciation."

Jim Hunt
National Commission on Teaching and America's Future

"A stronger partnership between higher education institutions and school districts is essential for recruiting and retaining teachers."

NYS Education Department
A Call To Teaching

initiatives in local school districts. Schools simply cannot do it alone. This section addresses key components within the three strategies proposed for recruitment and retention of quality teachers introduced in Section One. This section, developed in collaboration with a broad-based group of diverse stakeholders including state and local education agencies and institutions of higher education recommends ways to pilot teacher retention strategies at the local level; proposes potential partnerships that will support implementation of teacher retention strategies; and offers a design of a model evaluation that includes components that can be used by states and local school districts.

Each section has a series of resources and a list of references to support teacher retention efforts in states and local school districts.

Using the Teacher Retention Product

New higher learning standards; the changing needs of today's students who need greater knowledge and skills to function effectively in a more complex society; and the future success of our nation in a global economy dictate that all school leaders and the greater school community need to be concerned about recruiting and retaining quality teachers. The teacher retention product is designed to provide the resources and strategies to assist educational administrators to meet that goal in the following ways.

- State education agencies can use the document to focus attention and resources on the need to ensure a cadre of quality teachers to help all students achieve new higher learning standards.

- Local school districts can use the strategies and tools in their schools and local communities to gain awareness and public support for comprehensive teacher retention initiatives designed to keep the best teachers in the classrooms.

- Principals and school leaders can use the resources to develop school-based efforts designed to address the major issues affecting teacher retention in their schools.

- Institutions of higher education can encourage and promote partnerships with schools to support new teachers in their initial, critical years of teaching, as well as providing resources and expertise to foster continuous professional development for strengthening teachers' skills.

- The greater educational community can use the document to gain awareness and a better understanding of how the teacher retention issue affects student academic achievement, and how public support can promote high quality schools with quality teachers.

Quality teacher preparation followed by strong, consistent support for teachers when they pursue their careers in schools can create an environment for enhanced student achievement and reduce high teacher turnover rates that impose heavy costs on students, schools and the community.

Making the Case for Teacher Retention
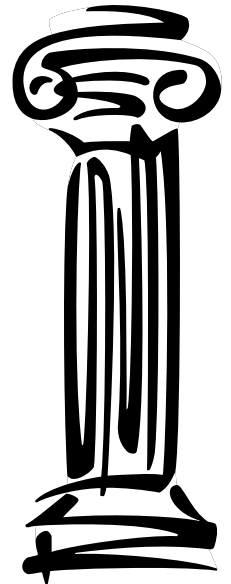
Keeping Quality Teachers

K. Lynn Boyer, Ph.D., Project Director
National Clearinghouse for Professions in Special Education (NCPSE)
Council for Exceptional Children (CEC)

Phoebe Gillespie, Ph.D.
formerly
Recruitment/Retention Outreach Manager
National Clearinghouse for Professions in Special Education (NCPSE)
Council for Exceptional Children (CEC)

currently
Project Director
The National Center for Special Education Personnel and Related
Service Providers (Personnel Center)
National Association for State Directors of Special Education (NASDSE)

Making the Case for Teacher Retention

Teaching touches the lives of all children from a variety of backgrounds, including those from families that exhibit a wide range of cultural and linguistic diversity. Teaching also touches the lives of children with varying ability levels, including those with disabilities. It is the profession in which we have a chance to provide opportunities that might otherwise be lost. Sometimes, we have the opportunity to change the course of future events for many children who come to school with significant disadvantages, such as poverty, parental and societal neglect, as well as intellectual, social and physical disabilities. It is a profession, however, that loses thousands of dedicated members each year, putting those most vulnerable children and youth at risk of failing to realize opportunities afforded to them through quality education.

Understanding why teachers leave is the first step in getting them to stay. Teachers leave when they encounter environments that lack essential professional supports: 1) support from school leadership, 2) organizational structures and workforce conditions that convey respect and value for them, and 3) induction and mentoring programs for new and experienced teachers (Ingersoll, 2001; Johnson, Birkeland, Kardos, Kauffman, Liu, and Peske, 2001). Yet, because of the complexity of the issues embedded in retaining high quality teachers, administrators find addressing these essential issues to be a daunting task. This document is intended to assist administrators in planning, implementing and evaluating a high quality teacher retention initiative that will keep the best teachers in the hardest to staff disciplines and teaching in the most challenging classrooms.

While good teachers are needed in all settings, there are particular fields of teaching and geographic areas in which it is more difficult to recruit and keep qualified professionals. For more than 25 years, the American Association for Employment in Education (AAEE) has consistently reported that the areas of greatest need in education-related disciplines nationwide include teachers and related service personnel in special education, mathematics and science (AAEE, 2003). While there are other areas of need in particular geographic areas of the country, these three teaching disciplines are especially difficult to staff in urban and rural schools. In particular, urban schools with high poverty rates are challenged in their attempts to recruit and retain qualified teachers. In high-poverty high schools, almost thirty percent

If we are committed to making sure that no child is left behind, school districts across the country will need to develop successful strategies both to support new teachers and to keep veteran teachers in place.

Alliance for Excellent Education, 2002

of all classes are being taught by teachers who did not major in the subject they are teaching, and in high-poverty middle schools, more than fifty percent of classes face the same problem (Alliance for Excellent Education, 2002).

Special educators, the professionals in greatest need in public schools today (AAEE, 2003), work daily to deliver on the promises of the Individuals with Disabilities Education Act (IDEA), yet the complexities of the profession and the environments in which they often work conspire to convince them to leave. Across states of the Northeast, twenty-eight percent of all special educators were undecided about remaining in the field or intended to stay only until something else comes along (Westat, 2002a). The Study of Personnel Needs in Special Education (SPeNSE) cited unmanageable workloads, the interference of paperwork with teaching, and teaching children from four or more disability categories as reasons given specifically by special education teachers who intended to leave as soon as possible (Westat, 2002b). Other reasons for leaving included unsupportive school climates, minimal professional development opportunities, non-licensure or certification status, administrative burdens associated with IDEA, caseloads with multiple areas of disabilities, and role conflict or dissonance (Billingsley, 2003). Boe, Cook, Bobbitt, and Weber (1998) noted that six percent of all special education teachers leave the teaching field each year with an additional five percent of special education teachers transferring to another field of teaching.

As a result, administrators face a chronic shortage of licensed special educators, in addition to math and science teachers, in an era of increasing accountability for *all* teachers to be highly qualified and for *all* students to make adequate yearly progress. Yet, never was the effectiveness of a special education, math or science teacher more important than in today's educational arena. Therefore, this document, while applicable to all teachers, will focus on retaining teachers in the hard to staff teaching positions, particularly the various positions within special education teaching. Issues presented here, along with retention strategies for implementation and recommendations for action, can be applied to any teaching field, but because of the enormous challenges they face, teachers who work with students with disabilities in a variety of settings are given additional consideration.

The National Commission on Teaching and America's Future has challenged the nation to improve teacher retention by fifty percent by 2006 (NCTAF, 2003). The operational aspects of this challenge are daunting, particularly given the overlay of retention challenges within special education, and the math and science disciplines. The goal does provide, however, an opportunity to focus on workforce development more clearly. Two issues that are fundamental to visualizing a successful retention program in a school or district — increased student achievement and realized savings in replacement costs for teachers who previously would have left — are discussed more explicitly in the next two subsections.

Retaining high quality teachers increases student achievement.

The individual achievement of children is highly dependent on the effectiveness of the teacher, and the impact of ineffective or unqualified teachers across years dooms children to instructional losses that cannot be regained (Sanders & Rivers, 1996). University of Tennessee researchers W. L. Sanders and J. C. Rivers found that within grade levels, the most dominant factor affecting students' achievement was the effect of the teacher, and that this effect increased over time. Likewise, Darling-Hammond (2000) reported that inexperienced teachers, i.e., those with less than three years of experience, were typically less effective than more senior teachers, though these effects tended to level off after five years. Kati Haycock (2002) of The Education Trust drew from the 1998 Boston Public Schools' (BPS) *High School Restructuring* when she noted that within one academic year in BPS's high schools, the top third of teachers judged to be effective produced as much as six times the learning growth as the bottom third of teachers. Murnane, Singer, and Willett (1989) noted that "research suggests that teachers make marked gains in effectiveness during their first years in the classroom. Consequently, reducing the frequency with which children are taught by a successive stream of novice teachers may be one step toward improving educational quality" (p. 343). Steff, Wolfe, Pasch, and Enz (2000) reviewed the literature on the life cycle of a teacher and the time it takes for a new teacher to become proficient. They concluded:

> "The apprentice phase begins for most teachers when they receive responsibility for planning and delivering instruction on their own. This phase continues until integration and synthesis of knowledge, pedagogy, and confidence merges, marking the beginning of the professional period. Typically, the apprentice phase includes the induction period and extends into the second or third year of teaching" (p.6).

Teacher retention initiatives are most often based on this recognized need to keep in classrooms those teachers who are qualified and utilize effective teaching strategies, demonstrated by increased student achievement year after year.

While some of the dynamics of retention cannot be controlled, e.g., family moves, birth of children, retirement (Billingsley, 1993), investing in resources that effectively address the reasons for teacher attrition increases the likelihood that a high quality teacher who increases student achievement will stay in the field. Special educators have indicated that they were more likely to stay in teaching when their workload was manageable, their school was supportive of staff and students, and paperwork did not interfere significantly with their teaching (Westat, 2002b). Retaining staff in special education, math and science, particularly in urban and rural areas and in the early years of their professional lives when they are most vulnerable to leaving the field, is a district's first step in developing high quality, hard-to-replace teachers who can increase achievement of all students.

The impact of ineffective or unqualified teachers across years dooms children to instructional losses that cannot be regained.

Retaining qualified teachers makes good "cents"!

Addressing teacher retention in the midst of high attrition may seem costly and out of reach for school districts trying to cover the costs of mandated instructional programs needed to increase student achievement. Yet, the costs of teachers leaving — termination processes, hiring substitutes, recruitment and hiring processes, orientation, and initial professional development — are costs that cannot be ignored. Resources that could be spent on building an experienced and high quality education workforce are drained off for efforts such as these (Norton, 1999).

The Texas State Board of Educator Certification discovered through its *Cost of Teacher Turnover* study (Texas Center for Educational Research, November 2000) that the cost associated with teacher turnover:

"…represents a cost to public education beyond the expense of operating schools and is a wasted expense that does not contribute to the education of Texas children…High teacher turnover is a burden of cost and inefficiency to the Texas public school system, and turnover may also affect student performance, particularly in schools where the turnover rate is consistently high" (p. 1).

"… the key to addressing shortages lies …in schools and classrooms where teachers must find success and satisfaction. It is there they will decide whether or not to continue to teach."

The Project on the Next Generation of Teachers, Harvard Graduate School of Education

Using one industry employee-turnover model and its own empirical data, the Texas study concluded that the cost of teacher turnover could be estimated conservatively as twenty percent of the leaving teacher's annual salary. Using other employee turnover models, estimates for teacher turnover costs were as high as fifty percent to two hundred percent of the leaver's salary (Texas Center for Educational Research, 2000; Norton, 1999).

In planning for a teacher retention initiative, administrators must also consider district-wide policies and practices designed to reduce costs for salaries, such as early retirement initiatives and the subsequent reduced costs of salaries for less experienced teachers. Human resource departments in local school districts are usually staffed with the same number of employees, whether teachers are staying or leaving, therefore some fixed costs will prevail, regardless of the "state of teacher attrition" within a district. Once all of these factors are accounted for, a yearly reporting mechanism should be put in place that clearly demonstrates the savings in resources that accrue when unintended attrition is lowered. The use of lower turnover cost savings can then be focused on teacher retention activities. One source of funding to assist in planning for recruitment and retention initiatives can be accessed through the timely implementation of the Title II of the No Child Left Behind Act (NCLB), which encourages local districts to develop and implement mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals and specialists in core academic subject areas.

A teacher workforce that is well trained, engaged in continuing professional development, and committed to staying in the state, district and school will result in all students receiving appropriate instruction and increasing their achievement. Administrators assuming leadership of a

retention effort as part of a long-range plan for developing the district's teaching force is an important first step. Appendix 1-1 provides a model of a strategic action plan that could be considered for use in a teacher retention initiative. With a focus on actively supporting teachers to remain, those reclaimed turnover costs could be targeted at ameliorating conditions that special educators, in particular, have given for leaving the profession.

Teacher retention happens at the school level.

Research on new teachers' attitudes, values and responses to conditions found in their first and second years of teaching conducted by Susan Moore Johnson and her colleagues (2001) at the *Project on the Next Generation of Teachers* has reported similar findings by others in the field. These findings have indicated that new teachers make their decisions to stay in teaching based on the level of support and acceptance they receive at the building level. Research on why teachers leave the profession or migrate to another district or state has indicated that addressing retention through professional development activities that: 1) improve organizational structures and working conditions, and 2) improve professional supports through targeted leadership preparation are most effective in retaining high quality teachers. In addition, the Southeast Center for Teaching Quality, http://www.teachingquality.org/, reported that districts that are developing induction and mentoring programs with well designed assessment and support components are producing positive retention trends for all teachers (Berry, Hopkins-Thompson, & Hoke, 2002). Therefore, this document concentrates on the following three areas in assisting local school districts to reduce teacher attrition and improve professional development for all teachers.

1. *Building a Framework: Improving Working Conditions*

The climate within a school building and the workforce conditions it encompasses act as either a support or a deterrent for teacher retention (Westat, 2002c; Ingersoll, 2001; Gersten, et.al., 2001; Johnson, et.al., 2001). Workforce conditions that encourage the capabilities and emphasize the worth of individuals contribute to retention (Council for Exceptional Children [CEC], 2001, p. 40). School climates and working conditions that include teacher decision making practices regarding both instruction and school governance issues, enforce student discipline policies, incorporate professional development opportunities, strive for teaching assignments aligned with certification and background, and provide extra compensation for difficult and time-consuming duties facilitate the sharing of knowledge and skills among new, mid-career and more experienced teachers. These schools are also more successful in retaining all teachers than school buildings that leave these functions up to the happenstance of building alliances or impromptu conversations in the teachers' lounge.

In particular, special education teachers are more likely to not only stay in their teaching position when building-level conditions are supportive of them

professionally, but they are more likely to stay in teaching, per se (Billingsley, 2003). Likewise, the availability of material resources for all teachers, but especially special educators, impacts feelings of satisfaction and self-efficacy (Boyer & Gillespie, 2000; Billingsley & Cross, 1992). These feelings play an important role in a teacher's decision to stay, move on to another assignment, or leave the field of teaching, and special education in particular, altogether. School districts with policies that provide for equitable distribution of resources to all teachers have a greater opportunity of retaining all teachers, especially in hard-to-fill positions.

Research on the impact of teachers' salaries also indicates that, although salary is not the reason that teachers generally come into teaching, it can be a significant factor in a teacher's decision to move to another district, assignment or profession (Southern Regional Education Board, 2002). A special education, math or science teacher who encounters poor working conditions, including low pay and lack of support from school leaders is more likely to leave than one who finds a climate of collegiality and supports that are both material and financial.

2. *Building a Framework: The Role of the Administrator in Teacher Retention*

Research indicates that administrative leadership is the most important factor in determining the climate of a school, and there are specific leader activities that allow all teachers to feel supported in their work. Not only do these activities and supports facilitate the maintenance of professional relationships within a school, they also provide needed resources for effective teacher practice (Bateman & Bateman, 2001; Gerlach, 2001; Evans, 1999; Goor, Schwenn, & Boyer, 1997; DiPaola & Walther-Thomas, 2003; CEC, 2001).

The Philadelphia Education Fund study (2001) noted that schools that had a low turnover of teachers had principals whom demonstrated the following skills and management styles:

- implementing a strong induction program that reflected the principal's personal involvement in meeting with new teachers, having her/his office open for conversations, assigning new teachers classroom rosters that were not heavily weighted with challenging students, and providing mentors early in the school year;
- overseeing a safe and orderly school environment with active support for teachers on disciplinary issues;
- maintaining a welcoming and respectful administrative approach toward all staff, the children, their parents and school visitors;
- developing the leadership skills of school staff; and
- providing materials and supplies to all teachers in a consistent, timely and inclusive manner.

A management style grounded in respect for all in the school environment, along with strong communication and interpersonal skills and

effective organizational strategies, encourages all teachers to feel supported and gain a commitment to the school and to their responsibilities.

Effective administrators also recognize that special education teachers often feel isolated and uncertain of their role in the organization of the school. There are specific aspects of administrator support that are important to special education teachers. Special education teachers know they are supported when a school's mission and goals are inclusive of all children and when they have been involved in development of these goals. Special educators know they are supported when the school principal or leader participates knowledgeably in the development of a student's Individual Education Plan (IEP) or in the resolution of a discipline issue, basing decisions on IDEA. All teachers know they are supported in teaching children with disabilities when school leaders develop professional evaluations that document specific knowledge and skills that are used in the instruction of children with unique learning needs.

Professional development resources can be used to promote an "inclusive" administrative leadership that values the tasks of all teachers in the following ways:

- development of essential beliefs that all children can learn and principals are responsible for the learning of all children in their building;
- careful consideration of the impact of disabilities on student performance, referral-to-placement procedures, confidentiality procedures, standards for high quality special education teachers, and discipline procedures;
- collaborative planning and decision making, including the coordination of effective teacher supports; and
- informed advocacy for inclusive schools.

Administrative supports for teachers of students with disabilities, as well as teachers of all students, assist in the development of collegiality and collaboration among those who are too often left out of the day-to-day communication and support networks. Involvement of all teachers in these components of a school's culture is necessary to promote interrelationships within a school's professional environment that will result in more effective informal methods of professional training and, eventually, higher teacher retention.

3. *Building a Framework: Induction and Mentoring Programs that Work*

Successful induction programs include mentoring or coaching that is individualized to the needs of the teacher, the classroom and the subject/level assignment. They provide continuing assistance and ongoing guidance by an expert in the field, support development of knowledge and skills, provide opportunities for reflection, acculturate the new teacher into the profession and the school, provide opportunities for new teachers to observe and analyze good teaching, and include assessment of the program's value to new

teachers and its impact on student learning (Odell, 1989, in Fidelar & Haselkorn, 1999; Berry, et.al., 2002).

In *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States,* Fidelar and Haselkorn (1999) concluded that the median attrition rate for new teachers in induction programs across the 10 urban districts they studied was seven percent which compared favorably with national estimates showing nine percent attrition during a teacher's first year and twenty-three percent within the first three years (p.115).

In her book, *Mentoring Programs for New Teachers: Models of Induction and Support,* Susan Villani (2002) provides detailed descriptions of 17 mentor induction programs. In addition to providing information about establishing, implementing and evaluating these initiatives, program directors provided substantial evidence that the programs enhanced retention.

Glendale Union High School District in Glendale, Arizona reports that the percentage of teachers who remained in the district for 10 years increased from thirty-two percent to fifty-five percent after a mentoring program was established in 1991. This suburban school district with a twenty-five percent Hispanic population mentors all new teachers for their first three years.

In urban Columbus, Ohio, which has a sixty percent African American population, the Peer Assistance and Review Program is conducted in affiliation with Ohio State University and has been established for 15 years. Data collected in five-year increments shows an eighty percent retention rate for the first two increments. During the third increment, retention was sixty-seven percent. This compares favorably with a national retention rate of only fifty percent within the first five years of teaching (U.S. Department of Education, 2000).

The New Teacher Center at the University of California Santa Cruz reports that ninety-four percent of teachers who have been mentored over the last 10 years through the Santa Cruz New Teacher Project are still in education seven years later. Of those, eighty-eight percent continue to teach in K-12 classrooms.

Rochester, New York has had its Career in Teaching Plan since 1986. This urban district of 38,000 reports that, over the last 15 years of its mentoring and induction program, the average retention rate is eighty-seven percent. Rochester also has evaluated the impact of intern teachers on student achievement in English Language Arts (ELA). Its Education Testing and Research Department concluded, "The ELA longitudinal study offered tantalizing evidence that the mentor program is an effective intervention in improving student performance" (Villani, 2002, p. 112).

The Systematic Teacher Excellence Preparation Project in Montana is implemented through a National Science Foundation grant to Montana State

University — Bozeman. Given the rural nature of Montana, the program is telecommunications-based. An early career teacher is matched with an experienced teacher who is, preferably, teaching the same subject or specialty area. At the end of the third year of the program, ninety-six percent of the first cohort of teachers to be mentored through the program was still in the teaching profession.

While special education teachers face many of the same challenges that their general education colleagues face as new teachers, they also confront unique issues. Among these are implementing administrative requirements associated with development of IEPs; developing modifications and accommodations to the general curriculum that allow students successful access; establishing professional relationships with paraprofessionals; using complicated assistive technology to help students gain knowledge and skills; and coordinating complex medical procedures that need to be provided (Boyer & Gillespie, 2000).

Whitaker (2000) found that beginning special education teachers who had mentors that they rated as effective were more likely to remain in special education. These mentors had the following characteristics.

- They were special educators.
- They met with the new teacher frequently.
- They provided emotional support.
- They conveyed system information related to the teaching environments and to special education.
- They informed the new teacher of materials and resources.

Professional standards for new special educators (Council for Exceptional Children, 2003) include, as a minimum, a one-year mentorship during the first year of special education practice. Mason and White's *Guidelines for Mentoring New Special Educators* (in press) provides organizational suggestions, activities, evaluation and examples to guide districts in establishing a mentorship program for new special educators or expanding a current induction program with mentors to meet the needs of new special educators.

Districts that are developing induction and mentoring programs with well designed assessment and support components find these efforts are already producing positive retention trends for all teachers.

Not only do good induction and support programs retain teachers, but they also attract teachers. Harvard's *Next Generation of Teachers* reports that teachers entering the field are attracted to districts that offer specific professional development programs that increase their professional knowledge and skills, rapidly integrate them into the culture of the school, and support their professional growth as successful educators (Johnson, et.al., 2001). As a result, school districts now market their professional development programs to not only new graduates but also mid-career changers and teacher transfers.

Data supports the implementation of effective retention plans.

Retention plans that incorporate strategies for supporting the role of the administrator, improving working conditions, and providing mentoring and induction programs require human and financial resources. These resources are often in short supply in local districts. It is critical that the planning, implementation and evaluation of retention initiatives be built on a permanent data collection strategy or system than provides the contextual needs for personnel in the state or in a local district. Without accurate and timely information that informs policy development and subsequent activities, retention initiatives can be ineffective and inefficient, wasting valuable professional development resources. Taking the time and money to collect accurate information on the professional needs of new and experienced staff across time makes good sense, too!

The following models of national and state data collection can be considered in developing plans for the design and use of a data collection system at the local level.

National Models of Data Collection

The U.S. Department of Education's National Center for Education Statistics (NCES) regularly collects data on schools and their staff. This data is included in the Schools and Staffing Survey (SASS), http://nces.ed.gov/surveys/sass/, collected every five years and the annual *Projections of Education Statistics* (U.S. Dept of Education, 2001), http://nces.ed.gov. The U.S. Department of Labor's Bureau of Labor Statistics provides national projections for various fields within education, including special education, in its Occupational Outlook Handbook. The American Association for Employment in Education (AAEE) has conducted an annual national study for the past 25 years that provides information on the demand for all teachers in regions of the country. The study is not only sub-divided into geographic regions but also reflects the needs for educators in 64 different categories of teaching, related service personnel and administrators. Special educators are represented in 16 categories. Ten of those 16 categories have consistently been in the top 20 categories for greatest demand.

In an effort to understand the dynamics of retention and attrition issues of special educators and how the work of special educators compares to that of general educators, the U.S. Department of Education, Office of Special Education Programs (OSEP), funded the comprehensive SPeNSE study in 1998. This study provided extensive information on the special education and general education workforces during school year 1999-2000. Reports available on the website www.spense.org offer analyses of data on teacher quality, recruitment and retention, role of paraprofessionals, paperwork burdens, and the licensure or certification status of teaching professionals. Interactive data sets can be searched by region of the country, district size, district poverty,

and metropolitan status. The study explored supports that special educators find most effective and issues that drive them from the field. The SPeNSE data offers an administrator a broad view of the types of information that are potentially useful to collect for comprehensive personnel planning at the local level.

National studies serve two purposes for local administrators: 1) the studies can be instrumental in bringing the need for teacher retention to the forefront of discussions on high quality teachers, and 2) they provide a template for developing a local district study of personnel needs by demonstrating the types of data that should be collected when considering policy and practice that will support teacher retention.

State Models of Data Collection

As states and local school districts have begun to implement the mandates of NCLB, collecting information on the teaching workforce to provide an adequate supply of highly qualified educators for all students has become a high priority for state and local administrators. States and local school districts need data collection systems that allow them to:

- Predict numbers of personnel leaving positions and entering teaching by professional category, subject area and instructional level for use in planning recruiting activities and communicating with teacher preparation programs.
- Collect information on professional development needs of specific categories of educators and respond accordingly in planning and implementing high quality induction programs and school leadership preparation.
- Better understand reasons for attrition in their state or local district and barriers that exist to recruitment and retention.
- Develop recommendations for addressing personnel needs through comprehensive recruitment and retention programs.
- Articulate policy implications when working within state and local political arenas.

The Commonwealth of Virginia's *Report on Supply and Demand of Instructional Personnel in Virginia: 1999-2000,* an annual study on personnel needs, reported on:

- employment status of personnel by local districts and endorsement (certification) areas;
- instructional personnel shortages by endorsement area and superintendents' regions;
- perceived supply of instructional personnel by endorsement area;
- factors contributing to teachers and administrators leaving their positions; and
- demographic, societal and political factors impacting demand.

The Virginia study revealed that the most acute teacher shortages in Virginia continue to be in special education, science (physics/earth science) and mathematics. The eight special education endorsement areas combine to account for forty-two percent of the full-time equivalent (FTE) positions filled with unendorsed personnel.

An example of a well-developed study on special education personnel need is Texas' 2001 *Statewide Study of Special Education Professionals' Personnel Needs* (Texas Center for Educational Research, 2001). Data was collected in three categories to explore:

- the current status of special education personnel needs;
- critical issues for maintaining an adequate supply of qualified special education professionals; and
- professional development needs of special education professionals.

Three hundred special education directors across Texas completed the survey, and 184 participated in in-depth telephone surveys. Data revealed that the highest teacher vacancy rates in single districts and shared service arrangements were for specialized positions, including teachers of students with emotional disabilities, severe disabilities and auditory impairments (Texas Center for Educational Research, 2001). The study also queried administrators about specific strategies used to address these shortages. Respondents reported that using more paraprofessionals, contracting for services, using personnel who were working toward full licensure or certification, and using alternative certification program interns were the most effective and widely used strategies. This type of survey can provide valuable information at the building level in a district and can serve as an important resource in formulating effective district-wide policy and practice.

The study also asked respondents to identify the destinations for special education teachers who left special education classrooms. Those who left indicated that they took a special education position in another school district, took a non-special education position in the same district, took a non-special education position in another school district, retired, or made a family move. Information with this level of detail can serve as a diagnostic tool for better understanding the dynamics that draw teachers away from those hard to staff assignments

Clearly, a statewide study of local districts' responses to these types of inquiries is the first step in planning an effective retention initiative for states and their local districts. Lacking strategically collected and analyzed data specific to place and position, administrators are designing retention initiatives that are less informed than they could be if they used this data.

For example, the Washington Education Association's (WEA) *2002 ESA/Special Education Survey Report* sought to document the work situation of those who stay and those who leave in the State of Washington, with the expressed purpose of encouraging the development of strategies to retain and regain special education staff.

The WEA survey collected information from 3,834 professionals who were identified on the surveys according to specialization within the field of special education. They reported reasons why they left the field; challenges of their work, caseloads and paperwork; quality of training activities they received; issues related to personal safety; and quality of support systems in place at the district and building levels.

When asked to list reasons for leaving special education, eighty-one percent responded that the amount of uncompensated work prompts persons to leave. Sixty percent of responders chose other administrative-related reasons including:

- number of meetings that require participation,
- meeting arrangements required,
- report writing,
- completing student forms required by the district, and
- elements of work not related to student outcomes.

Aspects of special education that were encouraging to teachers and contributed to retention included work relationships with other special education staff and how successfully teachers were able to meet the needs of their special education students (WEA, 2002).

In 2002, the Oregon Special Education Recruitment and Retention Project conducted a study of recently hired special educators in Oregon. This survey resulted in the identification of:

- incidence and perceived helpfulness of induction activities,
- incidence and perceived helpfulness of initial support activities, and
- incidence and perceived helpfulness of ongoing supports and working conditions.

The respondents in this study included persons new to the profession, experienced professionals new to the profession, and experienced special educators new to the state. The data proved consistent with research elsewhere, particularly when respondents provided perspectives on the importance of ongoing supports. Having a building administrator who was knowledgeable in IDEA and supportive of the special educator's role was cited as important by eighty-five percent of respondents who had that support. Ninety percent of the same pool of respondents identified the availability and support of well-prepared paraprofessionals as important (Oregon Department of Education, 2002). These types of data are important to states and local districts in determining which supports and programs should be created or maintained.

Also in 2002, a statewide study of special educators who had been practicing in Utah for at least 10 years was undertaken by Utah State University. Results revealed activities and supports that respondents found helpful in keeping them on the job and in the field, including:

- collegial, parent and paraeducators' support;
- paperwork support;
- physical resources; and
- professional resources.

Miller, Brownell, and Smith (1999) investigated Florida's special education teacher attrition issues through a large-scale survey of factors that predict leaving the special education classroom and factors that predict transferring to another school or district. Variables involved in decisions to leave the special education classroom were insufficient licensure or certification, perceptions of high stress, and perceptions of poor school climate. Those who had transferred to another school or district were significantly younger than stayers and cited perceptions of high stress and poor school climate.

Information of this nature informs policy development and helps to direct funds invested in support services as well. District and state administrators will find the time well spent and the results more positive when they use data to inform their teacher retention efforts.

State and local school administrators need to work in partnership with communities, families, educators, higher education and school boards to keep high quality teachers in classrooms. This document is designed to facilitate development of these partnerships. At the state level, the document can provide a foundation for Comprehensive System of Personnel Development (CSPD) planning. At the local level, the strategies can become goals within School Improvement Plans. This document will enable school communities to provide all their students with the high quality, effective teachers that students need to reach their potential.

Appendix 1-1 provides a resource for consideration in developing a teacher retention plan. The California Strategic Action Plan for the Recruitment, Preparation and Retention of Special Education Teachers outlines a series of recommendations for a statewide implementation plan for the preparation, recruitment and retention of special education teachers.

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California Strategic Action Plan

For The Recruitment, Preparation and Retention of Special Education Teachers*

(Revised 06/01/03)

Document available at State Improvement Grant (SIG) website: http://www.calstat.org/ihe_home.html

Background Statement

The California Task Force for Recruitment, Preparation, and Retention of Special Education Teachers met four times during 2002-2003. Dr. Phoebe Gillespie, Recruitment/Retention Outreach Manager from the National Clearinghouse for Professions in Special Education, facilitated the Task Force. Attached are the resulting recommendations for the statewide implementation plan for recruitment, preparation, and retention of special education teachers.

The primary and foundational starting points for this work were three statewide documents:
1. "The Pipeline To The Future: A Statewide Teacher Recruitment Plan For California" (April, 1997),
2. "Shaping The Profession That Shapes California's Future: The California Statewide Teacher Recruitment Action Plan" (March, 1997), and the
3. "California IHE Comprehensive Final Report June 30, 2002."

The Council for Exceptional Children's "Bright Futures For Exceptional Learners" (April, 1998) was reviewed for recruitment preparation, and retention strategies along with additional national publications from other states and consortiums.

The implementation principles that guided this work are:

- increase the supply of "highly qualified" teachers including special educators;
- maintain accurate and current personnel data to inform decisions;
- establish effective special education voices in policy discussions;
- increase capacity of teacher preparation systems; and
- improve collective problem-solving and responsibility by the educational community to resolve the teacher shortage.

Only together can we build a brighter future to improve special education teacher quality and supply. Next steps recommended by the Partnership Committee on Special Education include the identification of a leadership team to monitor the recommended strategic activities and the exploration of ways to provide a "special education voice" to the State Board and the Advisory Commission on Special Education.

*The term "special education teacher" includes personnel providing specialized instruction in infant/preschool programs/services (Part C/Section 619 Part B).

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Updated 03/25/03

Recruitment

	Recruitment Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
1 = 1/1	1. Continue the development of a public relations campaign to raise the profile on the need for special educators, by: -Customizing and distributing NCPSE brochures targeting special education teachers (www.special-ed-careers.org) -Customizing and distributing NCPSE's PSAs (Public Service Announcements), and Recruitment Video & CD -Distributing the above items in the form of a recruitment toolkit, targeting special education teacher recruits, to four-year IHEs and community colleges, school districts, alternative certification programs, troops to teachers, libraries, community- based organizations, special education parent groups, recruitment centers (Customizing tool kit using insert and ensuring photos and text depict a wide diversity in California – both ethnic/racial and linguistic diversity) -Increasing instate and out of state recruitment efforts (For example: Investigate ways to over come barriers to in and out of state retirees and career changers with STRS and CCTC)	• CalTeach (State Clearinghouse) NCPSE (National Clearinghouse) • Existing materials to reorganize • LD online.com • Troops to Teachers • CTA/Club Ed (HS student awareness groups) • Edjoin • CSU campus recruitment projects •Parent Organizations • RCC • Statewide System of School Support (Title 1-S4) • ACSA • TRC • CSEA	• SB1666 • SB824 • NCLB • Universal Pre-Kindergarten (Prop 10) State CCFC • School Readiness Initiative • Part C/IDEA CA.EISA (0-3)	• TAP Grants • Title II (NCLB) • SIG Funds	• CalTeach • HR Directors • CTA • Chancellors' CC/CSU/UCOP • LEA Recruiters • Local Media • Parent Organizations • RCCs • Statewide System of School support (Title 1 – S4) • Appropriate Statewide Orgs. For example: ACSA, TRC, CSEA, CARS+, CAPSE, LIDAC, CEC CAPECSE • SELPAs • ES/Part C CSPD – West Ed CPEI • DDS	• Continued use of SIG funds until 2005-2006 (Funds needed after 2005-2006) • Prior private funding • Grant applications	• Make language in State budget that $ is used for recruitment of teachers tied to NCLB requirements	• CDE, Part B • DDS, Part C	• Products Summer 2003 • PR Fall 2003	Roll out and distribution # CalTeach Annual Report on source of interest

Recruitment

	Recruitment Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
2 = 1/1	2. Infuse special education career awareness and special education service learning in early outreach/recruitment projects. -Enact programs in high schools and community colleges to increase enrollment in education specialist programs -Implement job-shadowing, service learning, and courses on disability awareness in child development or general early childhood education programs, pre-school/early intervention programs, elementary, middle, and high school programs, ROP, including; providing HS and community college counselors with SE literature and info	• CalTeach • CTA/Club Ed • Future Teacher Clubs (LA Unified to Multilingual Teacher Academy) • Teacher Cadets/Academy (see South Carolina) • HS Counselor /Career Networks • CC Networks (One course spotlights special ed.) • Gear-up • Career centers @all campuses • State Special Schools • EDD Career Center Network • West Ed • Community College Professional Preparation • CSU Teacher Recruitment Projects	• TRDP Grantees • AVID • TRC • CalTeach • Other Part C grants • State CCPC (Prop 10) • School Readiness Initiative	• Perkins • ROP • School to Career • SIG Funds	• HS Counselors • HR • Superintendents (Districts) • College Counselors/ Advising Centers • Counselors direct students to coursework specific to special education • Parent Organizations • CSU Teacher Recruitment Projects • 6 Regional Recruitment Centers • CAPECSE • Part C CSPD • West Ed • DDS • Child Care Dev. (CDD)	• Additional resources to expand fieldwork experience (TRDP = Teaching and Reading Development Partnership) OSEP Personnel Prep	• Broaden the fieldwork options of TRDP in existing law (Budget language)	• Community Colleges • CSU Chancellor's Office • Commitment of PCSE and specific partners • CDE (3-5 PS1619) • DDS Part C (0-3)	• Ongoing • Spring 2005	Law changed All entities contacted and provided material of PR toolkit and personal contacts to influence content

Making the Case for Teacher Retention **1.25**

Recruitment

	Recruitment Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
3 = 1/1	3. Increase the number of individuals entering special education teaching profession (especially in the area of low –Incidence disabilities) by increasing availability of incentives to enter the field through: • tuition assistance • loan forgiveness • housing assistance programs • textbook assistance • salary supplements	• Current CA Incentives • Grants/Student Aid • APLE/Cal Grants • Loan Forgiveness • Part C ES Scholarship tuition assistance	• SB 1666	•Incentives • TAP funds	• Student Aid Comiss. • Local District	• Private Foundations • Federal Senate Bill pending • California (AB 1010) for Visually Impaired (Possibly use amendments to enlarge this bill to other sectors)	• Infuse Spec. Ed. As high need area in state teacher incentive programs	• Student Aid Commission and LEAs	• Ongoing	Increased number of individuals entering special education teaching profession.
4 = 1/2	4. Districts identify those teachers who are not fully-credentialed and paraeducators who do not meet the requirements of NCLB and collaborate with IHEs to move them into credential pathways by: –Addressing length of preparation programs –Developing/funding support programs for paraeducators career ladder preparation –Developing "user friendly" state testing procedures for paraeducators as one avenue for making paras "fully qualified" and include portfolio option and performance assessment of para's proficiency.	• COEs • TRCs • Para Programs	• SB 2042 • NCLB • Pre-K projects West Ed CCPPP	• BTTP Grants • Intern/Pre-Intern	• Local Credential Analysts • CSEA • IHE reps. Including: CAPECSE CCPPP West Ed • CCTC • Human Resource Directors • Teacher Recruitment Centers	• Increase capacity of IHEs and Districts • Private foundations	• $ for increase programs @ universities • Increase $ for FTE @ IHE level for professors of Spec. Ed.	• Districts and Universities	• Spring 2005	Reduction in special education emergency permit teachers and increase in paraeducators who meet requirements of NCLB.

Recruitment

	Recruitment Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
5	5. Disseminate the "happiness data" from the results of the Project Pipeline Study	• Teacher Recruitment Center –PR • CalTeach • NCPSE	• N/A	• Project Pipeline Recruit Center •CalTeach	• Project Pipeline Recruit Center • CalTeach • West Ed • DDS		• N/A	• Project Pipeline Recruit Center • CalTeach	• Spring 2004	Press releases and articles disseminating data and results from Project Pipeline Study

Preparation

	Preparation Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
1 = 1/1	1. Develop undergraduate special education teacher preparation programs, by: - Facilitating development of blended programs for Special Education -Establishing advisories (e.g. CCTC) on minimum and maximum units for subject matter and credential programs -Maximizing the overlap between general education and liberal studies courses to meet subject matter competence -Exploring options for facilitating inter-university transfer of students -Increasing community college and IHE links to prepare paraeducators to meet NCLB with direct pathways to professional preparation	• State Legislation • CSU Chancellor's Office • CCTC • CDE • CAPSE • TRCs	• Proposed Legislation SB51	• IHE Budgets	• Dean/Chancellor • President support across campuses • Key state policy makers	• Establish a task force to feed into Ed. Round Table and CCTC • Task Force work Describe Blended Special Ed Program Structure Provide advisory to CCTC • Legislation and $ to fund planning grants for new blended programs • Investigate NCLB $ for application and re-authorization of IDEA $	• SE Task Force Recommends to CCTC and CSU Chancellor's group • Connect with CCTC to change Title 5 regulations (CCTC sponsored legislation)	• CCTC • CSU Leadership • CAPSE • CAPECSE • Independent Institutions • Academic Senate • ACSA • SEACO • SELPA	• Spring 2005	Approved CCTC program standards for implementation of an undergraduate special education teacher preparation program

Preparation

	Preparation Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
2 = 1/1	-Develop an ongoing database to inform statewide supply, demand, and attrition in order to encourage the development of credential programs for areas of need -Use data gathered to plan and implement strategies that remove barriers to entry into Special Education preparation programs, such as: • Offering certificates of eligibility for multiple and single subject credentials • Addressing alignment of CCTC program standards with current national organizations' professional standards (ie.CEC)	• CCTC	• Ed. Spec. Credential Level II • ECSE credential	• None, not a $ issue	• CCTC • CSU Chancellor's Office • CDE • DDS Part C CSPD	• None, not a $ issue • Lobby effort CAPSE ACSE PPS CSU CAPECSE	• Yes- policy action	• CCTC • CSU • ACSA	• Spring 2004	Policy changed

Preparation

	Preparation Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
3 = 1/1	3. Expand accessibility for state certification in the field of special education, by: -Providing financial support for Education Specialist Level II programs -Reviewing and aligning ELL requirements for Special Ed. Teachers with SB2042 credentials -Expanding the availability of internship programs leading to Education Specialist certification -Aligning current Education Specialist teaching and services credentials, with IDEA / NCLB, including guidelines for recommending correct subject matter preparation. -Increase access to distance learning across all special education areas, especially in areas of low-incidence disabilities -Offering university programs leading to a credential at local school sites for Level I and Level II	• Distance Learning Projects (CSU, West Ed, CSUN)	• Education Specialist Credential Level II • ECSE Credential	• None • BTSA Program Support	• BTSA • CCTC	• $ needed	• Yes- lobby policy to support $- Equitable financial support needed for Special Ed.	• CCTC • BTSA • Information activities: CAPSE, LIDAC, CARS, ACSE, PTA, PTIs CAPECSE	• Spring 2005	Financial support for Ed. Specialist Level II Programs

Preparation

	Preparation Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
4= 1/1	4. Expand accessibility to special education doctoral preparation in CA to address roles as university faculty and leadership in conducting special ed. research, by: -Expanding joint doctorates in special education - Facilitating the development of CSU's stand alone doctoral program when appropriate UC partners are not available	• Joint Ed.D and Ph.D. in CSU and UC	• EdD legislation from CSU Chancellor's Office	• CSU planning grants • CSU Loan forgive-ness	• CSU Chancellor's Office • CAPSE • Selected Deans of College of Ed • CAPECSE	• NCLB	• Legislation and policy to implement	• CAPSE • CCTC • CDE/SED	• Spring 2005	3 new doctoral programs in special education established

Retention

	Retention Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
1 = 1/1	1. Establish policy and/or legislation to define caseload and class size limits to include: -number of students and percentage of time the student receives special education services -type and amount of additional services provided (for example: specialized health care services, behavioral supports, designated instructional services, and consultation related services).	• Collective bargaining • Ed.Code Regulations for Resource Specialists/ part 30 • NCLB • CDE	•AB 570 •AB1925 Dead Bills • Ed Code • NCLB • Low incidence funds	• IDEA • NCLB • Low incidence funds	• Parent groups • Special education teacher associations • Legislators • CDE • DDS – Part C • Pupil Services Coordinators • Bargaining unit • School Boards • All administrators	• Money • Staff • Money for training Awareness Education • Lobbying Group	• Class size reduction legislation for Special Ed. • IDEA regulation requiring a state to come up with class size limit for special education • School Board • Awareness Training- required relevant w/release time	• Parent groups • Special education teacher associations • Legislators • CDE • DDS – Part C • Pupil Services Coordinators • Bargaining Unit • School Boards • All administrators	• Spring 2005 • IDEA reauthori-zation	Revised laws and regulations Waiver options minimized Positive student outcome; less paperwork; enriched collaboration with parents, general education and support personnel promoting successful inclusion.

Retention

	Retention Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
2 = 1/1	2. Improve teacher working conditions by providing equitable and adequate classroom facilities, appropriate materials (books, supplies, equipment, multi-media equipment, etc). for differentiated instruction, including low incidence funds to meet Individual Service Plan needs -monitor and evaluate these conditions as part of the state compliance and review process -implement a data collection and analysis process to study these conditions	• Collective Bargaining • Project Pipeline Working Conditions Study	• Ed Code • Fire regulations • Health regulations • NCLB • OSHA • Local and state gov't organizations	• School facilities funding • NCLB • Bond funding	• CCR Teams • Parents • CTA • DDS Part C (as appropriate)	• Training general ed. administrator & district admin. of special ed. • Money and space	• Legislation to require appropriate materials for all teachers including special ed. teachers and support personnel • NCLB Fed $ • Change CCR (state policy /state board) • Explore public hearings on CCR • Amend bond language to renovate special ed. programs to meet Ed.Code	• OSHA: local, state • Gov't site council	• 2005: Legisla-tion • New bond language	Safety compliance Positive student outcomes

Retention

	Retention Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
3 = 1/2	4. Work to ensure district and school site administrators are prepared with needed attitudes; skills, and knowledge through pre-service and in-service instruction to : -implement special education laws and regulations, -provide support to special education students, parents, teachers, and staff -guide teachers in using strategies and resources to implement quality programs. -provide designated time for collaboration	• BTSA SA training • CEC principals' manual • ACSLA SE module • ACSA Training • Parent Groups • CDE and related contracts • CARS+ • NCLB parent highly qualified teacher • DDS and related contracts (birth- 3 years)	• AB 75 • Tier II Flexibility • NCLB	• AB 75? • NCLB	• Researchers • ACSA • CSLA • CSPD • Early childhood technical assistance • CDE Pre K-12 • DDS (0-3) • CAPEA	• NCLB funding specialized training for BTSA support providers and site administrator	• School Board Policy • CCTC • BTSA specialized training for support providers and admin. • CCTC include standards for administrator training in CCTC standard	• Special Ed. Teachers • IHEs • Administrators • School site Staff • School Board • LEA	• Ongoing	Higher ratings on key performance indicators and compliance reviews

Retention

	Retention Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
4= 1/3	4. Provide meaningful professional development for special education teachers that is relevant, high quality, job-embedded, on-going, effective, data-informed, research-based, and student outcome focused. -Identify ways to improve special education teacher induction, i.e., additional training time with the beginning special education teacher and the support provider (especially for beginning teachers of students with moderate/severe and low incidence disabilities).	• BTSA • Existing data on general education • University faculty • Organizations • Dept. of Education • CAPA • DDS Part C related CSPD contracts	• NCLB • Project Pipeline Survey	• SIG • BTSA • NCLB	• Teachers (new and veteran) • CDE • LEA / SELPA • DDS Part C	• Assess/for CAPA for birth to 2 years • Data System CSIS	• Appropriate expectations –one size does not fit all • Individualized accountability (CAPA)	• CDE • IHE • LEA • SELPA	• Spring 2005	Improved student outcome Improved teacher retention (new and veteran teachers) Completion of professional Level II credential
5= 2/1	5. Collect data to inform statewide supply, demand and attrition issues. -Create study to track Education Specialist Level I graduates.	• UCs and CSUs • CalTeach • CAPSE • CSU Chancellor's Office • Independent Colleges • CSU Model Survey	• NCLB • highly qualified teacher • retention & recruitment	• SIG • NCLB	• School Districts • CalTeach • UCs • CSUs • CAPSE • CSU Chancellor's Office • Independent Colleges • DDS Part C	• Funding data sources	• Monitoring • IHE s (public and private)	• SIG with CalTeach/ w /CSU Chancellor's office/ w/California Assoc. of Professors of Special Ed.(CAPSE)	• Spring 2005	Results of Survey

Note: Rankings = first number is impact/second number is feasibility

Building a Framework: Improving Working Conditions
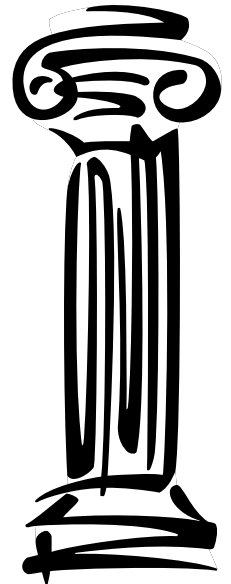
Keeping
Quality
Teachers

Karen Mikkelsen, Program Associate
Northeast Regional Resource Center
Learning Innovations at WestEd

Building a Framework: Improving Working Conditions

"The climate within a school building and the workforce conditions it encompasses act as either a support or a deterrent for teacher retention." (Westat, 2002c; Ingersoll, 2001; Gersten, et al, 2001; Johnson, et al, 2001). As previously cited in Section One, the climate within the school district and building reflects many factors that embrace a variety of working conditions. Further scrutiny reveals just how powerful working conditions are in influencing the retention of all teachers as demonstrated by the following observations.

> "How teachers are paid was a part of it, but overwhelmingly the things that would destroy the morale of teachers who wanted to leave were the working conditions. Bad! Bad! Bad! Working in poor facilities, having to pay for supplies, etc." Los Angeles teacher talking about a high-turnover school. (Darling-Hammond, 2003).

> "Data suggest that the roots of the teacher shortage largely reside in working conditions within the schools and districts." (Ingersoll, Smith, 2003).

> "The high attrition of teachers from schools serving lower-income or lower-achieving students appears to be substantially influenced by the poorer working conditions typically found in those schools." (Darling-Hammond, 2003).

When teachers leave, they tend to migrate to other teaching jobs or leave the profession altogether. Understanding why they leave and where they go can aid in determining how to retain the best and most promising. In a study of why teachers moved or migrated, the following basic improvements in workforce conditions were noted (Birkeland, Johnson, 2003):

- Appropriate work assignments: new teachers often get the least desirable classrooms and the most challenging students.
- Sufficient curriculum guidelines: the teaching subject matches the teacher qualifications and curriculum materials, and teacher guides are available.
- Efficient discipline systems: consistent, school-wide behavior policies

exist and focus on classroom learning.
- Good communication with parents: parents are involved in the hiring process, and the school encourages various types of participation for parents.
- Sharing ideas and resources with colleagues: opportunities to interact with other professionals and improve teaching skills.
- Respect and support from administrators: principals provide supervision, instructional guidance, and express confidence in their teachers.
- Opportunities for professional development: teachers are encouraged to try innovative approaches and seek professional growth.

Almost all the teachers in the study left to teach in schools with better achieving students and higher socio-economic levels. At first it might appear that these teachers were seeking to work with a different "class" of students, but in reality they sought better working conditions. It is the purpose of this section to identify those conditions and offer solutions that, if implemented, can positively impact retention of a quality workforce.

Working Conditions — Description and Self-Assessment

Several examples of working conditions affecting retention have previously been referenced in this document, including administrative support, induction and mentoring programs, and pay increases. Though they are included, in part, in this section, administrative support as well as induction and mentoring are both factors that have such a profound effect that they warrant their own sections in this document. All conditions have been categorized in the form of a self-assessment that administrators and leadership teams can review for the purposes of: 1) determining the factors supporting teacher retention in their schools, and 2) assisting and selecting strategies to effectively enhance those factors.

To assist in the application of the self-assessment, the working conditions are organized by those that affect all teachers and those that strongly impact special educators. The conditions are also organized by category. Though the research is replete with examples of working conditions, the following categories lend a structure previously absent. In an effort to keep the descriptions manageable, only several examples are provided for each category. A more complete list of examples is found in Appendix 2-1. The structure will enable local schools and districts to better organize this information and communicate it to their communities of support. The categories include the following.

Leadership/Decision Making

"When teachers are asked why they leave their jobs, working conditions are at the top of the list" (National Commission on Teaching America's Future, 2003). The commission recommended three strategies in its report, all of which involve state, district and building-level leadership including

superintendents, special education administrators and principals. The eight working conditions listed under this category all possess a direct link to decision making at these leadership levels. School boards are also essential in setting policies that support teachers (see Appendix 6-6). In addition, all factors affecting general educators impact special educators. The conditions and examples that more strongly impact those teaching professionals in special education are identified as well.

1. Provide building and district level support for teachers (Ingersoll, 2003; Michigan State Department of Education, 2003).

   Increasing support could range from a visible commitment to a retention plan to instituting opportunities for classroom visits.

   Special Education. Traditional communication patterns tend to separate administrators and teachers as well as general and special education staff. Improving the knowledge base and communication for all involved is a critical support strategy (Michigan Department of Education, 2003; Council for Exceptional Children, 2002).

2. Establish policies that support teachers (National Commission on Teaching and America's Future, 2003).

   Teachers want to know that schools are organized for success and that policies exist to support them in pursuit of that success.

   Special Education. Systems support means that the district, school board and school administrators who understand the responsibilities of special educators collaborate with and support their special educators (Michigan Department of Education, 2003; Council for Exceptional Children, 2002).

3. Supporting teacher control over curriculum and instruction (National Commission on Teaching and America's Future, 2003).

   Classical top-down school leadership needs to be re-examined, and teachers must be recognized as professionals who have expertise to make good learning decisions for their students.

4. Assure appropriate class assignments for teachers (Birkeland, Johnson, 2003).

   Assignments should be based on the qualifications and experience of teachers, as well as consideration for preparation time.

5. Establish adequate pay scales and financial incentives (Harvard Graduate School of Education, 2002; National Commission on Teaching America's Future, 2003).

   Compensation systems signal what skills and attributes are valued and what kinds of contributions are rewarded.

6. Enforce equitable application of licensing and certification regulations (Birkeland, Johnson, 2003; National Education Association, 2003; Council for Exceptional Children, 2002).

   States and school districts should not hire out-of-field and need to ensure that teachers have adequate credentials or licenses before hiring. In critical circumstances when provisional certification is allowed, a means for assuring eventual certification should be in place.

7. Establish induction and mentoring programs (Villani, 2002).

   Connecting and supporting new teachers through mentoring and an overall induction process is a proven strategy for increasing teacher retention.

   Special Education. Formal induction and mentoring programs have been found to increase retention. Simply meeting with other new teachers and receiving informal help from colleagues have been beneficial for special and general educators, but that is not enough. Formal mentoring programs in which mentors are trained and supported are powerful retention tools (Cook,Williams, 2003).

8. Establish and conduct personnel evaluation systems (National Clearinghouse for Professions in Special Education, 1998).

Teachers need regular feedback and accurate information on job expectations.

School Climate

"Even the best induction programs cannot compensate for an unhealthy school climate." Many factors contribute to a climate that reflects the school culture in supporting all who work within. The four conditions described are among the most critical. (OSEP, 2002; Fieman-Nemser, 2003).

1. Establish and enforce a comprehensive student support and discipline system (Birkeland, Johnson, 2003).

   Teaching is possible only in a climate of order, where consistent behavior policies that focus on student learning and support are shared by all.

2. Institute measures that assure student results and outcomes (National Commission on Teaching America's Future, 2003).

   Successful schools are learner-centered and assessment-centered where teachers use tools and strategies that provide continuous feedback that helps both students and teachers monitor learning.

3. Establish a safe environment for staff, students and community members (National Education Association, 2003).

   Environments in which all feel safe are primary characteristics of small schools — schools that have high retention rates. Policies and practices that promote better attendance, higher student achievement, closer relationships, and a greater commitment to the school can be provided anywhere.

4. Assure that a climate of respect exists for all (National Education Association, 2003).

   Teachers look for schools where they can feel like professionals — sharing ideas and resources with colleagues and receiving respect and guidance, and where school culture and norms reflect that respect for all.

   Special Education. General education teachers and the public may have negative achievement expectations of students with disabilities that influence student efforts, actions, and outcomes (Birkeland, Johnson, 2003).

Infrastructure

Just as a system of transportation needs an infrastructure of roads, bridges, rail systems and the like to assure the delivery of needed commodities, the education system requires structures to be in place to assure the delivery of knowledge and skills in an environment conducive to retention of high quality administrators and teachers. The following seven conditions are aspects of that structure over which all schools have a measure of control.

1. Assure the teacher-to-student ratio supports students and doesn't overwhelm teachers (National Commission on Teaching for America's Future, 2003).

2. Provide adequate planning time for teachers (National Commission on Teaching for America's Future, 2003).

   While all teachers work under tremendous time constraints, experienced teachers generally are able to complete their planning more quickly. For new teachers, adequate planning time can allay feelings of being overwhelmed.

   Special Education. Survey results have indicated that teachers are dissatisfied with the non-instructional aspects associated with special education teaching that consume a lot of time such as meetings and legal issues. Collaboration is often required, but extra time is often not allocated for this planning (Menlove, 2003; Council for Exceptional Children, 2002).

3. Provide curriculum guidelines aligned with state learning standards (Birkeland, Johnson, 2003).

   The presence of guidelines, materials and teacher outlines throughout a school and district can provide needed direction and guidance to beginning teachers.

4. Provide a structure for team planning and teaching (National Education Association, 2003).

   Teachers often report feeling isolated in their classrooms. Team planning and teaching can be an important step in retaining a high quality teaching force.

   Special Education. Special educators need to be a part of at least two learning communities — one with their school-based general education colleagues and the other with their discipline-based special education colleagues. Structural arrangements to facilitate collaborative instructional strategies are needed in addition to creating a sense of community (Breeding, Whitworth, 2000; Council for Exceptional Children, 2002).

5. Assure an adequate supply of materials (Harvard Graduate School of Education, 2003).

   Providing teachers with the necessary teaching tools to do a good job, without having to rely on their own resources, is basic to teaching. Teachers too often report they do not have the materials they need that are age appropriate and aligned with the curriculum and state learning standards.

6. Provide technological support in classrooms (OSEP, 2002; National Commission on Teaching and America's Future, 2003).

   Teachers often report the need for adequate, up-to-date technology as well as the support and skill development necessary for using that technology.

   Special Education. Special education teachers rated their skills lowest on using technology in education, lacking confidence in their ability to use technology in instruction (OSEP, 2002).

7. Provide assistance to special educators for completing paperwork responsibilities (Menlove, 2003; Cook, Williams, 2003).

   Special Education. Frustration with paperwork requirements of special education is a major issue identified by many special educators leaving the field.

Content/Skills

An adequately prepared workforce requires skills, competencies and the opportunities for continuous improvement reflected in these two categories.

1. Provide opportunities for professional development (OSEP, 2002: National Commission on Teaching and America's Future, 2003; National Education Association, 2003).

   Teachers are professionals whose practice must be continually upgraded as the content in their field changes, as research offers new perspectives, and as new technologies become available — strong professional development opportunities must be embedded in the fabric of public education.

   Special Education. With needs expressed by special educators to build their skills in the areas of interpreting standardized test results, accommodating the learning needs of culturally and linguistically diverse students, and using literature to address teaching and learning problems, professional development opportunities need to be offered (Cook, Williams, 2003; Council for Exceptional Children, 2002).

2. Assure that teachers have the skills to work with a diverse student body (Sargent, 2003; National Education Association, 2003).

   Students in schools comprise an increasingly diverse mix of races, religions, lifestyles, abilities, cultures and ethnic groups. It is essential that teachers have the skills they need to feel comfortable and teach effectively.

Community Involvement and Support

Increasingly, teachers in their desire to stay in a school or district are identifying community and parental involvement and support as supportive factors. Not only does this involvement contribute to the school climate, but also it provides the needed support to pass budgets and secure resources. Two categories are illustrated here.

1. Establish a system of communication with parents (Birkeland, Johnson, 2003).

   Family support is a factor in student achievement and families make great teacher allies. Effective relations must be intentionally constructed.

2. Establish mechanisms for community involvement in support of teachers and students (Harvard Graduate School of Education, 2002).

   Though salaries and benefits are often thought of first in the context of community support, other opportunities for recognition and support are easily provided.

Special Education. Community support for education can be manifested in various ways. It is a crucial element to assure that the community understands the needs of its special education students and that students will be supported when they leave school to enter the community (Council for Exceptional Children, 2002).

Conclusion

The above working conditions and functions were cited in the literature as affecting retention of general and special educators. A school that has more of these in place and scores high on the instrument will have a more satisfied staff and student body with teachers more likely to stay, grow and become more effective in their roles. By applying the following Self-Assessment Instrument in Appendix 2-1, a school or district can begin to retain a quality workforce by identifying needed strategies and taking action.

Appendix 2-1 provides an instrument that focuses on numerous aspects of working conditions proven to influence the retention of a quality workforce. It is designed as a tool to assist in identifying areas of strengths and needs.

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Working Conditions: Self-Assessment Instrument

Introduction

This instrument focuses on numerous aspects of working conditions proven to influence the retention of a quality workforce. Each category is accompanied by a reference that will provide more detailed information should one wish to pursue it. The instrument is designed as a tool to assist in identifying areas of strengths and needs. Improvement strategies to address the categories, topics and activities are implied but should in no way limit possible interventions.

Implementation

The self-assessment can be implemented in any way that best suits the user's needs. It is recommended that before its implementation, a task force or retention team is created that will take responsibilities for reviewing the instrument, selecting sections to be used, and designing follow-through strategies once the information is collected. It provides several examples for each topic, but additional topics or factors will likely be identified during the self-assessment process.

A commitment at the district or building level is necessary for this to be an effective retention improvement strategy and should be incorporated into the larger retention initiative. "Bringing It Together" describes the context within which the instrument could be used. Please review the framework described by the five areas of inquiry to determine the most appropriate use for your school and/or district's needs. It is recommended that this intervention be inclusive of both general and special education, and include leadership reflecting both perspectives.

Therefore, the following elements should be decided before embarking on the implementation:

- Content within school improvement plan or retention plan.
- Timing of implementation.
- Task force membership.
- Categories to be assessed.
- Commitment to follow-up.
- Plan for ongoing assessment and improvement strategies.

Assessment Category: Leadership/Decision Making

Topic 1: Building/District Support for Teachers
(National Commission on Teaching America's Future 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) The principal and/or superintendent and special education director are involved in a teacher retention initiative.				
2) The school leader takes the initiative to bring general and special educators together on a regular basis for communication and consultation.				

Topic 2: Policy/Procedures that Support Teachers
(National Commission on Teaching and America's Future, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Policies exist, are implemented and data is collected to promote retention of skilled teacher personnel.				
2) The superintendent and/or principal is conversant about special education law and regulations at the national and state levels and is a strong advocate for children eligible for special education.				

Topic 3: Teacher Control Over Curriculum and Instruction
(National Commission on Teaching and America's Future, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Teachers are part of the team that determines the school and district curriculum and materials selection.				
2) Teachers are shielded from unnecessary disruptions so they may attend to teaching.				

Topic 4: Appropriate Class Assignments for Teachers (Birkeland, Johnson, 2003)

	Never 1	*Seldom* 2	*Most of the Time* 3	*Always* 4
1) Teachers are assigned to teach subjects for which they possess credentials, and in classrooms for which they have demonstrated classroom management expertise.				
2) Para-educators possess the skills and knowledge they need to work effectively with the student(s) to whom they have been assigned.				
3) Smaller classes are provided for more challenging students.				
4) Caseloads for special educators are reasonable.				

Topic 5: Adequate Pay Scales and Financial Incentives (Harvard Graduate School of Education, 2002)

	Never 1	*Seldom* 2	*Most of the Time* 3	*Always* 4
1) The starting salary for teachers is competitive for the region.				
2) A program for financial incentives exists that includes: - A signing bonus - Mortgage assistance - Loan forgiveness - Merit pay increases				

Topic 6: Equitable Application of Licensing and Certification Regulations (Birkeland, Johnson, 2003; National Education Association, 2003; Council for Exceptional Children, 2002)

	Never 1	*Seldom* 2	*Most of the Time* 3	*Always* 4
1) Only teachers possessing license or certification are hired.				
2) Provisionally licensed teachers are given standard times and procedures for meeting certification regulations.				

Topic 7: Induction and Mentoring Programs (Villani, 2002)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) New teachers have knowledge of the school and district practices.				
2) New teachers become part of a mentoring program immediately.				
3) Special education teachers and related service personnel are linked at a building and/or district level with mentors.				
4) The district has a close partnership with an institution of higher education as part of an induction program.				

Topic 8: Personnel Evaluation Systems
(National Clearinghouse for Professions in Special Education, 1998)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Teachers understand the expectations for job performance.				
2) Teachers receive regular feedback on their performance.				

Assessment Category: School Climate

Topic 1: Comprehensive Student Support and Discipline Systems
(Birkeland, Johnson, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Explicit school-wide behavioral norms and discipline policies exist for students.				
2) Policies and norms exist for teachers as well.				
3) Policies and norms are constantly enforced.				

Topic 2: Focus on Student Results and Outcomes
(National Commission on Teaching America's Future, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) A school-wide commitment to improving student results exists.				
2) There are shared mechanisms for measuring results.				
3) These mechanisms emphasize continuous improvement and are not punitive.				

Topic 3: Safe Environment for Staff, Students, and Community Members
(National Education Association, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) School-wide norms reflect the value of respect for and protection of staff, students, and community volunteers.				
2) The physical condition of the school is safe and attractive, and meets ADA requirements.				
3) The amount and type of space allocated for a particular activity is appropriate, functional and pleasant.				

Topic 4: Climate of Respect for All (National Education Association, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) A system to acknowledge contributions from all school personnel exists including: • Teachers • Administrators • Staff • Students • Community members				
2) A welcoming activity or function is conducted for new faculty.				

	Never 1	Seldom 2	Most of the Time 3	Always 4
3) All students (e.g., students with disabilities, bi-lingual students) are afforded opportunities to be acknowledged contributors to their school culture.				

Assessment Category: Infrastructure

Topic 1: Number of Students
(National Commission on Teaching for America's Future, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) There is an adequate student-to-teacher ratio.				
2) There is an adequate para-educator-to-student ratio.				

Topic 2: Team Teaching (National Education Association, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Team teaching, if appropriate, is an expected methodology.				
2) Reflective opportunities for teachers exist with an agreed upon format.				
3) General and special educators work in collaboration to plan for shared student responsibilities.				

Topic 3: Planning Time Available
(National Commission on Teaching for America's Future, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Sufficient time is provided daily to allow planning for classroom instruction.				

	Never 1	Seldom 2	Most of the Time 3	Always 4
2) There is flexible time available for special education planning that includes: • Family/faculty conferences • IEP meetings at different times during the day • General/special education team planning • Completion of paperwork				

Topic 4: Curriculum Guidelines
(Birkeland, Johnson, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) A description of the school and district curriculum exists: • For all grades • For all subjects • Available to families • Reflecting standards				
2) Curriculum guidelines are reviewed periodically by faculty and administration.				

Topic 5: Adequate Supply of Materials
(Harvard Graduate School of Education, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Every teacher knows how much money they have for materials purchases.				
2) Teachers are asked for their input into materials needs.				
3) Materials used in the classroom are up-to-date.				
4) All students have adequate materials.				
5) Assistance is available to teachers for materials adaptation for students in special education.				

	Never 1	Seldom 2	Most of the Time 3	Always 4
6) Materials are aligned with the state's learning standards.				

Topic 6: Technology Support
(OSEP, 2002; National Commission on Teaching and America's Future, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Technology use is part of the school culture.				
2) Assistance is available to teachers for utilizing technology.				
3) Administrators and teachers utilize the assistive technology resources for students requiring special technology assistance.				

Topic 7: Managing Paperwork
(Menlove, 2003; Cook, Williams, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) There is assistance available to general and special educators in the form of: • In-service training • Software • Website access • Para-professional support • Secretarial support				

Assessment Category: Content/Skills

Topic 1: Opportunities for Professional Development
(OSEP, 2002: National Commission on Teaching and America's Future, 2003; National Education Association, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Training needs for teachers are determined through an annual performance development plan based on an evaluation of student results.				

	Never 1	Seldom 2	Most of the Time 3	Always 4
2) Teachers are asked to identify their training needs.				
3) Opportunities offered by institutions of higher education and professional organizations are available to teachers.				
4) In-service opportunities are provided to faculty, staff and community members focused on new rules and regulations from the state and federal levels.				

Topic 2: Ability to Work with Diverse Students
(Sargent, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) All teachers demonstrate skills and commitment to working with diverse students including: • Culturally diverse • Non-English speaking students • Students with disabilities				
2) General and special educators receive adequate training to develop the skills necessary for working with diverse students.				
3) Teachers receive sufficient, accurate, relevant information on their students.				
4) Teachers receive diagnostic information on their students relating to educational issues and needs when appropriate.				
5) Teachers receive information regarding a student's IEP goals and services when appropriate.				

Assessment Category: Community Involvement and Support

Topic 1: System of Family Communication
(Birkeland, Johnson, 2003)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) Family representatives are included in policy decisions made at the school/district levels.				
2) Family representatives participate in administration and faculty interviews and hiring decisions.				
3) Family and community members receive regular, periodic updates on school/district activities and issues.				

Topic 2: Community Involvement in Support of Teachers and Students
(Harvard Graduate School of Education, 2002)

	Never 1	Seldom 2	Most of the Time 3	Always 4
1) The community sponsors various activities in support of both students and teachers.				
2) A special education advisory council exists at the district level that meets regularly and disseminates information to the community.				

Building a Framework: The Role of the Administrator in Teacher Retention
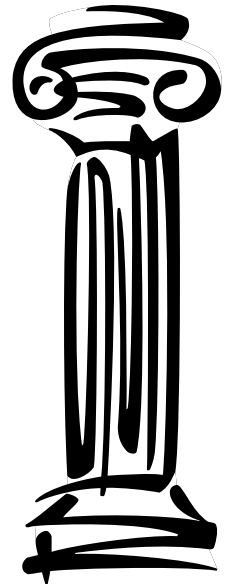
Keeping Quality Teachers

Thomas Hidalgo, Ed.D., Program Associate
Northeast Regional Resource Center
Learning Innovations at WestEd
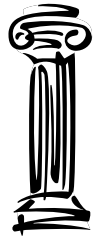
Building a Framework: The Role of the Administrator in Teacher Retention

Working conditions cannot improve without a commitment from district and building level leadership. Superintendents, principals and special education administrators are key personnel in retaining teachers. In addition, the role of administration in retention and support for special educators is particularly crucial given a history of exclusion and isolation from general education that many special educators have experienced. Section One in this document summarizes the critical importance of administration in teacher retention.

School leaders at all levels of education can use the resources and strategies in this document to strengthen their efforts to ensure that students learn with high quality teachers. It should be noted that the term "school leader" extends beyond the role of superintendent or principal. Often, assistant superintendents, vice principals, or others are responsible for certain areas and this needs to be acknowledged when reading the strategies that are recommended. Further, some issues discussed here are building level, while others are district level. The categories described in Section Two touch on most aspects of effective school leadership. Therefore, this section will describe administrative strategies specific to those categories. A more in-depth and complete description of those strategies can be found in Appendix 3-1. Following is a compilation of strategies and recommendations that can be useful in retaining quality staff.

Because so much is being asked of those in leadership positions, it should be acknowledged that they also need support in order to do their jobs more effectively. They also need professional development designed to help them be better leaders.

Leadership/Decision Making

The decisions that school leaders make and how they make them have a direct impact on working conditions. Teachers often complain that decisions affecting them are usually made without their knowledge. Leaders need to involve teachers in making decisions. For example, leaders can involve staff

in departmental scheduling, student scheduling and duty assignments (Price, 2003).

Every school should have a mission statement and a vision based on shared values and beliefs. Leaders can engage all stakeholders in the process of developing the mission statement and vision for the school that provides focus and direction for all involved. (DiPaola, Walther-Thomas, 2003). If the school already has a mission and vision, revisit them occasionally with the stakeholders involved. Good leaders encourage others to be leaders and help bring out those qualities. Therefore, if teachers attend a conference or workshop, have them share their knowledge with the rest of the staff when they return. Leaders can have experienced teachers work together to solve an instructional problem (Spitz, 2003).

Administrators must be familiar with available resources to support the diverse needs of students, families and staff and must know how to access additional support in order to ensure appropriate education for all students and support for teachers. For example, leaders can make sure English as a Second Language and bilingual programs are effectively supported (DiPaola, Walther-Thomas, 2003). They can make special education concerns integral when planning for professional development, distribution of materials, books, classroom space and equipment. They can ensure that special education is not put at the end of the line as an afterthought (CEC, 2000**).**

Compensation plays a major role in retaining teachers. School leaders should develop teacher compensation packages that demonstrate that they are valued (Gareis, Strong, et al., 2003). Leaders can use salaries and bonuses as incentives to retain teachers (Billingsley, 2002). They also can put together a team of administrators and teachers to develop an incentive pay program (Morice and Murray, 2003).

School Climate

Teachers and students will do their best work in a healthy, pleasant environment. School leaders need to ensure a positive school climate and make the school a place where people want to be. Leaders can start by examining what Price (2003) calls the "fun and caring factors" in the school. Is there laughter in the school? Are people smiling? Do teachers want to be here? Is the school staff united or are there cliques? Are new staff members welcomed? Does the school have celebrations? Does the school treat mistakes as learning experiences, or opportunities to criticize? Does the school encourage risk-taking?

Every school has a history and a culture. If teachers are connected to their school and are part of it, they may be more likely to identify with it and stay, even in the tough times. The school leader needs to become the "developer and nurturer of the school's culture" and share it with new teachers so they can gain a sense of membership and participation. Leaders can communicate the school's history, traditions, legends and myths and share stories of the school's heroes and heroines (Colley, 2002).

The school will not be the kind of place where teachers want to be if they don't trust the administration. To develop trust among teachers and all stakeholders — parents, students, community members, central office staff and school board members — leaders must be honest and up-front with them. Leaders can be visible to staff, students and parents in classrooms, in the corridors, at lunch, at bus duty, and at extracurricular activities (Hopkins, 2000).

Concerns over safety and discipline are two of the major reasons teachers leave their jobs. By developing consistent student behavior policies (Johnson and Birkeland, 2003) and addressing safety and discipline issues, much can be accomplished. Leaders can work to stop bullying and harassment. They can expand access to counseling, anger management and peer mediation. They can provide ways for students to communicate with adults about rumors and threats. Leaders can teach respect and responsibility and expand opportunities for students to work with adult role models in after-school education and recreation programs (NEA, 2003).

While working hard to develop a school climate where people are comfortable, leaders should remember to pay attention to the little things. Sometimes the principal or special education administrator is the person to make sure the copiers are working, schedule fewer interruptions during instructional time, turn on the air conditioning when needed, and provide food at faculty meetings (Scherer, 2003).

Infrastructure

If schools are to succeed in retaining teachers, a proper infrastructure should be in place that allows teachers to focus most of their time and energy on teaching. With this mind, school leaders should give new teachers less of a workload, fewer responsibilities and duties so they can concentrate on their classrooms and students (Sargent, 2003). Because excessive paperwork is a major issue among special education teachers, leaders should reduce this burden by such strategies as turning the task over to assistant principals, or by hiring paraprofessional special education clerks (Fielding and Simpson, 2003).

Leaders also must ensure that teachers have adequate resources and materials to do their jobs. (Darling-Hammond, 2003; Ingersoll and Smith, 2003). Sufficient common planning time should be built into the schedules of classroom teachers and specialists so they can address instructional needs and classroom concerns (DiPaola and Walther-Thomas, 2003). In addition, maintaining consistent procedures and schedules is important. Clearly explaining changes beforehand will avoid chaos and stress on everyone, especially new teachers (Public Education Network, 2003).

Content/Skills

The research is clear that students learn best from high quality teachers who know the subject matter and how to deliver it. Ensuring that teachers are

competent and have opportunities to improve their skills is critical. The school leader needs to be an instructional leader and communicate views on what is considered good teaching, as well as expectations for instructional practices, grading and student achievement. Administrators should share, model and encourage best-practice experimentation. Giving immediate feedback through comments or notes and being available for short, spontaneous counseling sessions are seen by teachers as being very supportive (Colley 2002). For special educators, school leaders should have a working knowledge of IDEA and NCLB so they can communicate with staff, families and the community regarding special education issues (DiPaola, Walther-Thomas, 2003).

Teachers have expressed the need for support in the form of performance assessments and evaluations. Leaders should structure formal evaluations around the needs of the teachers. Rather than covering every item on an evaluation checklist, a leader can schedule observations to focus on only a few skills at a time (Colley, 2002). Leaders can encourage teachers to choose an area of improvement and, with the principal, decide how to show evidence of growth in this area (Spitz 2003). Leaders can make sure they respect the learning curve for new teachers, and they can put the teacher's manual and standards documents into understandable language that is relevant to the way teachers are going to teach (Feiman-Nemser, 2003).

Finally, school leaders must be proactive in developing and implementing a plan to ensure that all staff develops culturally responsive practices needed to work with diverse students and their families (Kozleski, Sobel, and Taylor, 2003). School leaders also should establish an expectation that all staff will learn how to work with students with disabilities and provide opportunities for them to do so (Scherer 2003).

Community Involvement and Support

Involving parents, families and the community in meaningful ways is critical to the success of students and influences a teacher's decision about continuing in a particular school or leaving it to go somewhere else. School leaders need to look for ways to involve the community.
Leaders can start by involving families when creating a mission statement and vision for the school (DiPaola and Walther-Thomas, 2003). They can involve families and the community when addressing safety and discipline issues including the establishment of a school safety committee that includes community representatives to gather and analyze data, put together and implement a plan, and monitor its results (NEA, 2003). Leaders can include parents on the school's interviewing and hiring committee to illustrate parent involvement in important activities (Johnson and Birkeland 2003). They also can learn what it is that parents want to know and provide them the information frequently and briefly (Wherry, 2003).

School leaders should go beyond simply involving the community and create relationships among the school, families and the community. Leaders

can visit families at home when possible. They can become familiar with business people and community organizations and ask them if they could help create learning experiences for students. Leaders can seek to make available health, social, mental health, counseling and other family services in the school and increase the number of adults in the building to provide care and guidance for students. Leaders can generate a broad set of activities in which family and community members can participate and contribute their talents to the school (Ferguson 2003).

Most educators and parents have had no training on how to work with one another, and many fear and avoid one another. School leaders should consider providing staff and parents with ongoing, research-based training on how to work together and create non-threatening social activities to bring them together (Wherry, 2003).

School Leaders Also Need Support

Much is being asked of school leaders, especially principals, in the quest to raise standards and student achievement. Expectations for school leaders include the following: provide teachers with the necessary resources and professional development they need to be successful; create supportive, comfortable environments conducive to doing good work; involve parents and the community at-large in meaningful ways; and be cheerful through it all.

To be successful, administrators need practical training to help them do their jobs more effectively from the start. They need ongoing professional development to keep them on top of innovations in education. Administrators also need continuous support from other school leaders, school staff and the community.

Appendix 3-1 provides an expanded list of suggested strategies that support teacher retention.

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The Role of the Administrator in Teacher Retention

The strategies offered in this appendix expand upon the suggestions regarding management practices that support teacher retention made in Section Three: The Role of the Administrator in Teacher Retention. The appendix is presented in the form of a self-assessment instrument that can be used to help educators identify areas of strengths and needs. This instrument contains an extensive list of strategies, but should not be seen as the only interventions possible.

Before conducting an assessment, a school or district team should review the instrument and use only the relevant items. The team should feel free to add additional items if needed. Once the data is gathered, the team should analyze the information, then design and implement improvement strategies that address specific issues that are identified.

Assessment Category: Leadership/Decision Making

Topic 1: Building/district support for teachers

	Never 1	Seldom 2	Most of the time 3	Always 4
The superintendent, principal and/or special education administrator are involved in a formal teacher retention initiative.				

Topic 2: Policies/procedures that support teachers

	Never 1	Seldom 2	Most of the time 3	Always 4
All teachers, including special educators, have clear, written job descriptions.				
Job descriptions are used to define the roles of para-educators.				
Job descriptions focus on the specific requirements of various roles, and are not overly broad or otherwise unrealistic.				
Job descriptions are actively used to shape expectations for personnel.				
The field of special education has changed its emphasis from separate programs for students with disabilities, to one that is based in the regular program and curriculum for nearly all students. Programs and service delivery systems may need to be reviewed and redesigned to ensure that they efficiently and effectively support the learning of students with disabilities in terms of current best practice.				

	Never 1	Seldom 2	Most of the time 3	Always 4
Special educators and special education programs focus on the learning and/or development of students with disabilities who are correctly identified				
An organizational chart is used as a tool for visualizing the extent to which special education teachers and programs are isolated or integrated within the system.				
There is an inclusive school philosophy in which all personnel share the responsibility for educating all students, and the unique contributions of special education personnel are understood and appreciated.				
Special education personnel are considered regular and fully integrated members of the professional team, and in practice, this means that they have the opportunity to be full participants in the same professional, extracurricular and school-based social activities as other faculty and share school-wide responsibilities similar to their peers.				
Because special educators typically have case management and paperwork responsibilities that other members of the professional team do not, overall workload is considered when special educators assume school-wide responsibilities.				
Issues related to fair and balanced personnel workloads are addressed in thoughtfully developed policy statements and management practices.				

Topic 3: Teacher influence over curriculum and instruction

	Never 1	Seldom 2	Most of the time 3	Always 4
Educators' responsibilities center around activities that promote learning, rather than on clerical, housekeeping or management tasks. Trained, experienced educators are fully capable of making good decisions regarding their students, and are permitted and encouraged to exercise their professional judgment.				

Topic 4: Appropriate class assignments

	Never 1	Seldom 2	Most of the time 3	Always 4
There is periodic assessment of the match between individuals' skills and their job requirements in order to support the development of both new competencies in current staff as well as the identification of personnel who are ready for new professional opportunities. New teachers are given the least desirable courses and classrooms, as well as the most challenging groups of students. Teaching assignments are aligned with certification, and take into consideration a teacher's experience. First year teachers have a reduced workload. Policies permit veteran teachers to transfer to easier assignments or more desirable environments, leaving the more challenging jobs to new teachers.				

	Never 1	Seldom 2	Most of the time 3	Always 4
Policies permit general education teachers to "bump" special education teachers as a result of reductions in the teaching force.				
Paraprofessionals have appropriate credentials and experience.				
Paraprofessionals are deployed in accordance with their individual skills and abilities and are not pressed into service that is inappropriate on the basis of their credential, their abilities, or their experience.				

Topic 5: Adequate pay scales and financial incentives

	Never 1	Seldom 2	Most of the time 3	Always 4
District-level administrators and school board members establish equitable pay scales and benefit packages in consort with the teacher unions or other representative organizations.				

Topic 6: Equitable application of licensing and certification regulations

	Never 1	Seldom 2	Most of the time 3	Always 4
Only properly certified teachers are employed in order to build a quality, stable workforce.				
District personnel make few exceptions when hiring fully certified professionals for special education positions.				

Topic 7: Induction and mentoring

	Never 1	Seldom 2	Most of the time 3	Always 4
Distinguishing novice teachers from those with more experience provides a natural lead-in to providing novices with the special support they need as they settle into their roles and begin to lock in their skills.				

	Never 1	Seldom 2	Most of the time 3	Always 4
Mentoring or induction programs create a new and important role for experienced educators, who typically find it rewarding and revitalizing to help beginning teachers master their craft.				

Assessment Category: School Climate

Topic 1: Comprehensive student support and discipline systems

	Never 1	Seldom 2	Most of the time 3	Always 4
Student disciplinary policies set parameters on acceptable behavior and specify consequences for infractions.				
Teachers have the latitude to manage the behavior of their students, and to invoke the specialized disciplinary provisions of the IDEA when appropriate.				
Disciplinary policies and practices should seamlessly include the mechanisms specified in the IDEA that help schools to respond appropriately and constructively to students whose unacceptable behavior is a manifestation of their disability.				
Teachers' need for information, training and other resources in this area is assessed and addressed.				

Topic 2: Focus on student results and outcomes

	Never 1	Seldom 2	Most of the time 3	Always 4
Student assessment is regulated by established testing programs and articulated grading policies.				
Teachers have the latitude to assess and rate their students' performance, and to help determine when students with disabilities require alternative means of assessment.				
School policies and practices that support high educational standards and appropriate educational experiences for all students, including those with disabilities, are in place.				

	Never 1	Seldom 2	Most of the time 3	Always 4
Administrative practices and operating procedures support excellent teaching.				

Topic 3: Safe environment

	Never 1	Seldom 2	Most of the time 3	Always 4
Special education teachers and programs are assigned space in the same areas of the school as other teachers and classes. The instructional and workspace assigned to special educators and students with disabilities (when it is functionally necessary for their spaces to be separate from regular classrooms and offices) is equivalent in terms of functionality, comfort and attractiveness. The amount and type of space allocated for various types of activities is appropriate for the activities being conducted. Instructional areas are conducive to learning, and faculty workspace is functional and as pleasant as possible.				

Topic 4: Climate of respect

	Never 1	Seldom 2	Most of the time 3	Always 4
Expectations for educational personnel are well known to staff, parents and other members of the educational community. (This can be accomplished both by making relevant information widely available and by promoting the visibility of teachers as they successfully fulfill their roles.) The school is an inclusive community where the education of all students is a shared responsibility, and special education students and teachers are not isolated or marginalized.				

Assessment Category: Infrastructure

Topic 1: Number of students

	Never *1*	*Seldom* *2*	*Most of the time* *3*	*Always* *4*
Caseloads are determined by considering multiple factors, including the complexity of individual cases, the severity of students' disabilities, the number of different disability types served, and the range of students' needs because all of these factors interact to influence the manageability of a teaching assignment. Whenever classes or caseloads are being assigned, general caseload guidelines are used in conjunction with consideration of specific student characteristics and needs to determine if the proposed caseload is realistic and appropriate. Paraprofessionals, clerical staff, interns, volunteers and others are chosen over teachers to handle tasks that do not require an individual with full professional competencies.				

Topic 2: Team teaching

	Never *1*	*Seldom* *2*	*Most of the time* *3*	*Always* *4*
Special education personnel have adequate opportunities to communicate and work in conjunction with other professionals who have the same specialty areas. Schools have natural mechanisms that provide for and encourage student-centered collaboration between regular and special educators.				

Topic 3: Planning time available

	Never 1	Seldom 2	Most of the time 3	Always 4
Time is specifically allotted for important non-instructional activities such as teacher collaboration and planning, parent meetings, paraprofessional supervision or IEP development.				
Special education personnel within the same jurisdiction have structured opportunities such as common planning time to work with each other to identify and address service delivery issues and improve local professional practice.				
Teachers have sufficient time allocated to reasonably fulfill their professional responsibilities.				
Tasks requiring non-professional or lower skills levels are reassigned to paraprofessionals or other non-instructional staff, or by adjusting teacher caseload.				

Topic 4: Curriculum guidelines

	Never 1	Seldom 2	Most of the time 3	Always 4
Teachers can select methods and materials within the curriculum frameworks that are typically available to provide scope and coherence to instruction.				

Topic 5: Adequate supply of materials

	Never 1	Seldom 2	Most of the time 3	Always 4
Necessary teaching tools are on hand or readily available. (Suppliers can often provide sample materials to supplement what a school is able to purchase. Service organizations can sometimes supplement limited budget allocations for special materials or equipment. Programs that prepare teachers can sometimes loan curriculum materials, especially if they have an established relationship with a school or particular teacher.)				

	Never 1	Seldom 2	Most of the time 3	Always 4
Administrators consider the degree to which various types of resources are available to teachers in all areas, especially when they have significant responsibilities for students with disabilities.				

Topic 6: Technology support

	Never 1	Seldom 2	Most of the time 3	Always 4
Technical expertise necessary to ensure that computers and other equipment operate properly is readily available. Proper software is loaded and operating. The necessary peripherals such as printers or network connections are available and working. Personnel have the information and training to efficiently and effectively use technology resources.				

Topic 7: Overwhelming paperwork

	Never 1	Seldom 2	Most of the time 3	Always 4
Training is provided to help personnel write shorter, more focused and effective IEPs. Paperwork requirements in all areas, including special education, are streamlined, and unnecessary, duplicative and marginally useful reporting or documentation is eliminated. Forms are easy to use, clear and well organized. (Checkboxes and similar design features, where appropriate, can be easier to use than fill-in-the-blanks. Cues and reference material can be integrated into pre-printed and computer-based forms to eliminate confusion and the need to look up information. Related documents should work together as an integrated set.)				

	Never 1	Seldom 2	Most of the time 3	Always 4
Documents that are used by more than one organization or unit within an organization are uniform and compatible.				
Documents are routed in the simplest way that will support their function.				
Information is easy to find and readily accessible to those who need to use it.				
There is unnecessary duplication of information stored.				
Filing systems are uniform across the organization.				
Some of the responsibility for special education paperwork and process is reassigned to clerical staff, paraprofessional personnel or program assistants to reduce the impact of paperwork demands on education professionals without having a negative effect on students or learning.				
Staff members who are responsible for creating or using documents are well versed regarding their purpose, preparation and use, and training and related guidance materials are routinely provided.				
Computer-based technology to ease the paperwork burden on educators is used whenever possible. (It is possible to enhance virtually all aspects of document and data handling through the use of technology, including: the mechanics of document preparation; the content of documents in terms of accuracy, completeness and quality; transmission and security issues; and information aggregation and analysis.)				

Assessment Category: Content/Skills

Topic 1: Opportunities for professional development

	Never 1	Seldom 2	Most of the time 3	Always 4
Ongoing, high quality and relevant professional development opportunities are available to ensure that teachers are able to assist their students to perform to high standards despite an ever-changing social context, increasing student needs and evolving professional practice.				
Job designs reflect differing skill levels, experience, and focus areas to provide stimulating career development opportunities for teachers.				
Teachers have opportunities to learn new skills and develop their leadership potential from curriculum development to community outreach.				
Teachers have significant input into the determination of their individual and collective needs for continuing professional development that references organizational goals and priorities, current and emerging professional practice, and their own professional needs and goals.				

Topic 2: Ability to work with diverse students

	Never 1	Seldom 2	Most of the time 3	Always 4
Special education programs focus on the learning and/or development of students with disabilities who are correctly identified, not on students who have needs, such as motivation or discipline, but are not disabled.				
School-wide and district-wide assessment programs accommodate the need for some students with disabilities to have alternate, more suitable means of assessing their educational and/or developmental progress.				
Teachers' and administrators' need for information, training and other resources in alternate assessment is assessed and addressed.				

	Never 1	Seldom 2	Most of the time 3	Always 4
General and special education teachers have a sufficient amount of accurate and relevant information on their students. (This includes diagnostic information that clearly relates to educational issues and needs, and IEPs that are well written and include appropriate and realistic expectations for student progress.) There are budgetary and other administrative provisions that allow teachers to have access to highly specialized consultants or service providers to help them work with students with unusually complex disabilities. Specialized consultants and service professionals who are available to school personnel have been identified.				

Assessment Category: Community Involvement and Support

Topic 1: System of family communication

	Never 1	Seldom 2	Most of the time 3	Always 4
Members of the community are considered consumers and, as such, are periodically updated on district and school-wide issues and included in decision making where appropriate, i.e., hiring, policy development.				

Topic 2: Community involvement in support of teachers and students

	Never 1	Seldom 2	Most of the time 3	Always 4
Teachers, parents, administrators on all levels, and the community-at-large work together to develop a shared understanding of realistic and appropriate expectations for educational personnel. Parents and community members regularly express their goodwill and appreciation for teachers to acknowledge the good work they do.				

Building a Framework: Induction and Mentoring Programs that Work
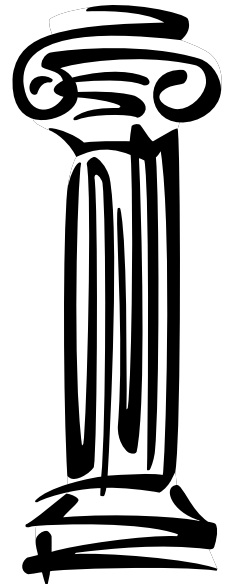
Susan Villani, Ed.D.
Northeast Regional Resource Center
Learning Innovations at WestEd

Keeping
Quality
Teachers
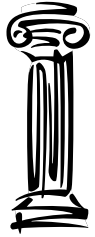
Building a Framework: Induction and Mentoring Programs that Work

Using the self-assessment for working conditions in Section Two, Appendix 2-1 can help school districts analyze ways to improve the quality and retention of their teachers. Carefully planning an induction program that includes a strong mentoring component should be considered by school districts as a way to promote higher teacher quality and retention rates.

Why is induction and mentoring necessary?

Induction programs to support new teachers have the potential to make a profound difference in the ability of new teachers to understand and work in the new school community, in the quality of teacher performance, and in the retention of new teachers and experienced teachers. Teacher preparation typically begins in college, either at the undergraduate or masters level. However, it is increasingly possible for some teachers to enter the profession through alternative routes, such as careers in the private sector or the military. These teachers may have the additional challenge of acquiring skills in educational pedagogy, even if they have content expertise and/or life experiences. While school districts, institutions of higher education, and state departments of education typically share in the professional development of educators, induction and mentoring programs are increasingly important given the variability of teacher preparation.

What do new teachers need?

For anyone, regardless of preparation, the first year of teaching is challenging and can all too easily become overwhelming. Moir has identified five phases of a first-year teacher's attitude toward teaching. Beginning with anticipation, novices may experience a roller-coaster ride of survival, disillusionment, rejuvenation, reflection, and hopefully begin the cycle again with anticipation for the new school year. By addressing the needs of new teachers as professionals and members of a learning community, schools will have more new teachers who will end each school year looking forward to returning (Moir, 1999).

Figure 1:
The Phases of a First-Year Teacher's Attitude Toward Teaching

Anticipation

Anticipation

Survival

Reflection

Rejuvenation

Disillusionment

Aug   Sept   Oct   Nov   Dec   Jan   Feb   Mar   Apr   May   Jun   July
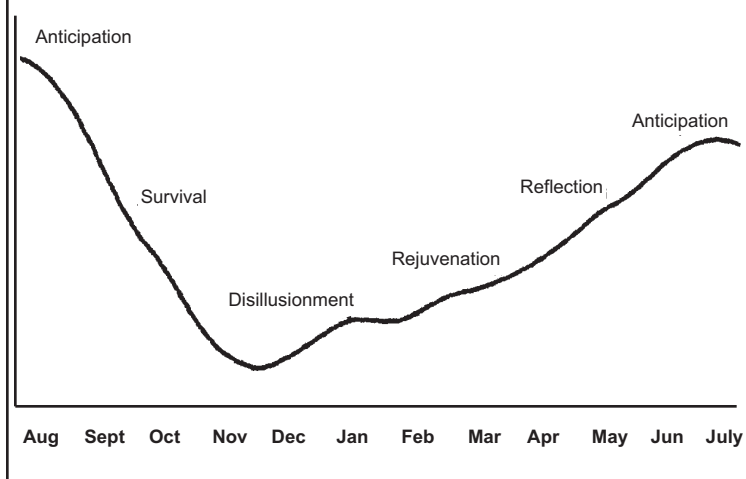
It is crucial that teachers are welcomed into the profession by experienced teachers and administrators who convey a willingness to assist and support the learning and practice of their novice colleagues, and who model a lifelong commitment to their own professional development and growth.

Awareness of these phases of a first-year teacher's attitude is particularly important for special education teachers, and other teachers in critical shortage areas such as mathematics, science and world languages, because their departure from teaching puts an even greater strain on the system to replace them. In addition, the impact on students of the high percentage of special education teachers leaving their positions may be even more significant. If they are working with students in substantially separate classrooms, the safety, understanding of student profiles, and continuity of instruction they provide are essential for student achievement. If they are working with students who receive resource support, either in their classes or on a pull-out basis, they need to have strong working relationships with the classroom teachers of their students. Understanding teaching styles and ways to work collaboratively with individual classroom teachers is imperative, and forming these relationships takes time. When special education teachers leave and new ones replace them, the process has to begin again. In addition, teachers new to the position need to understand the protocols followed in the school district, as well as the resources they have available to them, and this also takes time. Students who can ill afford any lapse in their instruction are perhaps the most vulnerable to changes in staff.

What can school districts offer new teachers?

Many school districts now offer their newly hired teachers induction programs that surpass the obligatory day-before-school orientation. The purposes of induction programs are to:

- Improve teacher performance.
- Increase retention of promising beginning teachers during the induction years.
- Protect the investment of the district in the teacher.
- Promote the personal and professional well-being of beginning teachers.
- Satisfy mandated requirements.
- Transmit the culture of the system.
- Improve student performance and outcomes (Austin, Odell, Ishler, Kay, and Edefelt, 1989).

Some districts also require new teachers to take courses offered by district and/or university personnel as part of their induction during the first two or three years. Mentoring is the most familiar part of induction. In mentoring, more experienced teachers make a commitment to work with a new teacher

for a specific period of time, usually at least one year, for the purposes of helping the new teachers acculturate into the district and reflect on and improve their practice. Mentors do this by learning to become cognitive coaches. Cognitive coaches promote reflection by asking questions. Sometimes they combine data that they have been asked to collect with questions to help new teachers think about what is working in their practice and what may need to be changed or enhanced. Coaches convey people from where they are to where they want to be (Garmston & Wellman, 1999). Coaching is the most important function mentors perform. Mentors need training and continued support to be effective with new teachers. Without coaching, mentors are good buddies, and while that is comforting to new teachers, it will not necessarily help them improve their practice.

While it is most common for mentoring to be the mainstay of induction, there are contexts in which induction only includes an orientation program and possibly follow-up workshops on specific topics of interest to new teachers. This is less than optimal, for it is not this type of professional development that is likely to address the needs of new teachers in an ongoing and meaningful way throughout their first year(s). Induction is best when it is a multi-year process that welcomes new professionals and helps them, over time, reflect on and ever-improve their practice.

What do mentors do to support new teachers?

Four ways that mentors may support new teachers are to:

1. *Provide emotional support and encouragement.*

Beginning a career as a teacher, or even joining a new school community, grade level, or subject, is very difficult. Teachers are keenly aware of their responsibility to students and are often overwhelmed by the immensity of the job. For some new teachers, this may be the first time that they are living on their own and facing the challenges of being self-supporting. Learning how to budget their time so that they are able to "have a life" outside of school is something that new teachers frequently mention. Support and encouragement from mentors and other colleagues are crucial for new teachers to be resilient and revitalized.

2. *Provide information about the daily workings of the school and the cultural norms of the school community.*

New teachers have immediate needs to know such things as the attendance procedures and policies, where the supplies are kept, and the location of important places in the school. Perhaps even more important is knowing school culture. This is tricky because it is not written in any handbook or shared at any orientation meetings. Mentors need to guide new teachers, who won't know if they broke a cultural norm until they inadvertently do so and get negative vibes from their colleagues.

3. *Promote cultural proficiency regarding students and their families.*

Mentors can work with their colleagues to move toward being culturally proficient. Hopefully, individuals and institutions can move through their cultural incapacity and cultural blindness to reach a place of cultural competence. The ultimate goal is to achieve cultural proficiency through continuous attention and learning. We typically think of race and ethnicity when we think of culture. In addition, there are many other aspects of culture, including religion, gender, sexual orientation, physical ableness and class. The cultural competence continuum in the Appendix 4-1 is applicable for all aspects of culture.

4. *Promote reflection and improved practice through cognitive coaching.*

Mentoring is far more than a buddy system, and mentoring programs should be designed to go beyond helping new teachers feel comfortable.

Mentors who learn how to be coaches will learn and perfect their ability to listen well and ask good questions, sometimes combined with data they collect during classroom observations. It is reflection by the new teachers that is fundamental to their growth. Mentors often are unfamiliar with different forms of data collection, and when they become proficient through the mentor training process, they may then collect information during classroom observations that new teachers would like, in ways that are comfortable and meaningful to the new teachers. Mentors sometimes balk at the idea of coaching, thinking that it sounds like what administrators do when they evaluate teachers. While good supervision and evaluation by administrators will likely include some of the things that mentors are trained to do as coaches, the big difference is that, typically, mentors do not make judgments and administrators do. These issues, among others, are why in-depth mentor training is so important (Villani, 2002).

The quality of the mentoring is, in the vast majority of programs, commensurate with the quality of mentor training. Induction programs and mentoring should be part of an overall plan for professional development for all teachers and educational staff in school districts.

Does mentoring help anyone in addition to new teachers?

Mentors typically say, "I got more than I gave."

Mentors often say they got more than they gave, and this is largely because of the ongoing professional development they receive as mentors, as well as the satisfaction of helping new colleagues. Mentors often think they are motivated by altruism, a desire to give back to the profession, to pass the torch and help newcomers. Mentors find that as they participate in extensive mentor training, they learn a great deal about their own practice as well as how to support a new colleague. As a result, experienced teachers who become mentors benefit greatly from mentoring programs. When this happens, other experienced teachers who are not mentors may start learning more about reflecting on and improving their practice. The value of mentoring for all teachers becomes evident. While induction is for new teachers, mentoring is valuable for everyone, whatever their level of knowledge of content and pedagogy.

Teaching is not something that people are born to do, teaching is a profession that is based on research and pedagogy about learning. The more we discover about the functioning of the brain, the more clear it is that instruction can be carefully designed and offered to promote heightened learning. The JoHari Window of Intentionality exemplifies this concept about instruction.

If a teacher does something well that s/he typically cannot do, and doesn't fully understand the underlying principles for its success, there is only one explanation for that teacher's success: it is a *miracle*. If a teacher knows about something but typically cannot do it, it is called *theory*. We want teachers who *can do*, not *cannot do*.

Helping novice teachers become intentional about their practice is the key contribution of mentors.

Some teachers can teach very well, yet when asked why they do what they do, or even to describe what they do, they may say, "I don't know. I just do it. I've been teaching for twenty-five years, and I just do it." That looks like *magic,* and it is not instructive to a novice teacher trying to become more proficient. However, when veteran teachers can do things and can describe how they know to do what they do, they are being intentional about their practice. *Intentionality* is the key to mentoring. As mentors describe and model their intentionality, they often learn more about their own practice. This is the reason so many mentors report about their own growth and rejuvenation during and after their experience of mentoring.

JOHARI WINDOW MODEL OF INTENTIONALITY		
	DON'T KNOW	**KNOW**
CAN'T DO	"MIRACLE"	"THEORY"
CAN DO	"MAGIC"	"INTENTIONALITY"

Sources: Adapted from Far West Laboratory for Educational Research and Development. *Mentor Teacher: A Leader's Guide to Mentor Training* by Judith Warren Little and Linda Nelson, eds. ©1990

Is induction and mentoring common throughout the country?

The need for effective induction programs was recognized by many educators in the 1980s, well before most states considered mandating mentoring as part of licensure/certification. As of 2002, 23 states reported having mentoring programs for new teachers, and two additional states were working on doing so. One half of those states mandated mentoring programs, and one quarter of them had a consequence for failure to successfully complete the program (State Departments of Education, CCSSO Policies and Practices Survey, 2002).

What decisions should a school district or state make in developing and implementing a mentoring program?

There are major considerations when planning and/or enhancing a mentoring program. Planning committees should discuss and answer the following questions.

- *Duration of Program?*

  Is this a one, two, or three-year program? A multi-year program is optimal because it addresses the developmental needs of the new teachers. The first year may focus on orientation to the system, understanding of school and district culture, and familiarization with curriculum. The second and possibly third year may build on the content coaching that is begun in the first year and continue to strengthen teaching skills and knowledge of pedagogy. Cultural proficiency, which is an ability to be sensitive to and knowledgeable of the diversity of the students and their families and the ways that cultural identities impact learning, may be addressed more deeply as new teachers are more familiar with school culture and curriculum.

- *Teachers Served?*

  Is this a program only for novice teachers who are new to the profession, or does it also include teachers who may be experienced and who are new to the school/district? What about teachers teaching a different grade level or subject? If experienced teachers are included in the program, some program differentiation will be useful. While experienced teachers may not need much coaching about classroom management, for example, teachers can always benefit from reflecting on their practice and student achievement.

- *Evaluative or Non-Evaluative?*

  Will mentors evaluate new teachers, or is their role non-evaluative? Most mentoring programs are non-evaluative, in which mentors are non-judgmental colleagues who help promote new teachers' reflection on their own practice. There are some peer assistance and review models that include an agreement between the teachers' union and the administration to share the evaluation role. While this is not typical, it is a choice for the district to make when designing a mentoring program.

- *Full-time or Part-time Mentors?*

  Are mentors classroom teachers who take on the additional responsibility of mentoring, or are mentors released from some or all classroom teaching responsibilities? Typically, mentors are full-time teachers who also mentor a colleague. Some districts have created half or full-time positions for mentoring, which are filled by teachers

whose teaching responsibilities are decreased or eliminated while they are mentors. There are advantages to both, so consideration of philosophy and cost are crucial in making the decision.

- *Remuneration for Mentors?*

   Are mentors compensated? Mentoring is a big commitment of time, energy and support for a colleague. Often, mentor remuneration is part of the negotiated teachers' contract. There are many ways to remunerate mentors, including salaries for full or part-time mentors, stipends for full-time teachers who are mentors, additional released time for professional development, money to attend conferences, reduction of non-classroom duties, and additional personal leave.

- *Cost of Program?*

   What would it cost to have a mentoring program that we believe will support our new teachers? The cost of programs ranges from virtually nothing to large amounts of capital and human resources. Optimally, programs should have adequate resources for the services they provide to new teachers. Whether this is possible depends on funding. Program costs may include: mentor remuneration; professional development (including training, materials, and conference costs); and substitutes to cover classrooms so mentors and new teachers may meet and observe each other.

- *Funding?*

   How can mentoring programs be funded? There are many different ways that programs are funded. Optimally, programs are a line item in the school district budget, and in this way are more likely to continue each year. Programs have also been funded through federal or state grants (often as part of a teacher quality allocation) and/or funding from local education foundations in specific towns/cities. There are some creative ways that programs are funded, and these are included in the chart entitled "Selected Models of Mentoring/Induction."

What steps should a school district or state take in developing and implementing a mentoring program?

There are many things to consider when designing a mentoring program. Each of the following six steps is important and need careful consideration and planning.

1. *Involve key shareholders.*

   Involving key shareholders ensures a greater likelihood of success, and a well conceived program. Key shareholders include new teachers, mentor

teachers, as well as building and central office administrators. In addition, it can be useful to include teachers' association leadership and the members of the school board, since aspects of the mentor program will have contractual and budgetary implications. Sometimes, there are ways to secure funding for the initial stages of the program, perhaps through grants from the state education agency or local foundations. Ultimately, if not from the outset, mentoring programs need to be part of the school system budget, so it is wise to have everyone at the table to discuss the ramifications of building strong professional development for all teachers, and specifically for new teachers as they join the profession and the school system.

2. *Articulate and communicate the selection criteria and selection process for mentor teachers.*

Articulating selection criteria and selection process for mentor teachers is very important if the best mentors are to be chosen. Since mentors should be remunerated in some way, the stipend or other financial incentives could make becoming a mentor attractive to some teachers who might not have the background, skills and/or disposition to be good collegial coaches. Sometimes, administrators have used mentor selection and the financial incentives for mentors as rewards for teachers who have done other things for the school. By establishing selection criteria and a process for selection, several things are achieved:

- the school community gets a clear message that this program seeks mentors with the greatest potential and capability to support new teachers;
- the experience, skills, and disposition that are sought are clear; and
- there are appropriate and fair guidelines for selection.

In so doing, the group designing the mentoring program, and the administrators, are guided and potentially protected from criticism about their selection decisions. Clarity and consistency of standards for choosing mentors, as well as a clear selection process that is known in advance by the entire school community, will ensure that mentor selection decisions are done fairly and with the best interests of the program and the new teachers in mind.

3. *Match mentors and new teachers.*

Matching mentors and new teachers well can make the difference between a meaningful and fruitful relationship and one that is perfunctory. Action research indicates that there are two factors that contribute most strongly to productive matches: proximity and same grade/level or subject area. When mentors and new teachers are in the same building, and even teach in classrooms that are nearby, they are much more likely to meet frequently, in addition to the regularly scheduled weekly meetings that are recommended. When mentors and new teachers teach the same grade level or subject, mentors are clearly in a better position to share their knowledge of

curriculum and instruction with new teachers and help them plan and reflect on their own practice. Special educators can be the most difficult to match because they are often the only person in their school who does that job. In this case, one effective resolution is to have two mentors share the responsibility. One mentor is in the same building and can share cultural norms of the building and community and help with daily, logistical issues. The other mentor would be a job-alike special educator in another building who could be more helpful to the new teacher regarding IEPs, testing, school-system policies and practices regarding special education, and the additional challenges that special educators face.

4. Provide training and support.

Providing training and support to mentors is the biggest predictor of whether they will be cognitive coaches who promote the reflection and learning of the new teachers, or simply well intentioned and caring buddies. Mentors need to learn how to coach adult learners, and they need time to practice and receive feedback on their own development as coaches. Mentors need preliminary training before becoming mentors, ongoing professional development and coaching, and support for the important and sometimes difficult work of being a mentor. (See Appendix 4-2 for suggested topics and timelines for mentor training.)

Good teachers are not automatically good mentors.

Many mentors have found that a coaching self-assessment and rubric of coaching have been very instructive in considering their practice as coaches. These tools are invaluable as teachers become mentors and think about their ability to promote the reflection of new teachers and strive to improve their own practice.

A rubric of essential coaching skills and a coaching self-assessment survey are in Appendices 4.4 and 4.5. They may be used in a variety of ways. Mentors may use the survey to identify their strengths and challenges as coaches. This will inform their interest in professional development, as well as possibly motivate them to enhance their coaching repertoire and skills. Mentors may also share the results of their surveys with mentor program planners to assist them in planning appropriate and necessary professional development for mentors. The rubric of essential coaching skills includes levels of performance that are observable and objectively stated. New and experienced mentors will see the breadth and depth of the role. Experienced mentors may realize that there is even more that they may be doing to promote the reflection and practice of new colleagues. As such, the rubric helps inform mentors' thinking about coaching, and helps them set realistic goals for professional development. After identifying areas for improvement or enhancement, mentors and program planners are in a much better position to seek or provide the needed resources to strengthen themselves and the programs.

There are many resources available to guide in the training of mentors. *Mentoring: A Resource and Training Guide for Educators*, 2nd Edition (Dunne

and Villani, forthcoming in 2005) is recommended, among others, because it contains a wealth of concrete, research-based ideas about mentoring, including professional development designs for different audiences, directions for activities trainers and facilitators may use to train mentors, appropriate handouts for training, and PowerPoint presentations for these training designs and experiences. The list of references for this section includes additional resources.

5. *Create supporting policies and procedures.*

Creating the policies and procedures for the mentoring program in advance will promote effective communication and also prevent a number of questions and concerns from arising. For example, an exit strategy needs to be created for the infrequent times when a new teacher-mentor match doesn't work out. This is important because new teachers and mentors are often reluctant to tell their supervisor that a match is not working. The new teachers assume that mentors are highly regarded and, therefore, might be reluctant to tell an administrator anything less than appreciative comments about the mentors. Mentors may not want to prejudice an evaluator about new teachers by reporting problems with the mentoring process. When there are designated people without supervisory responsibilities whom mentors and new teachers may approach in confidence, participants know that there will be help for them without fear that it will reflect poorly on them or their partners.

6. *Conduct an evaluation.*

Conducting an evaluation of the program is essential for assessing its strengths and challenges. Evaluation is something that is sometimes skipped because of a lack of funds. It is critical that there be some evaluation, even if it is not as detailed as might be optimal. New teachers, mentors, other teachers and administrators need to know that their reflections on their experiences in the mentoring program, both positive and negative, are sought and their concerns and suggestions will be considered as the program that has been piloted is improved. A rubric for assessing mentoring programs, such as the one that follows, can offer insights into ways to maximize the benefits and effectiveness of a mentoring program and can help teachers and administrators have a clearer vision of excellence.

What would an effective mentor program look like?

The following rubric offers performance indicators of success for mentoring programs and can be helpful as a guide for successful implementation.

Developing Effective Mentor Programs

Criteria for Success	1 Inadequate	2 Basic	3 Proficient	4 Sustainable
Involvement of Key Shareholders	Mentor program is designed and planned by a few individuals. Could be "top down" or "bottom up."	Teachers and administrators work together to design the mentor program.	Teachers and administrators representing all grade levels, school committee members, parents and students are involved in designing and planning the mentor program.	Teachers and administrators representing all grade levels, school committee members, parents, and students are involved in designing and planning the mentor program. There is a multi-representative design team that continually assesses the program, identifies what's working and not working, and makes changes along the way.
Selection Criteria and Process for Mentor Teachers	No criteria exist. Building principals "hand pick" mentor teachers.	Mentors volunteer and are selected by a mentor program committee. No criteria exists.	Criteria for selecting mentor teachers are identified. A mentor program committee selects mentors with input from the building principal.	Criteria for selecting mentor teachers are identified. A mentor program committee selects mentors with input from the building principal. Potential mentors complete an application including recommendations from colleagues.

(Continued)

Developing Effective Mentor Programs

Criteria for Success	1 Inadequate	2 Basic	3 Proficient	4 Sustainable
Mentor and New Teacher Matches	Mentors and new teachers are matched without consideration of grade level, content area, or geographic location.	Mentors and new teachers are matched (to the degree possible) according to grade level and content area.	Mentors and new teachers are matched (to the degree possible) according to grade level and content area. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers.	Mentors and new teachers are matched (to the degree possible) according to grade level and content area. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers. A procedure exists that, in the event matches do not work, both parties are "held harmless," and a new match is made.
Training and Support	Training consists of disseminating and "walking through" the new teacher handbook.	An orientation session is held for mentors outlining roles and responsibilities.	An orientation session is held for mentors and new teachers outlining roles and responsibilities. Three to four days of mentor training is provided to all mentor teachers. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques.	An orientation session is held for mentors and new teachers outlining roles and responsibilities. Three to four days of mentor training is provided to all mentor teachers. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques. Mentor and new teacher pairs are provided with on-site coaching and support throughout the year.

(Continued)

Developing Effective Mentor Programs

Criteria for Success	1 *Inadequate*	2 *Basic*	3 *Proficient*	4 *Sustainable*
Supporting Policies and Procedures	There are no policies in place to support the mentor program. However, the district has decided to implement a mentor program of some sort.	A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Training dates are set. Mentors and new teachers have to "catch as catch can" regarding finding time to meet.	A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other's classroom.	A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other's classroom. The school schedule provides regular professional development time during the school day for all teachers allowing new teachers to link with and learn from other colleagues.

(Continued)

Developing Effective Mentor Programs

Criteria for Success	1 *Inadequate*	2 *Basic*	3 *Proficient*	4 *Sustainable*
Mentor Program Evaluation	There is no evaluation of the mentor program.	Evaluation of the mentor program focuses only on participant satisfaction and enjoyment.	The impact of mentor training on supporting mentors to successfully fill their roles is assessed. A survey of new teachers' needs is conducted and used to evaluate how well the mentor program serves those needs.	The impact of mentor training on supporting mentors to successfully fill their roles is assessed. A survey of new teachers' needs is conducted and used to evaluate how well the mentor program serves those needs. Mentor teachers conduct self-assessment around their performance as a mentor teacher. New teachers conduct self-assessment of their teaching against clearly defined teaching competencies. A rubric identifying criteria for success of a mentor program is developed and used to assess the efficacy of the mentor program.

Dunne, K. & Villani, S. (forthcoming 2004). *Mentoring: A resource & training guide for educators*. Woburn, MA: Learning Innovations at WestEd.

Special education professionals have many of the same needs as regular educators, and they also have additional challenges that are discussed throughout this document. Some of the areas requiring specific consideration are: matching special educators with appropriate mentors, special education funding, special education laws and local protocols for meeting the requirements, parents/family education, and co-teaching to fully include youngsters in classrooms in their neighborhood schools. Although districts may not have designated retention programs for special educators, more of them are realizing that it is crucial to consider the unique needs of special educators, in addition to those shared with all new educators. Some districts have special sessions for special educators, in addition to those scheduled for the majority of new teachers.

What are some different approaches in mentoring programs throughout the United States?

When creating or revising a mentoring/induction program, teachers and administrators often ask, "What is out there?" A summary of different types of programs is contained in the following chart, Selected Models of Mentoring/Induction, that compares the programs in terms of such components as funding, duration of program, population served and whether the mentors are full-time teachers/specialist, full-time mentors, or a combination thereof.

Selected Models of Mentoring/Induction

Program	Student Population	Unique Feature of Program	Duration of Program	Funding	Full-time/ Part-time	Contact Information
Aurora, CO	K-12: 28,313 and some post-secondary	Continuum of skills correlated with each state standard; District resource teachers support mentors	1 year	District and grants	Full-time teachers	Linda Damon, Director of Staff Development 303-344-8060 228364 lindad@hline.aps.k12.co.us
BTSA, Pajaro Valley, CA	K-12: 19,400	Full-time release for advisors; Statewide program development and implementation	2 years	State and district	Full-time mentors	Ellen Moir, Exec., Dir. New Teacher Center, UCSC 831-459-4323 moir@cats.ucsc.edu
Dover-Sherborn, MA	K-12: 1,982	Teacher leaders coordinate the program and do most of the training	1 year	State grant and local education fund	Full-time teachers	Martin Moran, Teacher Leader 508-785-0635 moranm@doversherborn.org
Glendale Union HS, AZ	9-12: 13,683	3-year program of support for new teachers in regional high school district	3 years	District	Part-time teachers	Vernon Jacobs, Assoc. Sup't. 623-435-6000 x 6002 vejacobs@guhsdaz.org
Lee County, NC	K-12: 8,100	Taught by classroom teachers, for classroom teachers	3 years	State and local	Full-time teachers/Full-time mentors	Lou Coggins, Director 919-776-7541 x313 lcoggins.ls@lee.k12.nc.us

(Continued)

Program	Student Population	Unique Feature of Program	Duration of Program	Funding	Full-time/ Part-time	Contact Information
Newport News, VA	PreK-12: 33,000	PATHWISE Induction model	1 year, possibly 2 years	Local and state	Full-time teachers	Kathleen Pietrasanta, Dir. Of Instructional Mentoring 757-591-4584 kpietras@sbo.nn.k12.va.us
Rochester, NY	PreK – Adult Ed: 38,000	Peer assistance and review	1 year, possibly longer	District, state and grants	Part-time teachers	Carl O'Connell, Mentor Program Coordinator 585-454-5550 cesmo@aol.com
Saint Paul, MN	K-12: 46,000	Learning Circles- Small groups of teachers meet monthly with resource colleague to discuss issues of their choosing	3 years	District, grant and union	Full-time teachers	Maria Lamb, Director of Instructional Services 651-767-8139 maria.lamb@spps.org
STEP, Montana	K-12: 159,988 in the state	Telecommunications is used for mentoring beginning mathematics, science, and elementary teachers in this large, rural state	2 years, possibly longer	National Science Foundation Grant and state	Full-time teachers	Elizabeth Swanson, STEP Project PI 406-994-6768 eswanson@montana.edu

(Continued)

Program	Student Population	Unique Feature of Program	Duration of Program	Funding	Full-time/ Part-time	Contact Information
University of New Mexico, NM	K-12: 86,114	No new budgetary expenditures - in collaboration with the University	1 year	None	Full-time mentors	Jean Casey, Sec. Program Coordinator 505-277-7785 jhcasey@unm.edu
Vicksburg, MI	K-12: 2,780	Creative funding of instructional specialists; 3 years of coaching and coursework	3 years	District, creatively	Full-time teachers/Full-time mentors	Pat Wilson O'Leary, Instructional Spec. 269-321-1038 patwo@vicksburg.k12.mi.us

Villani, Susan. (2002). *Mentoring Programs for New Teachers: Models of Induction and Support.* Thousand Oaks, CA: Corwin Press.

What are the implications for districts and/or states?

Establishing or revising an induction program requires careful consideration and discussion of participants' needs, funding, role responsibilities, and ongoing professional development for mentors as well as new teachers.

There are many roles for supporting new teachers within the school community. New teachers will be significantly better prepared if they have the wisdom and encouragement of all members of the profession. Parents and families are also members of the school community. Sometimes, new teachers experience additional challenges from skeptical parents/families who are concerned that their newness to the profession may be a disadvantage for their children. When the entire community knows that there is an effective induction and mentoring program for new teachers, families may feel less concerned because they know that the new teachers have the guidance, support, and resources they need to be successful. The Hopkinton Public Schools, Hopkinton, MA, has delineated the awareness and responsibilities for different role groups, and this example is included in Appendix 4-6 as the work of an individual school district in developing its own program.

Summary

Mentoring programs are an essential part of the induction of new teachers and also have significant benefits for the mentors of the new teachers. There are many examples of entire school cultures becoming more collaborative as a result of mentoring programs (Villani, 2002). The collaborations between and among school districts, institutions of higher education, departments of education and educational collectives that can be developed or strengthened are limitless. These efforts require sharing knowledge, skills, resources and strategies, as well as a deep commitment to work together to help new teachers. It was shocking when the education profession first realized and acknowledged that 30-50% of new teachers were leaving in their first five years of employment (U.S. Department of Education, National Center for Education Statistics, 1997). Special educators, bilingual educators and teachers in urban and sometimes rural settings often leave their positions more frequently. This has been known for a long time, yet mentor programs, which can make a difference, are neither as numerous nor as comprehensive as they need to be to support new teachers.

The following appendices include resources that will further assist school districts and schools in developing a framework for teacher retention that includes induction and mentoring programs.

Appendix 4-1 is a continuum that displays levels of cultural competence.

Appendix 4-2 offers suggested topics as well as a school calendar-year timeline for mentor training and ongoing support.

Appendix 4-3 provides a model four-day agenda for mentor training.

Appendix 4-4 uses a Likert-type scale, and this self-assessment survey is a discrepancy analysis tool assessing current knowledge and use of specific coaching skills and information.

Appendix 4-5 examines, by way of a rubric, the essential coaching skills used in mentoring new teachers.

Appendix 4-6 provides an example of how Hopkinton, MA Public Schools had delineated the awareness and responsibilities for each role group in the school district responsible for a part of the mentoring program.

Appendix 4-7 provides twenty steps that can be used for planning and implementing a successful mentoring program.

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The Cultural Competence Continuum

Cultural Destructiveness		Cultural Blindness		Cultural Competence	
	Cultural Incapacity		Cultural Precompetence		Cultural Proficiency
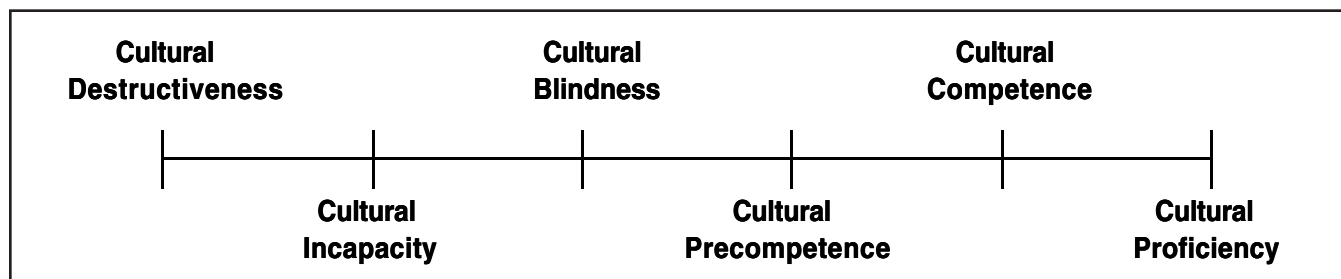
■ *Cultural Destructiveness* - organizations that enact policies and practices, and individuals whose values and behaviors, serve to eliminate all vestiges of other people's cultures from their midst.

■ *Cultural Incapacity* - organizational cultures that foster policies and practices, and that employ people who believe in the superiority of one's own culture and who behave in ways that disempower another's culture.

■ *Cultural Blindness* - organizational policies and practices and individual behaviors that value acting as if cultural differences do not matter or as if there are no differences among and between cultures. Not seeing color is an expressed value.

■ *Cultural Precompetence* - organizational and personal awareness that recognizes the limitations of one's skills or an organization's practices when interacting with other cultural groups.

■ *Cultural Competence* - organization and individuals who interact with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and teaching practices:

- Ongoing assessment of one's own and organization's culture;
- Valuing diversity through accepting and respecting difference;
- Managing the dynamics of difference;
- Adapting one's own values and behaviors and the organization's policies and practices to include new groups; and
- Institutionalizing cultural knowledge.

■ *Cultural Proficiency* - organizations and people who esteem culture; who know how to learn about individual and organizational cultures; and who interact effectively in a variety of cultural groups.

(Lindsey, R.B., Robins, K.N., & Terrell, R.D. (2002). *Cultural proficiency: A manual for school leaders.* Thousand Oaks, CA: Corwin Press.)

Suggested Topics and Timeline for Mentor Training and Ongoing Support

Topics

- Stories and Statistics about Mentoring Programs for New Teachers
- The Needs of New Teachers and Phases of Their First Year
- Qualities and Attributes of Good Mentors
- The JoHari Model of Intentionality
- Active Listening Skills
- What Makes a Good Question
- Confidentiality
- The Coaching Cycle
- Data Collection Strategies
- The Norms of Collaboration
- *A Framework for Teaching*
- Matching Instructional Leadership Styles with New Teacher's Need for Structure
- Promoting Reflection Through Questions and Data from Classroom Observations
- Other as indicated by needs assessment of mentors

Note: Professional development sessions for mentors and/or new teachers are excellent opportunities to collect data for formative and/or summative evaluation of the program.

Timeline for Year One of Mentor Training and Support

August

It is optimal for mentors to be trained during the summer so that they may start meeting with the new teachers before the beginning of the school year. An institute of 3-5 days provides ample opportunity for mentors to learn enough about and practice the skills needed to be effective mentors. Including the new teachers in some of the training, particularly the coaching cycle and discussions about confidentiality, has proven to be helpful to both mentors and new teachers.

September – May

It is beneficial for mentors to have monthly meetings with other mentors and a trainer/facilitator to discuss their mentoring experiences, learn from each other, and be supported in their coaching

It is equally beneficial for new teachers to have monthly meetings with other new teachers in the district and a trainer/facilitator to discuss their experiences as new teachers and be supported in their efforts to cope with the challenges they face their first year.

Mentors need ongoing training and support to improve their coaching skills. Monthly professional development is optimal; meeting every two months for additional training is useful. This may take the form of full or half-day sessions for all mentors. It may also include individual coaching of the mentor during planning and/or reflecting conferences, with the permission of the new teacher, to hone cognitive coaching skills.

June

A culminating session for mentors and new teachers to reflect on their experiences and learning during the year, chart successes and challenges, as well as needs for future professional development, is important. This should also be a time for celebration of the efforts and achievements of the new teachers and the mentors.

Mentoring: A Resource and Training Guide for Educators, 2nd Edition (Dunne and Villani, forthcoming 2005)

Appendix 4-3

Charting Our Journey: A Four-Day Agenda for Mentor Training

Kathy Dunne and Susan Villani, Learning Innovations at WestEd

Day 1
- Clarify qualities and roles of effective mentor teachers;
- Understand the needs of new teachers, how those needs shift throughout the school year, and the implications for a mentor's role given these changing needs;
- Engage with research-informed practices and critical elements of effective mentoring and coaching; and
- Enhance participants' understanding of essential mentoring skills.

Day 2
- Learn and practice the norms of collaboration;
- Observe a coaching conference;
- Examine images of content-based coaching;
- Identify ways to match coaching style with new teacher needs; and
- Practice framing and posing effective questions.

Day 3
- Observe and practice a planning conference;
- Learn and practice data gathering strategies;
- Observe and practice a reflecting conference; and
- Consider matching leadership styles with people's need for structure.

Day 4
- Learn about the history and purpose of *A Framework for Teaching*;
- Create a rubric for Domain 2: Classroom Environment based on a lesson observed on a video clip;
- Gather evidence of Domain 3: Instruction through a video lesson clip;
- Consider Domain 1: Gathering evidence regarding planning; and
- Practice and discuss nuances of confidentiality in conversations with colleagues and administrators.

Appendix 4-4
Coaching Self-Assessment Survey

Created by Kathy Dunne, Learning Innovations at WestEd
Woburn, MA
&
Sonia Caus Gleason
Jamaica Plain, MA

The following self-assessment survey is a discrepancy analysis tool that asks you to self-assess your current knowledge and use of specific coaching skills and information. The Likert-Type scale ranges from 1 to 5.

> 1: no knowledge of or ability to use
> 2: little knowledge of or ability to use
> 3: moderate knowledge of or ability to use
> 4: consistent and solid knowledge of or ability to use
> 5: advanced knowledge of and ability to us

COACH WORK COMPONENTS	Knowledge of	Ability to apply in your work	Comments
Engaging Teachers and Administrators in Your Setting - *Strategies to:*			
Negotiate entry to one-third or more of classrooms	1 2 3 4 5	1 2 3 4 5	
Develop plan of relevant work with principal	1 2 3 4 5	1 2 3 4 5	
Present concepts of new initiative in small groups	1 2 3 4 5	1 2 3 4 5	
Communicate to teachers and administrators the resources a coach offers	1 2 3 4 5	1 2 3 4 5	
Communicate progress to the larger community (including using existing communication mechanisms)	1 2 3 4 5	1 2 3 4 5	
Communicate with key leadership groups in the school	1 2 3 4 5	1 2 3 4 5	

COACH WORK COMPONENTS	Knowledge of	Ability to apply in your work	Comments
Adult Learning - *Strategies to:*			
Identify a range of adult learning styles	1 2 3 4 5	1 2 3 4 5	
Identify the learning styles of specific individuals in your school	1 2 3 4 5	1 2 3 4 5	
Effectively respond to people regardless of their learning style	1 2 3 4 5	1 2 3 4 5	
Support adults through the process of change	1 2 3 4 5	1 2 3 4 5	
Group Facilitation - *Strategies to:*			
Facilitate small groups (4–12 persons)	1 2 3 4 5	1 2 3 4 5	
Facilitate medium groups (12–40 groups)	1 2 3 4 5	1 2 3 4 5	
Facilitate larger groups (40–100)	1 2 3 4 5	1 2 3 4 5	
Effectively deal with resistant behavior	1 2 3 4 5	1 2 3 4 5	
Ensure that all members of a group participate and contribute	1 2 3 4 5	1 2 3 4 5	
Facilitate group decision making	1 2 3 4 5	1 2 3 4 5	
Help other groups to facilitate own group meeting	1 2 3 4 5	1 2 3 4 5	
Professional Learning - *Strategies to:*			
Conduct a classroom lesson while one or more teachers observe	1 2 3 4 5	1 2 3 4 5	
Give and receive feedback following a classroom lesson	1 2 3 4 5	1 2 3 4 5	
Organize a cycle of peer observation and reflection with a group of 4-6 teachers	1 2 3 4 5	1 2 3 4 5	
Offer non-judgmental feedback	1 2 3 4 5	1 2 3 4 5	
Support teachers in deepening their content knowledge	1 2 3 4 5	1 2 3 4 5	
Teach others to give and receive feedback	1 2 3 4 5	1 2 3 4 5	

COACH WORK COMPONENTS	Knowledge of	Ability to apply in your work	Comments
Data Analysis - *Strategies to:*			
Analyze summative assessments	1 2 3 4 5	1 2 3 4 5	
Examine student work and student thinking	1 2 3 4 5	1 2 3 4 5	
Conduct a classroom "walk through"	1 2 3 4 5	1 2 3 4 5	
Lead a group in looking at student work	1 2 3 4 5	1 2 3 4 5	
Lead a group in data analysis	1 2 3 4 5	1 2 3 4 5	
Data Use - *Strategies to:*			
Use data to change focus or emphasis of instruction	1 2 3 4 5	1 2 3 4 5	
Organize a group to use data analysis to shift or refocus instruction	1 2 3 4 5	1 2 3 4 5	
Instructional Planning - *Strategies to:*			
Develop an annual instructional plan focused on specific content	1 2 3 4 5	1 2 3 4 5	
Engage a group of educators to assess needs	1 2 3 4 5	1 2 3 4 5	
Engage a group of educators to develop instructional strategies	1 2 3 4 5	1 2 3 4 5	
Engage a group of educators to identify appropriate measures of goals	1 2 3 4 5	1 2 3 4 5	
Help a group to organize small strategies around a broad vision	1 2 3 4 5	1 2 3 4 5	

Kathy Dunne, Learning Innovations at WestEd, Wobrun, MA & Sonia Caus Gleason, Jamaica Plain, MA

Appendix 4-5

Coaching New Teachers: Essential Coaching Skills

Created by Kathy Dunne, Learning Innovations at WestEd
Woburn, MA

Levels of Performance Elements	1 *Emerging*	2 *Maintaining*	3 *Sustaining*	4 *Adaptive*
Questioning: *The Planning Conversation*	Coach asks questions based on the coach's thinking about content, instruction, and assessment Coach frames and poses questions that elicit new teacher responses focused on explanation and clarification	Coach asks questions that both elicit the inner intent of the teacher in terms of content, instruction and assessment and that promote the coach's thinking about content, instruction and assessment Coach frames and poses questions that elicit teacher responses focused on explanation, clarification, prediction and assessment	Coach asks questions that elicit the teacher's inner intent of the lesson in terms of content and instruction Coach frames and poses questions that elicit teacher responses focused on explanation, clarification, elaboration, prediction, assessment, teacher's intentionality, and connections to other content/concepts	Coach asks questions that elicit the teacher's inner intent of the lesson in terms of content, instruction and assessment and the coach asks questions of him/herself that elicit the coach's inner intent in the coaching process Coach and teacher co-create questions that elicit teacher responses focused on explanation, clarification, elaboration, prediction, assessment, teacher's intentionality, and connections to other content/concepts
Data Gathering and Classroom Observation	Classroom data is subjective and based on judgment and inference – by the coach Classroom data gathered is based on what the coach is interested in observing Classroom data gathered is not shared with the teacher	Classroom data is mostly objective, i.e. measurable and observable with some judgment or inference of the coach Classroom data gathered is mostly based on what was agreed upon between the coach and teacher during the planning conference - additional data is recorded by the coach based on the coach's opinion of what was important to gather Classroom data gathered is not shared with the teacher until the reflective conference	Classroom data is objective, i.e. measurable and observable Classroom data gathered is based on what was agreed upon between the coach and teacher during the planning conference A copy of the classroom data gathered is provided to the teacher immediately following the classroom observation in written format	Classroom data is objective, i.e. measurable and observable and includes questions to elicit the teacher's intentions (at particular moments of the lesson) based upon the data gathered Classroom data gathered is based on what was agreed upon between the coach and teacher during the planning conference and includes additional data the coach is able to gather that pertains to issues that had been discussed between the coach and the teacher during other planning/reflecting conferences A copy of the classroom data gathered is provided to the teacher immediately following the classroom observation in a variety of formats e.g. written, audio, and/or video

Levels of Performance Elements	1 *Emerging*	2 *Maintaining*	3 *Sustaining*	4 *Adaptive*
Questioning: *The Reflecting Conversation*	Coach begins the reflective conversation with her/his interpretation of what occurred during the classroom observation Coach frames and poses questions that are based on the coach's beliefs and values about what happened/should have happened during the lesson Coach seldom asks questions that focus on student learning	Coach begins the reflective conversation with a question that elicits the teacher's perspective of "how the lesson went" and then adds his/her opinion of how the lesson went Coach frames and poses questions that prompt the teacher to examine the data and how it compares with what the teacher intended Coach poses questions that asks the teacher to identify what the students learned	Coach begins the reflective conversation with a question that elicits the teacher's perspective of "how the lesson went" Coach and teacher co-create questions that prompt the teacher to examine the data and how it compares with what the teacher intended and identify what s/he would do the same or differently next time and why Coach and teacher co-create questions that ask teacher to identify what students have learned and what evidence the teacher has of student learning Coach asks questions that prompt the teacher to begin planning for the next lesson	Teacher begins the reflecting conversation by reflecting on how s/he thought the lesson went Teacher identifies and responds to questions that prompt him/her to examine the data and how it compares with what the teacher intended and identify what s/he would do the same or differently next time and why Teacher shares evidence that demonstrates student learning and any student misconceptions that may exist Teacher identifies what s/he will do next with these students based on the classroom data and her/his own reflections

Levels of Performance Elements	1 Emerging	2 Maintaining	3 Sustaining	4 Adaptive
Analysis of and Response to Teacher Reflection	Coach assumes what teacher responses mean without checking assumptions or paraphrasing Coach accepts vague responses without probing for specificity Coach advocates for her/his perspective without inquiring into the teacher's perspective Coach uses only her/his preferred style of coaching without consideration of the teacher's need for structure	Coach inconsistently applies the norms of *pause, paraphrase and probing* when responding to teacher's reflections about a given lesson Coach occasionally accepts vague responses without probing for specificity Coach inconsistently comes from a place of inquiry first and advocacy second when talking with teacher about how s/he will apply learnings of one lesson to the next Coach modifies coaching style to match the teacher's need for structure some of the time	Coach consistently applies the norms of *pause, paraphrase and probing* when responding to teacher reflections Coach consistently probes for specificity around vague responses by the new teacher Coach consistently comes from a place of inquiry first and advocacy second when talking with teacher about how s/he will apply learnings of one lesson to the next Coach consistently modifies coaching style to match the teacher's need for structure	Coach consistently applies all seven norms of collaboration in conversations with the teacher Coach consistently probes for specificity around vague responses by the new teacher Coach consistently comes from a place of inquiry first and advocacy second when talking with teacher about how s/he will apply learnings of one lesson to the next Coach consistently modifies coaching style to match the teacher's need for structure
Engaging with Content	Coach asks questions that elicit responses about the content goals of the lesson without reference to content/curriculum standards Coach references content-based mathematics tools and curriculum without using them with the teacher	Coach asks questions that elicit responses about the content goals of the lesson and about how those goals connect with content/curriculum standards Coach uses at least one content-based tool and one curriculum unit in her/his work with the teacher	Coach asks questions and provides examples of how to connect lesson/unit plans to content/curriculum standards Coach consistently uses most of the content-based tools and curriculum in her/his work with the teacher	Coach conducts demonstration lessons that provide examples of content-specific instruction and assessment that connect to content/curriculum standards Coach consistently uses all of the content-based tools and curriculum in her/his work with the teacher

Kathy Dunne, Learning Innovations at WestEd, Woburn, MA

Appendix 4-6

Mentoring Program
Hopkinton, MA Public Schools

ROLE	AWARENESS	RESPONSIBILITIES
Mentor	• To passionately believe in mentoring as a philosophy • To be committed to the personal and professional growth of new teachers • To be familiar with the components of the Mentor Program • To be knowledgeable about the program's requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings • To foster new teachers' growth, recognizing that the professional growth of new teachers is ultimately the new teachers' responsibility • [Understand the importance of trust and confidentiality] • To understand the realities and stresses of first year teachers	▪ Support new teacher in a confidential, non-evaluative relationship ▪ Promote positive school culture and a problem-solving approach to challenges ▪ Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices ▪ Reduce isolation of the new teacher by making her/him feel valued as a member of the school community formally and informally ▪ Promote mutual learning with partner ▪ Promote new teacher's awareness of school district policies and practices ▪ Encourage new teachers to voice their opinions and/or concerns ▪ Contact new teacher as soon as match is announced ▪ Meet new teacher at summer orientation and participate in sessions ▪ Meet once a week for at least an hour, at a regularly scheduled time, for first 3 months; then meet every other week for 3 months, then meet monthly for the rest of the year ▪ Maintain a log of meetings and topics discussed (for your use only) ▪ Complete end of the year questionnaire ▪ Mentors will do non-evaluative classroom observations and coaching 3 times a year in addition to informal classroom visits (one observation before Nov 15th, one before Jan 31st, & one before March 30th)
Mentor Leaders	• To passionately believe in mentoring as a philosophy • To be committed to the personal and professional growth of new teachers • To be familiar with the components of the Mentor Program • To be knowledgeable about the program's requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings • To foster new teachers' growth, recognizing that the professional growth of new teachers is ultimately the new teachers' responsibility • [Understand the importance of trust and confidentiality] • To understand the realities and stresses of first year teachers and mentors	▪ Work collaboratively with administrators to promote the district vision and goals ▪ Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices ▪ Develop or give input on design of new teacher orientations, new teacher support, and continued professional development ▪ Consider issue of how to best match specialists with, or as, mentors ▪ Touch base individually with each mentor and new teacher once a month to check on the functionality of the program ▪ Check with principal periodically regarding administration of the program ▪ Meet monthly with mentor leaders for problem solving and sharing ▪ Promote the working relationships between mentors and new teachers if needed and assist in the decision of a pair to end the partnership ▪ Tell principal if a pairing is ending; the principal will then assign a new mentor (Pro-rate mentor salary for past and present mentors) ▪ Help facilitate coverage for non-evaluative classroom observation if needed

ROLE	AWARENESS	RESPONSIBILITIES
New Teachers	• Recognize mentoring as a positive experience and work with the support network the system has provided • Be knowledgeable about the goals of the program and all of its requirements • Be willing to reflect upon one's ongoing development in teaching • Understand the importance of trust and confidentiality • Acknowledge stresses new teachers may experience	• Be willing to reflect on craft • Participate in the 3-day orientation program in August • Observe confidentiality • Participate in three non-evaluative classroom observations and coaching sessions with mentor: one before Nov 15th, the second before Jan 31st, and the third before March 30th • Observe mentor, at least, once by Nov 15th; observe another teacher at least once by March 30th • Meet with mentor 1 hour per week for first 3 months; then every other week for the next 3 months; then once a month for the rest of the year • Maintain a log of meetings and topics discussed (for own use only) • Develop own teaching understandings and methods based on reflective practice • Complete end of year questionnaire • Share in the responsibility with mentor for weekly meeting agenda
Principals	• To become knowledgeable about the program and provide input in designing it • To inform the faculty and parents about the program and its benefits • To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program • To recognize the role of the mentor as the day to day and first line of support for new teachers • [Understand the importance of trust and confidentiality]	• Match new teacher and mentors, with input from mentor leaders when possible • Introduce mentors and new teachers when match is made • Find coverage (in advance) for classroom observations, coaching and/or classroom visits when needed • Select the mentor leader • Maintain confidentiality • Respect the new teacher/mentor relationship and address conversations about new teacher with new teacher, not with mentor • Convey confidence and the value of mentor program • Inform new teachers of the evaluation process • Be involved in the ongoing evaluation of the beginning teacher mentoring program
Supt. and Asst. Supt.	• To become knowledgeable about the program and to attend the summer orientation program • To act as liaison to the community and the school community • To inform the faculty and parents about the program and its benefits • To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program • To recognize the role of the mentor as the day to day and first line of support for new teachers • [Understand the importance of trust and confidentiality]	• To approve and promote the program • To provide financial support (professional development, grants, etc.) • To facilitate contractual discussions that support the program • To communicate with the administrative team the need for • Promoting and implementing the program • Understanding the system wide benefits of mentoring • Acknowledging and recognizing the contributions of the mentors • Respecting confidentiality between mentors and new teachers • Providing time for mentoring to take place • Providing substitutes to allow for observations • To be involved in the ongoing evaluation of the program • Check with administration on progress of the program • Arrange for end of year report to school committee

ROLE	AWARENESS	RESPONSIBILITIES
School Committee Members	• To become knowledgeable about the program and its components	**Support:** ▪ To provide financial support ▪ To facilitate contractual negotiations that support mentoring ▪ To approve the program ▪ To express public support for the program ▪ To participate in the recognition of the mentors **Evaluation:** ▪ To be involved in the ongoing evaluation of the program ▪ To allow time for reports to the school committee by mentors and new teachers

Appendix 4-7

Twenty Steps Toward a Successful Mentoring Program

Susan Villani. 2002. *Mentoring Programs for New Teachers: Models of Induction and Support.*
Thousand Oaks, CA: Corwin Press.

1. Set goals for your mentoring program. What do you want to accomplish?
2. Identify the new teachers who will be included in your program. Whom do you want to serve —
   beginning teachers, teachers new to your district, teachers who have changed grade level or sub-
   ject area, teachers returning to the profession after being absent for several or more years?
3. Identify your resources — money, other forms of compensation, and most importantly, person-
   nel.
4. Identify a coordinator or steering committee. Determine whether the committee is advisory or
   will have decision making responsibilities.
5. Consider the models in Part 2 and determine if any of them address your goals in ways that are
   feasible. Continually research ways to provide professional development that supports new and
   veteran teachers.
6. Formulate a plan to pilot.
7. Establish a timeline for the implementation of your plan.
8. Meet with school administrators, teachers' association leadership, and the school committee or
   board to make the case for the program.
9. Revise your plan and timeline based on the input of the key shareholders, if necessary.
10. Communicate the beginning of your program with all school staff and the community.
11. Establish criteria and an application process to select mentors in the spring. Select extra mentors
    for unanticipated summer and last-minute hiring.
12. Create handbooks for mentors and new teachers that include the goals of the program, the
    expectations for participation by mentors and new teachers, and the schedule of meetings and
    professional development activities. Including other resource materials will increase the likeli-
    hood that it will be referred to throughout the school year.
13. Train mentors/support providers.
14. Plan and offer new teacher orientation.
15. Form cohort groups of mentors and new teachers, and schedule periodic meetings throughout
    the school year.
16. Plan professional development for new teachers and mentors.
17. Develop ways to evaluate your program. Begin collecting data when your program starts, and
    collect it periodically throughout the year. Determine who will analyze the data, and how it will
    be communicated to the administration, staff, and larger school community.
18. Revise your program based on your analysis of the evaluations and your own perceptions.
19. Begin Year 2 with increased confidence in the fit of your program to your school district's needs
    and resources.
20. Honor your mentors, who are passing the torch and welcoming new colleagues into the profes-
    sion, and celebrate the induction of your new teachers into your school and district communities.

Promoting Linkages: Partnerships Between Schools and Higher Education
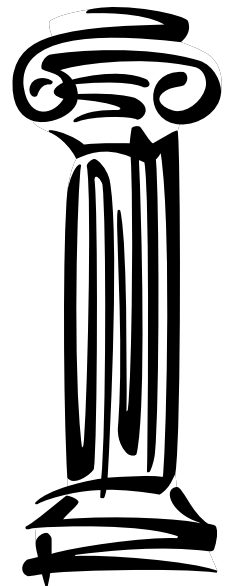
Keeping Quality Teachers

Melissa Price
New York Higher Education Support Center for SystemsChange
Syracuse University

With support from:
Susan Mary Paige, Buffalo State College
Stephanie Leeds, Cazenovia College
Ann Monroe Baillargeon, University of Rochester
Kathleen Gradel, State University of New York at Fredonia
Michael Jabot, State University of New York at Fredonia
Jane Jurkowski, Buffalo City School District
Sandy Said, Buffalo City School District

Promoting Linkages: Partnerships Between Schools and Higher Education

Section Five examines the dynamics of high quality partnerships between schools and institutions of higher education (IHE) teacher preparation programs. Emerging research indicates positive outcomes for teacher retention when schools and universities collaborate to create a climate in teacher education that extends through a teacher's pre-service, induction and ongoing in-service years (Lucas & Robinson, 2002). Fleener (1999) studied the outcomes for teachers prepared within partnerships known as Professional Development Schools (PDS). She claims that the "Retention of PDS-trained new teachers is three times that of regularly prepared teachers." Similarly, results of the NEA Professional Development School Research Project offer encouragement that partnerships between IHE teacher preparation programs and schools produce positive results with regard to teacher quality and student achievement, as well as teacher retention (AACTE Conference, Chicago, Ill, February 2004).

The Missed Opportunity

Teacher education begins with pre-service teacher education, continues through induction, mentoring, staff development and lifelong learning. The fact that responsibility for teacher education has typically been divided between IHEs and schools, rather than shared between these systems, is a missed opportunity. The compartmentalization of teacher education has led to concerns about congruence and continuity. Wong (2003) stated, "Even graduates of excellent teacher education programs acknowledge that much of what they know of teaching was learned on the job" (p. 9). Concern for pre-service student teachers also arises when one considers many of the new realities of the teaching profession that are emerging at the end of the pre-service teachers' undergraduate career. During the student teaching experience, pre-service teachers are most isolated from their college peers and faculty mentors (Paige, 2003). Moore-Johnson (2003) has conducted a four-year study that found that new teachers have lots of energy and commitment but little professional guidance on how to teach.

Schools face criticism that they have not consistently chosen practices informed by research. In the classic work of Lotrie (1975), *Schoolteacher*, and Clandinin (1986), both authors describe the disconnect that exists between educational research and teacher practice. Moore-Johnson (1990) also documented the difficulties in higher education-school district relationships during student teaching. More recently, *No Child Left Behind* (NCLB) (2002) legislation requires scientifically-based, research-to-practice strategies to increase academic achievement of students. The development of high quality systemic partnerships seeks to close these gaps between research, preparation and practice.

Partnership Definition

This section seeks to examine IHE-school partnerships and identify common factors, benefits and issues, and key elements of implementation. The PDS has long been identified as one such collaborative effort of schools and universities to link teacher preparation and school practice together to the benefit of numerous participants. The Holmes Group (1990) distinguished PDS from traditional student teaching placements.

> By "Professional Development School" we do not mean just a laboratory school for university research, nor a demonstration school. Nor do we mean just a clinical setting for preparing student and intern teachers. Rather, we mean all of these together: a school for the development of novice professionals, and for the research and development of the teaching profession. (p. 1)

More recently, the National Council for Accreditation of Teacher Education (NCATE) has developed a set of standards for Professional Development Schools and has created a rubric to assess their quality (March 2001).

An ideal PDS would be a constant presence on a continuum of service, addressing the needs of educators at all stages of their career. Darling-Hammond (1994) observes:

> PDSs aim to provide new models of teacher education and development serving as exemplars of practice, builders of knowledge, and vehicles for communicating professional understandings among teacher educators, novices and veteran teachers. (p. 1)

However, the ideal is rarely achieved and the phenomenon of the PDS is unique to each institution that undertakes to develop one. Since it is unlikely that a partnership will meet every PDS standard, educators are reluctant to call an IHE-school partnership a PDS until it has been long established and

systemically embedded. For this reason, it is important to examine the reality that most IHE-school partnerships are PDSs at various stages of incomplete development. Clark (1999) and El-Amin, Cristol & Hammond (2000) have identified some common components of evolving partnerships that describe what they can do:

- *Enhance pre-service education.* Future teachers are prepared in programs that link college/university instruction and practical experiences in schools.

- *Enrich in-service teacher education.* Teachers already employed in partner schools benefit from an array of professional development opportunities made available as a result of the school partnership.

- *Promote and conduct inquiry in teaching and learning.* Partners view themselves as lifelong learners and continuously investigate the factors that contribute to successful teaching and learning.

- *Provide a model school or exemplary setting.* Partners seek to create an optimal learning environment for all participants.

- *Promote positive outcomes for students in PreK-12.* Partners seek to optimize outcomes for students as well as educators.

- *Change university teacher preparation programs.* Teacher preparation programs benefit from grounded experience with schools, which help make university programs relevant.

- *Restructure schools.* Schools benefit from IHE knowledge, research and leadership in implementing change.

- *Increase "professional relevance for university faculty."* Increased participation in schools provides more opportunities for experiences with students and teachers in school settings and helps immunize faculty against an "ivy tower syndrome."

- *Integrate theory, research, practice and assessment.* All parties benefit from a continuously self-informing cycle of theory — research — practice — assessment.

Within these common features, each partnership is shaped according to the philosophy and orientation of each institution and the individuals who participate in its creation (Clark, 1999). The degree of emphasis placed on each of these missions will determine the place of each partnership on the career continuum of teacher education and the differences in outcomes. Snyder's description (1994) of various perspectives & foci, as he observed them at Teachers College, can be illustrated by Figure 1. An emphasis on any one of these perspectives over another shifts the purpose and possibly the outcomes of the partnership.

Figure 1

University Development of the profession

School Teachers Outcomes for students

Principals Number of "people" in school & staff development

Teacher Educators Student teacher development & research

IHE-School Partnership

District Administration Retention, recruitment, & renewal of staff

Union Professional status & money
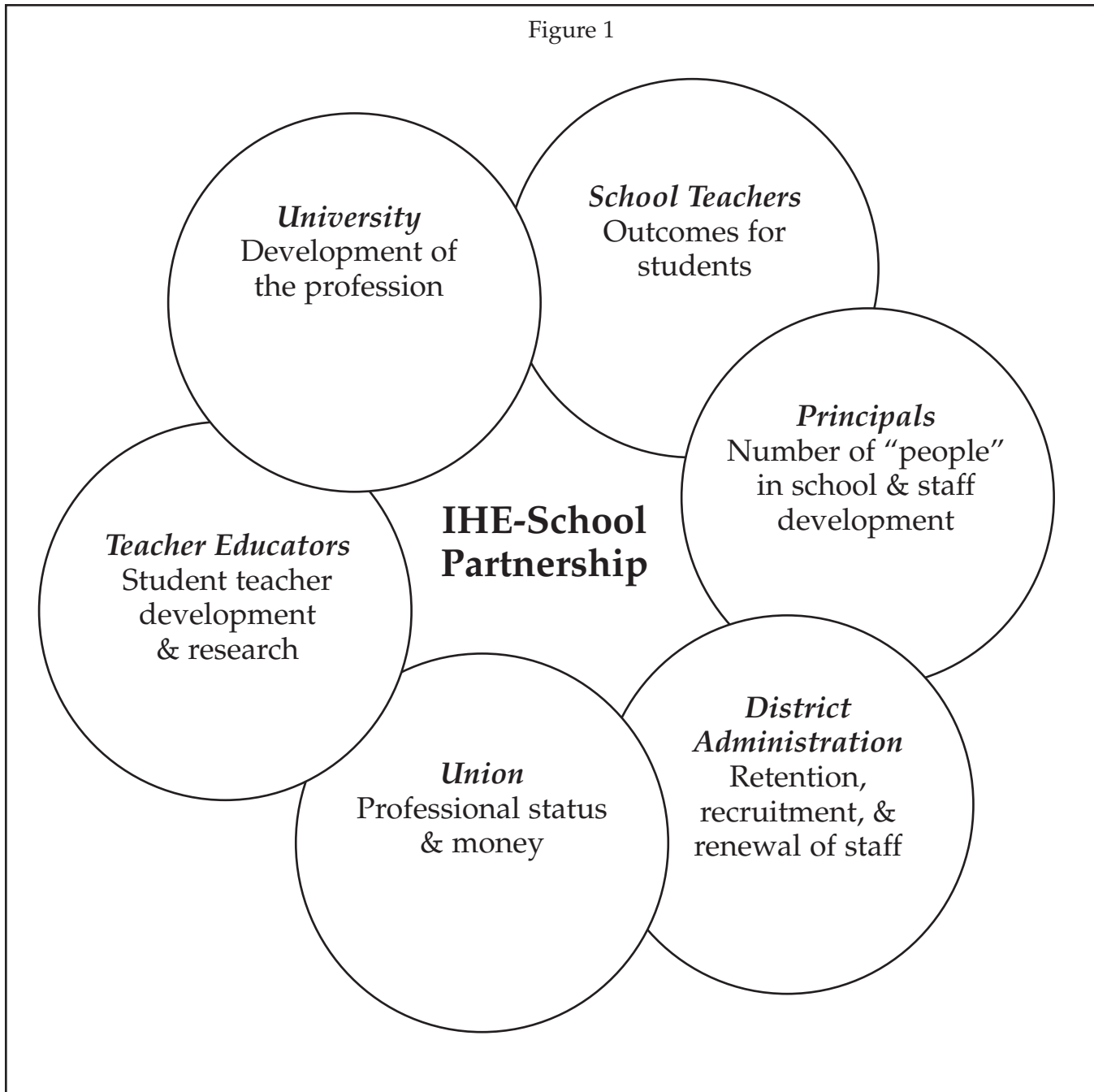
Figure 1 created by M. Price (2000), based on Snyder, J. (1994). Perils and potentials: A tale of two Professional development schools. In L. Darling-Hammond (Ed.), *Professional development schools: Schools for developing a profession* (pp. 98-125). New York: Teacher College Press.

Benefits of IHE-School Partnership

A well designed and implemented partnership holds great promise. Clark (1999) delineated a series of beneficial outcomes from a successful partnership implementation.

Table 1 — Benefits

In-service Teachers	School & Community	Pre-service Teachers	University	PreK-12 Students
• Coordination of pre-service & in-service education • Perceive PDS in-service as more valuable • Exhibit more reflective practice • Teacher associations view PDS as enhancement to profession	• Enhanced University involvement in community service • Reduced recruiting & retention costs • Readily available resources for professional development	• Coordination of pre-service & in-service education • More familiar with practices required in schools • Preferred hiring status • Elicit better student participation than teachers assigned traditional internships • More quickly assume future leadership roles	• Coordination of pre-service & in-service education • Tuition and fees from in-service • Veteran teachers select PDS university for future degrees • PDS-prepared teachers make better cooperating teachers for future	• Better outcomes on measures of language arts and math • More adult attention

Table 1 created by M. Price (2000), based on Clark, R.W. (1999). *Effective professional development schools*. San Francisco, CA: Jossey-Bass, Inc. Publishers, pp. 24-26.

Others have noted the benefits of IHE-school partnerships in terms of practical consideration for future employment. Reinhartz & Stetson (1999) reported administrators' perceptions of novice teachers who were prepared in PDS programs.

> PDS teacher seemed to volunteer more than most new teachers at their school and the principals openly valued and admired their emerging leadership abilities. The principals cited as evidence of teachers' leadership skills: (a) taking risks in trying new strategies and using technology in their classrooms, (b) appearing not to be threatened or intimidated by student who challenged them or by their supervisor's classroom observations, and (c) working long hours and the workload seeming not to come as a surprise. The principals concluded the PDS trained teachers seemed better at evaluating themselves and dealing with their personal weaknesses by participating in problem solving sessions. (p. 170)

Issues and Considerations for Partnerships

Dettmer, Thurston, and Dyck (2003) contend that effective collaboration requires the partners to begin their relationship with an assessment of their individual needs, desires and boundaries. Once the assessment reveals the areas of mutual self-interest for the partners, the work of implementation can begin. While the differing "histories and ideologies" of higher education and public schools, as well as the personalities or culture of the participants makes each partnership unique (Clark, 1999), advanced recognition of common differences can make it easier to consider ways to identify each collaborator's needs and interests.

Through a comparison of some of the general situational, institutional and political climates of schools and IHEs, some differences and commonalities become apparent. For example, school attendance is mandatory for students under the age of 16. By contrast, enrollment within a college or university is a process of mutual consent. This difference changes the dynamics of the relationship between educators and students within each institution. The difference in the age and independence of learners also accounts for some differences in the way in which teachers and college faculty tend to interact with their respective students. There may be a tendency for school district personnel to expect college faculty to "control" their interns and student teachers as they might if they were younger children. College faculty may forget that adult learners tend to function with more independence and less direction than is often necessary in public schools. While this example is an oversimplification of personal interactions in each setting, it may be one factor in the perception that the other party "just doesn't get it." In truth, the common requirement of all educators is to adjust and respond to each learner's individual needs and gifts, style and developmental level. When educators in a school-IHE partnership move to a position of mutual responsibility for the outcomes of pre-service teachers, in-service teachers, as well as public school students, this value is acknowledged and embraced.

The general institutional culture of schools and universities is another contributing variance in partnerships. Teachers have a school day that typically extends from 8 a.m. to 3 p.m. However, many teachers invest their personal time in professional and related extracurricular activities well beyond the official school day. By contrast, IHE faculty keeps "office hours" of a shorter duration. To an unaware observer, it may seem that a professor who teaches only two or three courses and keeps various office hours is an underutilized resource. However, expectations for college faculty include research, publication, grant or project management, participation in the IHE program development/community, service to the profession/professional organizations as well as teacher preparation and student advisement. Additionally, most faculty involved with teacher preparation are deeply invested in their local schools and communities. These additional expectations are required but not often observed "on the clock." While both partners are hard at work, there is a tendency for each to undervalue the contributions and commitments of the other.

There are differences in the political experiences of schools and IHEs as well. While some universities are publicly funded, others rely on funding from private sources. In either case, both public and independent colleges and universities are reliant upon fluctuating student tuition. By contrast, public schools are dependent upon state, federal and local tax levies for funding. While it is clear that each group must deal with the pressures created by funding circumstances, it is helpful for each partner to recognize the issues of public relations and perceptions that impact the funding structure. Strong partners promote one another in public expressions of success and support through acknowledgement of their collaboration.

A Role for Policy Makers

Clark & Plecki (1997) contend that state and national policy makers need to understand that expectations for institutions become solidified if they are embedded in policies, which separate institutional responsibilities by constituency. Current policies hold universities responsible for teacher preparation and schools responsible for student learning. A new policy strategy would expect both universities and schools to share responsibilities for continuous teacher education, as well as PreK-16 student outcomes.

An illustration of this type of policy support is evident in a project supported by a State Improvement Grant awarded to New York State in 2001 by the U.S. Department of Education, Office of Special Education Programs. New York State has made a commitment, in policy and funding, to developing partnerships between schools in need of improvement and IHEs engaged in teacher preparation. The selection of high-need schools alters some of the dynamics of the relationship and goals by focusing pre-service and in-service teacher education on the need to improve student outcomes. The resulting relationship requires a forthright examination of research and practice in light of results for students.

With sponsorship from the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and support from The Higher Education Support Center for SystemsChange (HESC) at Syracuse University, the Task Force on Quality Inclusive Schooling was established in 1996. The task force consists of representatives from New York State schools and professional development organizations who join with higher education professionals from over 63 New York State institutions of higher education. Task force member institutions commit to two goals:

- to plan and implement an inclusive teacher education program, or to sustain such a program already in effect, and
- to engage in and support the professional development efforts of selected high need schools and districts that have been identified in each of the state's seven regions.

Appendix 5-2, *New York State Case Studies in IHE-School Partnerships,* contains descriptions of several partnerships that have evolved in New York State. Additional information about the New York Higher Education Support Center for SystemsChange and The Task Force on Quality Inclusive Schooling is available at www.systemschange.syr.edu.

Partnership Qualities

Members of the New York Task Force on Quality Inclusive Schooling worked together at two statewide meetings in 2003 to identify critical elements and the varying qualities of these types of partnerships as they have experienced them. As task force feedback was considered, a number of quality indicators seemed to emerge.

Quality Indicators

1. The nature or degree of *shared vision* for, and commitment to, learning and teaching.
2. *Membership* of the collaborative teams who enact the partnership.
3. The nature and degree of *collaboration* in policy making and governance regarding teacher preparation and in-service professional development commitments.
4. The nature, purpose and extent of *communication* between partners.
5. The degree to which the *partnership is institutionalized.*
6. The quality and nature of *partnership planning.*
7. Quality of partnership implementation in light of the *benefits to teacher preparation* programs.
8. Quality of partnership implementation in light of the *benefits to schools.*
9. Nature and extent of ongoing partnership *assessment and refinement.*

The resulting document is *A Rubric for Assessing the Qualities of Partnerships Between Schools and Teacher Preparation Programs at Institutions of Higher Education* (see Appendix 5-4). The purpose of the rubric is to assist in assessing partnerships between schools and IHE teacher preparation programs. By focusing on specific quality indicators, this rubric may be used to help assess these partnerships for a variety of purposes:

1. When used as a self-assessment, the rubric may serve as a pre-program needs assessment from which an action plan can be drawn.
2. The rubric may serve as an ongoing self-assessment.
3. The rubric may serve as an observational tool for individuals seeking to learn more about such partnerships.

The value of the matrix form is to identify some likely stages in partnership development. It is important to understand that partnerships need time to form, grow and mature. Partnership members may use the developmental framework (drawing board, evolving, established, exemplary) as a guide to set goals for future growth. Certainly, as new partnerships emerge and mature, other quality indicators and manifestations of successful

partnerships may be documented. Partnership participants, observers and evaluators should consider this document to be an approximation of current best practices.

Steps toward Partnership Enactment

There are several steps, which facilitate partnership enactment.

1. Identify existing relationships between schools and IHE teacher preparation programs.
2. Assess the quality of the existing relationships. (The partnership rubric could be used for this purpose.)
3. Determine if any of the existing relationships form the basis of a desirable IHE-school partnership. If not, seek other potential partnership members.
4. Once partnership members are selected, determine the shared vision or ultimate goal(s) of the partnership. (Figure 1 may contribute to identifying the purpose of the partnership.)
5. Determine each party's desired outcomes or benefits. (Table 1 may support the articulation of desired outcomes or benefits.)
6. Clarify roles, responsibilities (See Figure 1) and expectations. This might result in a written statement of agreement. (See *Sample Statements of Agreements* in Appendix 5-3.)
7. Develop a work plan, timeline and document efforts. (See case studies in Appendix 5-2.)
8. Develop mechanisms for ongoing feedback from all parties and consider periodic assessment and refinement of the partnership. (The partnership rubric could be used for this purpose.)

Conclusion

IHE-school partnerships greatest contribution to teacher retention may be the commitment to and enactment of a shared mission of continuous teacher education. In an exit survey of new teachers (New York City Department of Education, 2003), Fred Smith identified numerous factors that contributed to teachers leaving employment including the following.

- Two vital areas where schools can exert the most control are seen as ones in which they are least effective: 1) offering the leadership and organization needed to set a positive tone and nurture new teachers; and 2) sustaining them with instructional support/supervision and professional development.
- Areas in which administration and supervision were rated ineffective include: working with teachers to develop and implement pedagogic strategies and skills; working with teachers to develop and meet curriculum standards; and acknowledging/recognizing individual achievement.

Given that IHE teacher preparation programs also are committed to teacher development, instructional support and the implementation of

pedagogic support, it seems logical that partnerships committed to these common goals be implemented. A more consistent understanding of the needs of beginning teachers would inform pre-service and in-service professional development, thereby minimizing the stress of the induction period.

> The rookie year exposes them to the nature of the job, the differences between their [beginning teacher] expectations and reality and, ultimately, to greater awareness about their own abilities and character. *The school* forms the core of the decision to stay or to leave teaching. (New York City Department of Education, 2003)

Smith identifies *the school* as the core responsible for the teachers' decision to stay or leave teaching. In fact, the education community consisting of IHEs, school leaders, professional teachers/mentors and staff development specialists share that responsibility.

> Perhaps, the question that should be asked is this: If it takes a village to raise a child and, in profound ways, schools are that village — to both their students and new teachers alike — then, what does it take to make a flourishing village? There is a societal obligation to answer the question and make that happen. (New York City Department of Education, 2003)

Perhaps, the partnership between IHEs and schools form the beginning of the educational community's response to retaining quality teachers.

The following appendices include resources that will further assist school districts and schools in developing a framework for partnerships with IHEs to strengthen the ability of schools to support and promote teacher retention.

Appendix 5-1 summarizes the experiences of school districts and IHE partners in New York State, providing a description of the benefits of New York State sponsored IHE-school partnerships.

Appendix 5-2 offers a selection of New York State case studies in IHE-school partnerships demonstrating approaches developed by four emerging partnerships throughout the state.

Appendix 5-3 introduces sample statements of agreements that can be adapted by IHEs and school districts seeking to create formal agreements for collaborative relationships.

Appendix 5-4 establishes a framework for successful partnerships with a well defined rubric for assessing the qualities of partnerships between schools and IHE teacher preparation programs.

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Appendix 5-1
New York State Partnership Models

During the summer of 2003, representatives from four partnerships were brought together for a seminar at Syracuse University with support from the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the New York Higher Education Support Center for SystemsChange. The purpose of the seminar was learning about the nature of these IHE-school partnerships. When queried about the benefits and challenges of school-IHE partnerships, the responses were similar across the diversity of partnerships. A table containing responses follows. The information gleaned from the group is subdivided into columns of benefits and issues, as they may be experienced by schools, IHEs and students.

Seminar Participant Names and Affiliations

Representing SUNY Fredonia and Dunkirk School District:

Bethany Maheady, Dunkirk
Jean Michielli Pendl, Dunkirk
Linda Prechtl, Dunkirk
Kathleen Gradel, SUNY Fredonia
Kathleen Magiera, SUNY Fredonia
Larry Maheady, SUNY Fredonia

Representing the Midwest Regional Task Force Institutions of Higher Education and Keshequa School District:

Ann Monroe-Baillargeon, University of Rochester
Ann Warren, Keshequa
Howard Warren, Keshequa

Representing the New York Institute of Technology and Central Islip School District:

Dolores Burton, NYIT
Silva Scotty, Central Islip
Rochelle Varga, Central Islip
Catherine Vorzello, Central Islip
Kevin Miller, Central Islip

Representing Brooklyn College/ NYC District 19:

David Fuys, Brooklyn College
Shaheed Rasul, Brooklyn College
Irene Meyervich, District 19

Table 1: Benefits of New York State Sponsored IHE-School Partnerships

	Benefits	*Issues*
Schools	• Access to faculty expertise • Direct recruitment source for new teachers • Fresh viewpoints • Faculty input not as affected by internal school politics • Enthusiastic pre-service teachers • Youthful perspectives • Professional development • A shared commitment to school improvement	• Faculty turnover • Trust must be established • Loss of funding • Need for sustainability • Proximity • Supervision of field placements • Additional management issues • Scheduling logistics • Leadership skills needed to build consensus, promote decision making • IHE personnel out of touch with school practices and requirements
IHEs	• Real-world connection • Gives faculty access to the school environment • Material for publishing • Exposure to diverse student body • Pre-service teacher interaction with administration • Pre-service teacher interaction with mentor teachers • Exposure to regulatory confines and external expectations • Interaction with families • Schools hire graduates • Theory to practice • An opportunity to engage future teachers in the process of school improvement	• Loss of funding • Need for sustainability • IHE lack of value for faculty service • Location • Credibility • Additional management issues • Scheduling logistics • Leadership skills needed to build consensus, promote decision making • Internal school politics • Outdated school practices
Students	• More contact hours • Multiple opportunities for interaction/relationships with adults • Exposure to the newest teaching strategies and practices • More positive attention • More individualized instruction • Greater access to evidence-based teaching methods • Closer in age to pre-service teachers	• Additional attention may be embarrassing • When the collaboration/placement ends, students may feel abandoned • Confused by different styles or approaches to instruction • Confused by different management styles

Table 1 created by M. Price (2003), based on responses from representatives from four IHE-School Partnerships in New York State.

The effect on students as identified by these teams resulted in the identification of substantially different responses. Students are not collaborators in the same fashion that school-IHE educators are. Students, as recipients of services, often experience school-IHE partnerships from an observer's vantage point. Many of the benefits and issues identified with regard to students seem to relate directly to the developmental level of the students.

In examining the responses, certain patterns seem to emerge with regard to the benefits and issues encountered by educators.

Benefits

- *Diversity.* Each party indicated that the opportunity to share experiences with individuals who are different from them was beneficial. The differences were attributed to education, experience, personality, age, cultural/linguistic differences, perspective or other factors.

- *Professional Development/Personal Growth*. Each party indicated some degree of personal or professional growth as a result of the partnership.

- *Recruitment & Induction*. Both schools and IHEs indicate they believe that the partnerships hold the promise and show early results related to increased recruitment and improved induction of new teachers.

Issues

- *Management.* Both schools and IHEs have found it necessarily to re-conceptualize roles and responsibilities for leadership and employees. Questions relative to authority and accountability need careful negotiation in order to prevent conflict.

- *Sustainability.* Both schools and IHEs voiced concerns relative to the sustainability of partnerships. In both cases, sustainability was directly tied to resources — financial and personnel.

- *Compatibility.* Issues of personal relationships and communication styles, which are critical to the success of any collaboration, are equally critical to the development of IHE-school partnerships.

New York State Case Studies in IHE-School Partnerships

Cazenovia College Education Program-Bellevue Elementary School Partnership

Participants

Bellevue Elementary School is one of 23 schools serving elementary students in the Syracuse City School District in Central New York. Approximately 450 Pre-K to fifth grade students attend Bellevue Elementary School, which is located on the southwestern side of the city. Cazenovia College is a small independent, four-year residential college for men and women located in village of Cazenovia, 19 miles southeast of Syracuse, New York in Central New York.

The teacher preparation programs at Cazenovia College [Inclusive Elementary Education (IEE) and Early Childhood Teacher Education (ECTE)] and Bellevue Elementary School in the Syracuse City School District have established a collaborative partnership.

Purpose

The long-term goals of this partnership are: (a) To improve learning outcomes for all students enrolled at Bellevue Elementary School and the College's pre-service teacher candidates. (b) To create and sustain an effective link between the pre-service education of teacher candidates and the ongoing in-service professional development of school faculty and staff. (c) To engage Bellevue School teachers, administrators and other professional staff in a formal collaborative effort with college faculty to provide appropriate curriculum, instruction and assessment of Cazenovia College teacher candidates. (d) To implement and sustain the on-site teaching model described in the SED-approved IEE and ECTE program designs. (e) To increase the number of minority teachers in the Syracuse City School District through active recruitment of talented high school students to teacher preparation and exploration of ways to support district employees who wish to earn teacher certification.

Benefits to IHE

The partnership with Bellevue Elementary School provides a consistent environment for teacher preparation that allows all participants to engage in long-term program development, assessment and modification. Staff at the school becomes active participants in teacher preparation, which adds quality and a depth of commitment to preparing and inducting our teacher candidates.

Benefits to the School

Bellevue School benefits from this partnership in a number of ways. Cazenovia College faculty provides a consistent presence in the school and work alongside the teachers and administrators in addressing school-wide needs. The College offers human and material resources to assist the school in meeting its school improvement and other student learning outcomes goals. To achieve these goals, two interrelated structures have been conceptualized. One structure focuses primarily on partnership gover-

nance and oversight, and consists of an advisory committee and a steering committee. The other structure focuses primarily on implementing and supporting pre-service and in-service professional development opportunities, and consists of an instructional field team, a cadre of cooperating teachers, and the establishment of a professional development center.

How did it begin?

In the fall of 2001, the college education faculty wrote and received a grant from the Central New York Community Foundation to implement a family literacy project at Bellevue School. This project brought families to the school for a series of events to enhance literacy opportunities in their homes. Cazenovia College students participated in planning these sessions and providing literacy experiences for children during the events.

Dr. Stephanie Leeds wrote a number of small grants to the New York State Task Force on Quality Inclusive Schooling to support our partnership work. All have been funded to date and include the following initiatives.

A Partnership Exploration Grant (Summer 2002): This grant enabled the Cazenovia College education faculty to meet with the administrators of Bellevue School to articulate parameters of a formal partnership.

Seed Money for Co-teaching Grant (Summer 2002): This grant provided means for exploring how a collaboration might be developed between a college faculty member and a Bellevue teacher for teaching one of the professional courses in the program.

Co-Teaching Grants (Fall 2002 and Spring 2003): Two such grants were funded and supported preliminary and ongoing planning, implementation and assessment of co-teaching efforts between Mary DeSantis and Colleen Mayberry (two teachers at Bellevue) and Stephanie Leeds at Cazenovia.

A Partnership Enactment Grant (Spring 2003): This grant provided funds to hold a three-half-day workshop with teachers and professional staff at Bellevue School who serve as members of our instructional field team and as cooperating teachers. The focus is to build links between pre-service and in-service education and to strengthen the capacity of Bellevue staff and faculty to teach students at the baccalaureate level and to supervise them in the field. We plan to continue to seek additional grants to support this work as they become available.

The College is currently working with the Syracuse City School District to identify larger funding sources to help establish and equip the proposed professional development center. It is our hope that this center will be operational in the fall 2003 semester.

How is it functioning?

This partnership is best characterized by describing its three ongoing initiatives.

Initiative 1. Developing collaborative instructional field teams consisting of Cazenovia College education faculty and Bellevue administrators and faculty to teach professional courses on the Bellevue campus. The courses currently offered during the two professional semesters include:

ED 312: Inclusive Primary Curriculum & Methods
ED 375: Collaborative Planning & Assessment
ED 341: Guidance, Discipline, & Classroom Management
ED 388: Student Teaching — Primary Level
ED 412: Inclusive Intermediate Curriculum & Methods
ED 421: Strategies for Teaching Students with Mild to Moderate Disabilities
ED 361: Family, School & Community Relations
ED 488: Student Teaching — Intermediate Level

Initiative 2. Developing collaborative instructional field teams consisting of Cazenovia College education faculty and Bellevue administrators and teachers to support the professional growth of teacher candidates and assist cooperating teachers in the supervision of teacher candidates. (Note: Bellevue Faculty and staff who serve as course instructors, co-instructors and cooperating teachers will be conferred adjunct status by Cazenovia College and be compensated appropriately.)

Unique Features

Initiative 3. Increasing the number of minority teachers in the Syracuse City School District (SCSD) by actively recruiting talented SCSD high school students through the partnership and by exploring ways to support district employees in their desire to obtain professional licensure by providing professional education courses and courses in the Liberal Arts and Sciences on the Bellevue campus. (Note: Current efforts are underway to form an articulation agreement between OCC and the teacher preparation programs at Cazenovia College. It will also be possible for Cazenovia College to offer professional education courses and courses in the Liberal Arts and Sciences on the Bellevue campus during the regular semesters and the summer semester. Cazenovia College scholarships for talented minority students interested in becoming elementary teachers are being developed.)

Sustainability/Replicability

Several structures are in place to sustain this partnership. Further, senior administrators of both the college and the school district have been involved in ongoing discussion and planning for the partnership and its growth. The partnership is articulated within program documents, and it is expected to continue as an integral component of teacher preparation at Cazenovia College.

The SUNY Fredonia-Dunkirk City School District Partnership

Participants

The Dunkirk City School District is a small urban school district of about 2,200 students located the southern tier of Western New York. The diverse student population consists of approximately 30% Hispanic, 13% African-American students and the remainder is primarily Caucasian students. The State University of New York at Fredonia's Responsive Educator Program is an undergraduate pre-service teacher general education core based on (a) five highly structured, developmentally sequenced, applied field experiences, (b) a systematic preparation in peer collaboration, (c) a foundation in conceptual framework that emphasizes responsive teaching practice, and (d) direct preparation in evidence-based practices.

Purpose

Typically, freshman students enter an Instructional Assistants Program that is their initial teaching experience. The students are required to (a) teach a minimum of two lessons, (b) use evidence-based practice in instruction, (c) administer pre- and post-teaching measures, and (d) reflect and adjust teaching practices in response to pupil responses. The next experience is typically for sophomore level pre-service teachers, and these students conduct an after school-tutoring program.

A new feature places adolescence certification pre-service science education candidates with mentor science teachers. These students (a) investigate 7th-12th grade understanding of the nature of science, (b) use the evidence process to examine 7th-12th student-generated data, and (c) use the observation data to inform their own teaching practice. This program is currently being extended for secondary level pre-service teachers in mathematics and social studies.

Benefits to IHE

The IHE faculty has been provided an opportunity to conduct and publish research [Jabot, Gradel, Magiera, Maheady, & Prendt (2004); Maheady, Harper, Karnes, & Marlette (1999); Maheady, Harper, Mallette, & Karnes (2004); Maheady, Mallette, & Harper (1996); Mallette, Maheady, & Harper (1999)].

Benefits to the School

The Instructional Assistants deliver 5,000+ hours of in-class assistance at four hours per week for eight weeks per tutor each year. Pupil outcomes noted an 84% pupil improvement. The tutors delivered 2,800+ hours of individualized instructional assistance at two hours per week for eight weeks per tutor. Overall there was an increase in fluency in selected students and a high level of satisfaction from district teachers and students.

How did it begin?

This project began with in-class discussion among graduate level candidates at SUNY Fredonia who were also Dunkirk public school teachers. The school was identified by the State of New York as a high-risk district and the Fredonia faculty began with the Instructional Assistant program in 1996.

How is it functioning?

The program continues to grow and expand as indicated. There is district-wide acceptance and cooperation with this program. The IHE faculty is able to use the data collected to support the K-12 impact of their pre-service teachers for National Council for the Accreditation of Teacher Education (NCATE) accreditation. This is arguably the most difficult of the pieces in the NCATE process.

This program leverages resources to meet our needs. These include a New York State Education grant to focus on (a) joint professional development initiatives, (b) use of data to inform instruction and policy, (c) assessment of teacher retention, and (d) practice-based input into pre-service teacher preparation.

Unique Features

Key factors relevant to our partnership: (a) consistent point person, (b) effective induction of new individuals to the program, (c) joint recognition of big ideas and big needs, (d) commitment to responsive practice, and (e) active listening, talking, trying and doing.

Sustainability/Replicability

This program is self-sustaining because the process is institutionalized in both the IHE and the Dunkirk school district. In other words, the program is not dependent on a few key individuals but has been fully embraced and supported by the IHE and the Dunkirk School District. Individuals who wish to replicate need to work small and have the patience to see the program progress along the needs of both the IHE and the school district as this project did. We identified the areas where we could assist each other and moved along those lines.

Greater Rochester Area Consortium of Institutions of Higher Education
Keshequa Central School District, Keshequa, New York

Participants

The Keshequa Central School District is located in a rural area 40 miles due south of Rochester, New York in upstate New York. The representatives from the University of Rochester, The State University of New York at Geneseo and Nazareth College of Rochester joined together in a consortium of support to partner with the Keshequa Central School District.

Purpose

The specific purpose of the SIG partnership was to establish a relationship with the 5th grade team of teachers and to provide support as needed in their process of analyzing data and exploring the construction of parallel tasks to address student skill deficits in an effort to achieve proficiency in 5th grade.

The long-term goal is that, by 2007, 80% of all 8th grade students will be achieving performance levels of three and four on the NYS ELA and Math assessments. The short-term goal (which this original SIG partnership was addressing) was that, by 2003, six of the 28 fifth grade students, previously identified at levels one and two on the 4th grade ELA assessment will increase to the proficient level on the NY State Standards (TONYSS). By 2003, four of the 14 fifth graders previously identified at level one and thirty-two "identified @ level one" on the 4th grade Math assessments will increase to the proficient level on the TONYSS.

Benefits to IHE

The benefits to the IHE members were to walk-the-walk with teachers as they sought to analyze and to change their practice in an effort to raise student test scores. This was really challenging work for the IHE faculty.

Benefits to the School

IHE faculty was available at the ongoing meetings as a resource to the teachers and often stopped and reflected with them on the process they were engaged in. When they became stalled, it seemed that reflections or questions would help them to move on. When they became overwhelmed or confused, again reflection and questions helped to move the process forward. It was the change of practice and the deeper understanding of their student needs that was the real benefit for the school.

How did it begin?

A SIG agreement was entered into with the Mid-West Consortium of IHEs. The consortium created a team that would work with Keshequa, which included Brockport, Nazareth, the University of Rochester and Geneseo, which had previously worked with Keshequa as a solo IHE agreement. IHE faculty met with the Keshequa teachers on a regular basis and then consulted as specific topics arose. IHE faculty met prior to every task force meeting to review the progress in Keshequa and the IHE relationship with them, prior to sharing an update with the consortium at the regional meeting.

How is it functioning?

The SIG agreement has ended but the relationship with Keshequa continues. IHE faculty recently met with the elementary principal and will be meeting with the district administrative staff to work on visioning and embedding this work within their district-wide professional development model for learning communities. The work is exciting and vibrant and continues to inform IHE practice in inclusive teacher education.

Unique Features (from the district's perspective)

1   The district and professor have been able to continue an academic relationship over two years that has been of benefit to the professional growth of the faculty and administration. (Previous history had been, that after one year the college person had moved on or had not been available.)
2   The professor was able to adapt to the needs of the district. When it became apparent that the initial project was going to change, the district and higher education representative made accommodations to meet other needs. (This flexibility on the professor's part has been extremely instrumental in making the second year of collaboration much more meaningful.)
3   A high degree of communication and trust has developed between the two parties. The professor is seen as not only a resource for the district but an educational colleague who is learning from the experience as well as increasing the expertise of the district's staff.

Sustainability/Replicability

There is a huge question of sustainability. The district was able to develop the interaction with the IHE person and sustain it for two years because of the availability of SIG funds. The funding is no longer available so there is the real possibility that this will be the last year of this interaction between the two parties.

To be able to replicate this project would depend on: the communication level between the district and IHE representative, the personal connection between the staff and the professor, and a specific focus for the collaboration for both parties.

Teachers College, Columbia University
District 3/Region 10 New York City Department of Education

Participants

The Professional Development School Partnership, PDS, is a collaboration between Teachers College, Columbia University, District 3/Region 10 of the New York City Department of Education and the United Federation of Teachers (UFT). Currently, there are several departments and programs at Teachers College that participate including: the Department of Curriculum and Teaching — Elementary/Childhood Education Pre-service and Early Childhood programs; the Department of Arts and Humanities — Secondary Social Studies Program, English Education Program, Art Education, Music Education, TESOL; the Department of Mathematics, Science and Technology — Secondary Math Education, Secondary Science Education; Department of International and Transcultural Studies — Bilingual Education. The schools in District 3/Region10 include three elementary schools: Public School (PS) 87, PS 165, PS 149 and one high school: The Beacon School.

Purpose

The original purpose of the partnership is to reinvent the traditional school-university relationship in order to enhance the professional development of future teachers, experienced teachers and college faculty working in urban schools.

The partnership is based on four fundamental beliefs: (1) shared responsibility for the development of pre-service and beginning teachers; (2) the continuing development of experienced teachers and teacher educators; (3) the creation of communities of sustained inquiry; and (4) the research and development of the teaching profession and school reform.

Benefits to IHE

Teachers College places pre-service elementary and secondary students in schools for classroom observations, practicum hours and student teaching. The IHE benefits from these placements because it allows the university students first-hand experience in urban classrooms. It also provides learning environments for pre-service students to implement the practices learned in coursework at the college level.

Practicing teachers serve as clinical faculty members in the Elementary/Childhood Education Pre-service Program. Clinical faculty members participate in all aspects of the program, and it brings the voice of the teacher to the coursework. Clinical faculty members discuss the connections between theory and praxis and offer practical applications to classroom experiences.

Professors and doctoral students have the opportunity to conduct research in the schools. The schools provide sites for data collection on a variety of levels within quantitative and qualitative research. Schools also provide models of teaching where pre-service students have first-hand experiences in schools where teachers are active leaders within the school.

Benefits to the School

The benefits to the individual school are great. For children in the school, there are more adults working with them, which allows for a better teacher-student ratio. Pre-service students often are asked

to use their school placement for coursework, which provide cooperating teacher opportunities to keep their own practices innovative in connecting that classroom practice to the theoretical framework of the college. This is also viewed as a form of professional development for experienced teachers.

Schools are frequently looking to hire new staff. With student teachers in the building that have been trained on-site, the schools have a large candidate pool from which to draw as potential new teachers. When schools hire from within, the pre-service students who have been placed at the school, it allows these future first year teachers to be familiar with the school culture, structures and routines.

The following data represents information from Beacon School, PS 87 and PS 165 in various aspects within the PDS partnership. Over the past five years, 51 pre-service teachers have been hired at the schools, and 41 of those teachers are still currently teaching. Eighteen staff members are currently enrolled in coursework or programs at Teachers College. Twenty-five staff members have taught at Teachers College or supervised students on school sites. Over one semester, there may be 16-18 pre-service secondary students placed at Beacon and 22-28 pre-service students placed at PS 87 and PS 165.

When one examines known statistics in the field of education regarding teacher retention in urban settings, the number of new teachers who remain at PDS schools in our partnership is unusually high.

How did it begin?

The PDS partnership began over 15 years ago with one elementary school and one middle school. University faculty, district personnel, school administrators and teachers were on the planning team, and then the partnership was implemented. It also received grant support for planning meetings, release time for staff at both the school and university, funding for an internship program, which was an extended student teaching placement and annual partnership-wide meeting. Over the course of the partnership, two elementary schools and one high school has been added with a total of five schools participating. However, due to changes in school sites and administrative changes, two of the schools in the partnership are currently inactive.

How is it functioning?

An Executive Board governs the PDS Partnership. The Executive Board is comprised of representatives from each school, administrators from each school, university faculty and staff, and district/region representatives. The Executive Board has also hired a director who administers the partnership. The Executive Board acts as a policy making body for the partnership and in an advisory capacity to the director.

At each site, a Steering Committee serves in a similar capacity as the Executive Board but at the local school level. Each school also has a liaison that facilitates communication within the school site as well as across the partnership.

Unique Features

One of the most unique features of the partnership is the opportunity afforded to practicing teachers. Teachers are supported in their own action research and inquiry and then present at local and national conferences including the Holmes Partnership. Teachers are also empowered to make decisions in the partnership and are viewed as teacher leaders. There is a breakdown of hierarchies and partners are viewed as equal contributors. Teachers are also strong collaborators within the various PDS sites.

Sustainability/Replicability

The PDS partnership is viewed nationally as a "mature" PDS. While it has had its pitfalls, many of those are based on changes in school leadership and personnel changes at the school and college. As a model, the PDS partnership is one that not only has sustained itself for 15 years, but it is a model that can be replicated with serious commitment from all members of a partnership. By using similar structures across partnerships that provide opportunities for professional development for faculty and foe maintaining strong communication within the partnership, our PDS partnership can serve as a model for school/university relationships that would encourage supporting teachers in urban settings.

Appendix 5-3
Sample Statement of Agreements

Statement of Agreement for (school year)

   This Statement of Agreement is drawn between (school or district or Regional School Support Center and (college/university) as a step in establishing a collaborative relationship between the two. This particular Statement of Agreement is set for the ____-____ school year. The longer-term goal of this relationship is the development of a partnership that supports teacher education and professional development.

   This relationship is part of a larger effort in which the Regional School Support Center (RSSC) facilitates the development of faculty and programs in high need schools and districts, by working with those schools and districts to focus planning and use resources such that student achievement is promoted. This college/university is one resource that can participate in this effort, and in agreeing to this Statement, it evidences its commitment to doing so.

   The purpose of this Statement of Agreement is to describe the relationship and set expectations such that all involved can appreciate and benefit from the relationship.

   In this relationship,(name) will serve as the primary contact from (the school or district or RSSC) ; (name) will serve as the primary contact from the college/university.

   (The college/university) will do the following:

In this section, 3-5 actions should be described. The following are merely suggestive:

- ✎ identify and support a faculty member who will participate in the school planning team which meets monthly
- ✎ identify and support s set of faculty members who will work with teachers on action research topics of mutual interest
- ✎ identify and support a faculty member who will facilitate a review of selected instructional materials with school staff
- ✎ identify and support a faculty member who will facilitate a school's self-study around a selected topic or issue
- ✎ identify and support a set of faculty members who will conduct a series of workshops on a selected topic or issue
- ✎ identify and support a faculty member who will co-teach with a school teacher to model the use of a new curricular piece/ new instructional approach
- ✎ support the department of ___ education in analyzing curriculum and instruction at ___ grade level in ___ schools, and make recommendations regarding practices related to achievement
- ✎ and so on

The **one action which is required** in this section is:

    ☞ the college/university will in some specified way, engage some of its pre-service teachers in the high need school/district

This engagement can be through observation placements, practica, student teaching, or other regular arrangements. The key is that the engagement be systematic (rather than casual or episodic). The purposes of this engagement are several, including:

    ☞ In the longer run, stronger partnerships will emerge when faculty and school teachers and administrators see the partnership as serving multiple ends, including teacher preparation.
    ☞ Faculty who are engaged in the pre-service education and the building of this partnership will find their time and efforts more manageable if these responsibilities are somewhat coordinated; thus, a heartier relationship will form.
    ☞ Pre-service teachers should have the opportunity to see their campus faculty committed to and collaborating with teachers and administrators in the challenge of serving learners in high need schools and districts.

(The school or district or RSSC) will do the following:

In this section, 3-5 actions should be described. The following are merely suggestive:

    ☞ include the college/university in the planning team and other groups
    ☞ identify projects or actions that draw on viable roles for faculty members
    ☞ call on faculty members to provide workshops of selected topics or issues
    ☞ arrange for teachers and faculty members to collaborate on mutually selected projects

and, parallel to the item included in the box above:

    ☞ support the introduction of pre-service teachers into the school/district.

      In support of this relationship, (the district or RSSC) will pay the sum of $_____ to (the college/university). (A minimum of 10% of the grant to the school/district/RSSC must be used for these purposes.) These funds will be used by the institution to support the faculty engaged in this relationship and toward building this partnership. The funds will be used as follows:

In this section, the use of the funds should be specified. The funds can be used in a variety of ways, as determined by the faculty members and their departments, and within the parameters of the state grant to the school/district/RSSC. The following examples are illustrative. The funds could be used:

- ✎ to buy faculty released time to engage with the teachers and the schools
- ✎ to pay stipends for time spent beyond the regular duties
- ✎ to pay stipends for planning and delivering workshops, for engaging in collaborative action research, and so on
- ✎ as summer stipends for work completed during the academic year
- ✎ to support department activities associated with teacher education programs
- ✎ and so on.

However, no more than 8% of the funds may be used by the institution for indirect costs.

The attached Statement of Assurances is part of this Statement of Agreement and sets particular parameters that govern the relationship.

Having participated in the development of this document, directly or indirectly, and having read through the components above, I offer my signature indicating my support of this Statement of Agreement.

For _____(name college/university)_____: _____

Name typed
Date _____

For _____(the school/district/RSSC)_____: _____

Name typed
Date _____

A copy of this Statement of Agreement   Task Force on Quality Inclusive Schooling
should be sent to: New York Higher Education Support Center
                                                  for SystemsChange
                                                150 Huntington Hall
                                                Syracuse University
                                                Syracuse, NY 13244-2340

Sample

Memorandum of Agreement 2001-2002

This Statement of Agreement is drawn between LaSalle Middle School (LMS) of the Niagara Falls City School District and The Western New York Holmes Partnership (WNYHP) as a step in establishing a collaborative relationship between the two. This particular Memorandum of Agreement is set for the 2001-2002 school year. The longer-term goal of this relationship is the development of a partnership that supports student learning, teacher education, and professional development. The priority outcomes for the partnership include:

- Increased student satisfaction with the learning process as assessed by increased student attendance and participation, and fewer disciplinary referrals.
- Improved capacity for all students to meet New York State Learning Standards as assessed by the number of students reaching competency levels on mathematics and English language arts assessments.

The purpose of this Statement of Agreement is to describe the relationship and set expectations such that all involved can appreciate and benefit from the relationship.

- In this relationship, Marie Catherine will serve as the primary contact from LaSalle Middle School and Chandra Foote will serve as the primary contact from The Western New York Holmes Partnership. In addition, LMS and WNYHP will each identify two secondary contact people to assist in the administration of the partnership goals.
- During the 2001-2002 school year, the following WNYHP member institutions will participate in the partnership:

The Western New York Regional Support Center
Niagara University
Buffalo State College
University of Buffalo

Each WNYHP member will contribute as follows:

- The Western New York Regional Support Center agrees to provide ___(faculty, staff, administration, pre-service candidates, interns, and WNYHP representatives)_____ with professional development instruction based on Ruby Payne's Framework for Understanding Poverty. Niagara University agrees to provide one counseling intern to manage a student mentoring program and XX pre-service candidates seeking middle school teaching certification to serve as mentors for students with low attendance and participation or students with multiple disciplinary referrals. It is expected that these candidates will participate in the Ruby Payne development and maintain contact with individual students for at least 2 years. As a result candidates will receive a certificate of training in Action Against Poverty. Niagara University also agrees to provide tutors for the Spring semester for student preparing for the NYS ELA and mathematics examination.

- The University of Buffalo agrees to provide tutors and student teachers.

In return LaSalle Middle will contribute as follows:

- Room 117 will be available at no charge to the partnership for classroom, meeting, storage, and office space between the hours of 7:00 A.M. and 8:00 P.M. as needed with advanced notice and schedule to be arranged by WNYHP.
- Records of attendance rates, participation rates, and test results will be made available for evaluation purposes with the understanding that student confidentiality will be maintained and student identity will be withheld.
- Faculty will act as cooperating teachers, counseling supervisors, and candidate mentors.

Finally, the partners agree to designate individuals to participate in dissemination activities related to the outcomes of the partnership as needed.

Having obtained consent from the appropriate governing body, I offer my signature indicating support of this Memorandum of Agreement.

For <u>The Western New York Holmes Partnership</u>: _____

Beverly Bartell
Date _____

For _____LaSalle Middle School_____: _____

Marie Catherine
Date _____

Appendix 5-4

A Rubric for Assessing the Qualities of Partnerships Between Schools and Teacher Preparation Programs at Institutions of Higher Education

Melissa Price

New York Higher Education Support Center for SystemsChange
Syracuse University

Updated April 22, 2004

With sponsorship from the New York State Education Department Office of Vocational and Educational Services for Individuals with Disabilities and the support of The Higher Education Support Center for SystemsChange (HESC) at Syracuse University, the Task Force Quality Inclusive Schooling was established in 1996. The Task Force consists of representatives from New York State schools and professional development organizations who work with higher education professionals from over 65 New York State institutions of higher education. Task Force member institutions commit to the two Task Force goals:

- to plan and implement an inclusive teacher education program, or to sustain such a program already in effect, and
- to engage in and support the professional development efforts of selected high need schools and districts that have been identified in each of the state's seven regions.

Members of the New York Task Force on Quality Inclusive Schooling worked together at two statewide meetings (April 11, 2003 and October 3, 2003) to identify critical elements and the varying qualities of these types of partnerships as they have experienced them. As Task Force feedback was considered, a number of quality indicators seemed to emerge.

1. The nature or degree of **shared vision** for, and commitment to, learning and teaching.
2. **Membership** of the collaborative teams who enact the partnership.
3. The nature and degree of **collaboration** in policy-making and governance regarding teacher preparation and in-service professional development commitments.
4. The nature, purpose, and extent of **communication** between partners.
5. The degree to which the **partnership is institutionalized**.
6. The quality and nature of **partnership planning**.
7. Quality of partnership implementation in light of the **benefits to teacher preparation** programs.
8. Quality of partnership implementation in light of the **benefits to schools**.
9. Nature and extent of ongoing partnership **assessment and refinement**.

The purpose of this document is to assess partnerships between schools and institution of higher education teacher preparation programs. By focusing on specific quality indicators, this rubric may be used to help assess these partnerships for a variety of purposes:

1. When used as a self-assessment, it may serve as a pre-program needs assessment from which an action plan can be drawn.
2. It may serve as an ongoing self-assessment.
3. It may serve as an observational tool for individuals seeking to learn more about such partnerships.

The value of the matrix form is to identify some likely stages in partnership development. Certainly, as partnerships mature other quality indicators and manifestations of successful partnerships may emerge. Partnership participants, observers and evaluators should consider this document to be an approximation of current best practices.

A Rubric for Assessing the Qualities of Partnerships
Between Schools and Teacher Preparation Programs at Institutions of Higher Education

Scoring matrix directions:

- Indicate which IHE–school partnership is being assessed.
- Date the assessment form.
- Identify the person(s) completing the form.
- Review the quality indicator described in the first box on the left.
- Read the four descriptions of how this indicator may or may not exist within your partnership.
- Circle the description that most closely matches your partnership.
- Indicate evidence used to inform your description selection.
- Repeat the process for all eight quality indicators.
- Items that score #4 most closely resemble exemplary practices in partnership enactment.

Scoring Grid

Partnership Member Institutions: _____

Date: _____

Person(s) Completing this Assessment: _____

Quality Indicators							
Dates this matrix was completed: →							
#1 Shared vision							
#2 Membership							
#3 Collaboration							
#4 Communication							
#5 Partnership is institutionalized							
#6 Partnership planning							
#7 Benefits to IHE							
#8 Benefits to school							
#9 Assessment & refinement							

A Rubric for Assessing the Qualities of Partnerships
Between Schools and Teacher Preparation Programs at Institutions of Higher Education

Quality Indicator #1:
The nature or degree of **shared vision** for, and commitment to, learning and teaching

1 *Drawing Board*	*2* *Evolving*	*3* *Established*	*4* *Exemplary*
▪ No vision — or each has a vision, which are disparate and/or immutable.	▪ A common vision exists but it doesn't inform decisions.	▪ Individual members share ownership of the vision and the vision informs decision-making.	▪ All members and the institutions/organizations represented share ownership of the vision, which serves as a basis for decision-making and continual assessment, including resource allocation.
Evidence:			

Quality Indicator #2:
Membership of the collaborative teams who enact the partnership

1 Drawing Board	2 Evolving	3 Established	4 Exemplary
▪ A non-focused team with limited representation.	▪ A non-focused team with representatives from some of the following groups: institution of higher education leadership and faculty, school leadership and faculty, community membership and families as well as State Education Department representatives in staff development, school reform and quality assurance.	▪ A focused team with wide representation from some of the following groups: institution of higher education leadership and faculty, school leadership and faculty, community membership and families as well as State Education Department representatives in staff development, school reform and quality assurance.	▪ A focused team with wide representation from all of the following groups: institution of higher education leadership and faculty, school leadership and faculty, community membership and families as well as State Education Department representatives in staff development, school reform and quality assurance.

Evidence:

Quality Indicator #3:

The nature and degree of **collaboration** in policy-making and governance regarding teacher preparation and in-service professional development commitments

(Collaboration — Equally valued membership and participation)

1 Drawing Board	2 Evolving	3 Established	4 Exemplary
▪ Superficial interaction between the parties with incidental coordination of events.	▪ Planning and coordination of activities chiefly for the benefit of one party or the other.	▪ Short-term planning and coordination of mutually beneficial activities planned by a few individuals.	▪ Long-term planning and coordination of mutually beneficial activities with full engagement and commitment of all individuals and the institutions/organizations represented.

Evidence:

Quality Indicator #4:

The nature, purpose, and extent of **communication** between partners

(Communication — verbal and/or written)

1 *Drawing Board*	2 *Evolving*	3 *Established*	4 *Exemplary*
■ Communication is spontaneous and inconsistent.	■ Limited, but reliable communication is initiated primarily by one party or individual and/or is typically narrowed to problem solving or negative issues.	■ Mutual communication between consistently responsive parties or individuals typically addresses immediate or short-term needs.	■ Communication is characterized by consistently used and available channels for sharing ideas and information in ways, which contribute to the overall promotion of partnership goals.

Evidence:

Quality Indicator #5:
The degree to which partnership is institutionalized
(Institutionalization of the partnership — Sustainability — Resource allocation)

1 *Drawing Board*	*2* *Evolving*	*3* *Established*	*4* *Exemplary*
■ Interactions are random and limited to contact between individuals.	■ Interactions are limited to a few representatives who act in the name of their institutions without the support of resources.	■ Interactions occur between representatives with some support from their institutions in the form of acknowledgement, release time or compensation in recognition of the mutual benefit.	■ Benefits of the partnership are so integral to the well being of each institution/organization that all employees view themselves as representatives whose engagement in partnership activities is an expected component of employment, fully supported by resources.

Evidence:

Quality Indicator #6:
The quality and nature of **partnership planning**

1 *Drawing Board*	2 *Evolving*	3 *Established*	4 *Exemplary*
▪ Short-term plans are developed independent of consideration for shared vision and/or collaboration with partners.	▪ Short-term plans are developed to address immediate needs of one party or another without full consideration of the shared vision.	▪ A collaborative team focused on a shared vision develops plans for mutually beneficial short-term activities.	▪ Representatives, who have the full support and the resources of their institutions/organizations, plan mutually beneficial activities within the framework of extensive and ongoing collaboration consistent with the shared vision.

Evidence:

Quality Indicator #7:
Quality of partnership implementation in light of the **benefits to teacher preparation** programs

1 *Drawing Board*	2 *Evolving*	3 *Established*	4 *Exemplary*
■ Individual faculty projects or student field experiences are negotiated independent of institutional (school and/or IHE) involvement.	■ Faculty projects and student field experiences are developed and implemented in collaboration with school personnel with sole respect to the needs of the teacher preparation program.	■ Faculty projects and student field experiences are collaboratively developed and implemented with school personnel in consideration of the needs of the school and the teacher preparation program.	■ Representatives who have the full support & the resources of their institutions/organizations implement mutually beneficial faculty projects and students field experiences within the framework of extensive and ongoing collaboration consistent with the shared vision.

Evidence:

Quality Indicator #8:
Quality of partnership implementation in light of the **benefits to schools**

1 *Drawing Board*	*2* *Evolving*	*3* *Established*	*4* *Exemplary*
▪ Professional development and school reform/improvement plans are negotiated with individual faculty members or completely independent of institution of higher education involvement.	▪ Professional development and school reform/improvement plans are developed and implemented in collaboration with institutions of higher education representatives based solely on the needs of the school.	▪ Professional development and school reform/improvement plans are collaboratively developed and implemented with representatives of higher education in consideration of the needs of the school and the teacher preparation program.	▪ Representatives who have the full support & the resources of their institutions/ organizations implement mutually beneficial professional development and school reform/improvement plans within the framework of extensive and ongoing collaboration consistent with the shared vision.

Evidence:

Quality Indicator #9:

Nature and extent of ongoing partnership assessment and refinement

1 *Drawing Board*	2 *Evolving*	3 *Established*	4 *Exemplary*
▪ No consideration is given to the assessment or refinement of the partnership.	▪ The quality of the partnership is informally discussed when difficulties or successes are noted by outside observers and refinements are discussed.	▪ The quality of the partnership is assessed periodically in light of documented difficulties and/or successes and refinements are discussed for implementation.	▪ Assessment and refinement of the quality of the partnership is designed and systematically conducted to reflect progress toward the collaborative planning and implementation of mutually beneficial activities consistent with the shared vision of the school's and institution of higher education's teacher preparation program.

Evidence:

Bringing It Together

Keeping Quality Teachers

Concetta and James Sullivan, Partners
Sullivan Educational Associates

Evaluation Materials (Appendices 6-10 through 6-13) developed by:

Patricia H. Mueller, Ed.D.
Research Associate
Northeast Regional Resource Center
Learning Innovations at WestEd
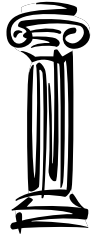
Bringing It Together

Educators recognize the need to ensure a quality teaching force if students are to gain the knowledge and skills that will enable them to be successful in school and in life. Section One of this document, *Making the Case for Teacher Retention,* highlighted the crucial role of quality teachers in promoting the academic success of all students. It provided research findings linking high student academic achievement with quality, experienced teachers. Subsequent sections identified three key strategies for building a framework that school leaders can use to help them retain teachers in their profession and in their school: *Improving Working Conditions; The Role of the Administrator in Teacher Retention; and Induction and Mentoring Programs that Work.*

Promoting Linkages: Partnerships Between Schools and Higher Education, shows how school leaders can promote partnerships that provide needed instructional support for new teachers and enhance professional growth and development opportunities for all school staff. Educators are increasingly recognizing that schools alone cannot be responsible for retaining quality teachers, and that collaborative partnerships with parents, institutions of higher education, community members and agencies, and community-based organizations can support and enhance schools' efforts to provide quality teachers to meet the needs of the diversity of today's students.

In focusing attention on retaining quality teachers, school leaders can draw upon a wealth of resources, both within the school and in the community that can provide support in any teacher retention initiative. The following five areas of inquiry provide a straightforward framework for action for initiating or enhancing a teacher retention initiative at the school district or school building level.

- Where Do We Start?
- Who Should We Involve?
- What Do We Want to Do?
- How Do We Do It?
- Where Do We Go From Here?

Each of the five areas of inquiry is further developed with a key question and action steps that can be taken to create a blueprint for teacher retention. The use of this framework enables school leaders and administrators to enter

the process at any point in time, dependent on the status and needs for a teacher retention plan at the local level. The appendices listed at the end of this section provide resources that support planning and implementation.

Where Do We Start?

School leaders who recognize the critical role that quality teachers play in high academic performance provide the impetus and leadership for establishing a teacher retention initiative (Danielson, 2002). A recurring or persistent exodus of teachers from a school or from a district often signals the need to examine conditions that may be contributing to why teachers are leaving.

If a school or district believes a teacher retention problem exists, a self-assessment with three action steps can form the basis for initiating a teacher retention effort, and examining factors at the very beginning of the process. Depending upon where a problem exists, a team of key personnel with substantial involvement of teachers can be assembled at the school or district level, or at both levels, to explore reasons why teachers are leaving. Because the major focus of the educational environment and schools is the retention of quality teachers to promote student achievement, any self-assessment or discussion regarding teacher retention should begin by examining teacher retention data. Ultimately, improvements in teacher retention should result in increased or enhanced results in student achievement.

1. *Analyze data to identify the problem.*

Analyzing data on retention of quality teachers is the first step in identifying whether a teacher retention problem exists. Data on teacher retention and attrition should be reviewed and analyzed as part of the problem identification process to determine whether a high number or proportion of quality teachers are leaving the school or district. The data could include, but not be limited to, the number and percentage of teachers leaving a school or district disaggregated by type of certification or license; exit interview and survey data specifying reasons why teachers left their positions; survey or focus group data on teachers remaining in their positions to identify reasons why they are staying, and whether they may be considering leaving and why; and any other data that could pinpoint problems that affect retention of quality teachers (Ingersoll, 2001). Particular shortage areas that have been documented nationwide, such as special education, mathematics and science, may warrant specific consideration.

As a next step, analyzing student achievement data can identify the impact on students when teacher attrition may be an issue. Schools have a wide variety of data on student and school educational performance that can be used to assess student learning (Reeves, 2004). Report card grades, teachers' periodic assessments of student performance, standardized test results, and SAT and PSAT scores are among the numerous ways schools can determine whether students are achieving learning standards. In New York State, for example, annual School Report Cards are developed for each

district and all schools in each district, summarizing a wide range of student performance data as well as characteristics of the schools, communities, teachers and students. Disaggregated data can be used to determine achievement patterns for specific groups including students with disabilities.

Using teacher retention data linked to data on student achievement, the school or district team can identify factors that contribute to high academic achievement while at the same time, identifying problems that are inhibiting attainment of education goals. Where academic achievement is clearly meeting or exceeding expectations, factors and conditions that are contributing to success including high retention rates of quality teachers should be identified and encouraged. Similarly, where student outcomes are below expectations, the team should analyze disaggregated data including teacher attrition rates to identify problems that need to be addressed if students are to achieve learning standards.

2. *Identify root causes of the problem.*

The problem identification process should use root cause analysis or a similar process that is based on review of data to analyze a problem (University of the State of New York, 2001). Searching for the root cause of a potential problem begins with a collection of hunches about the problem, and then proceeds through a review and analysis of appropriate data to identify the root cause(s). Categories of data should include teacher retention and attrition data; demographical data about the school, students and community; student learning data; perceptions of key stakeholders including students, staff, parents, community members and others; and school processes data such as curriculum, assessment and instructional data. A starting point to determine the root cause(s) of a teacher retention problem could be a review of current rates of teacher retention and where the school or district believes they should be. Using multiple sources of data, the root cause search yields information about the fundamental cause(s) of a problem. In the process, the building or district team members brainstorm hunches and ideas about the problem; consolidate ideas from all team members; investigate and analyze needed data; and ultimately arrive at consensus on the root cause(s) of the problem.

3. *Examine reasons why the problem exists.*

A review of teacher retention data in conjunction with student achievement data enables a determination of potential reasons or hypotheses of why a problem exists. Research data and evaluative studies have consistently linked higher levels of student achievement with lower rates of teacher turnover, higher levels of teacher satisfaction with their school environment, and a positive learning community where teachers feel valued and supported. Analysis of achievement data and comparison of that data with characteristics of the teaching force across the district, across schools within the district, across grades within the schools, and across student populations within schools and grades should clarify the reasons why teacher

retention is a major problem within any given school setting (University of the State of New York, 2001). At the district level, examination of teacher retention data such as the percentage of highly qualified teachers who teach in high performing schools and the percentage who teach in low performing schools, and the percentage of teachers who have taught for three or four plus years in their schools helps pinpoint areas of concern where teacher retention efforts may be needed.

A growing body of research and evaluative studies outlined in earlier sections of this document has identified three major issues affecting the retention of quality teachers (Darling-Hammond, 2003). In examining reasons why a teacher problem exists and developing assumptions about the problem, the team should review and analyze these major issues as possible causes of why teachers are leaving. Emphasis on each or all of the three strategies is locally driven, based on the district's or school's initial self-assessment of which factors most strongly influence teacher retention. Factors may differ widely from urban to suburban to rural settings, based on the characteristics of the schools.

- Working conditions are key factors in why teachers choose to stay or leave their teaching position in a school, or choose to leave the teaching profession altogether. In seeking reasons why teachers leave, surveys of the existing teaching staff, exit interviews of teachers who elect to leave, or other data collection efforts can help pinpoint working conditions that contribute to why quality teachers leave. Section Two of this document, *Building a Framework: Improving Working Conditions,* identifies a series of working conditions that research and evaluative studies have shown can act as either supports or deterrents to teacher retention. The research shows, for example, that providing building and district level support for teachers, establishing a safe school environment for staff and students, and providing professional development opportunities for teachers are among the working conditions known to have a positive impact on retention of quality teachers. Section Two contains a self-assessment instrument that can help teachers and school leaders determine factors supporting teacher retention in their school or district, and select strategies for enhancing those factors in the local setting.

- Teachers consistently cite administrative support and effective instructional leadership as key factors that create supportive and positive school climates that value teaching and learning, and result in high student achievement. Administrators can set the tone for a collaborative learning community where teamwork and collegial support is the norm, and student learning is the highest priority. Section Three of this document, *Building a Framework: The Role of the Administrator in Teacher Retention,* identifies common themes in educational leadership with examples of how an administrator can support teacher retention and provides resources for achieving that goal.

- A lack of induction programs for new teachers, and mentoring programs for both new and veteran teachers can result in teachers who leave their school or the profession because of a lack of needed support in their early critical years of teaching. New teachers develop their skills as they have opportunities to use them in classroom settings, and then reflect upon their success in positively affecting student achievement. When new teachers leave, review and analysis of reasons why they leave should be considered in defining root causes for teacher attrition.

Section Four of this document, *Building a Framework: Induction and Mentoring Programs that Work*, provides a solid model for planning and implementing induction and mentoring programs. It describes why induction and mentoring programs are necessary for new teachers, the types of assistance and support new teachers need, and the ways that mentors can support new teachers. The appendices contain a series of resources including a coaching self-assessment instrument and chart outlining roles and responsibilities of key players in a mentoring program in the Hopkinton Public Schools in Massachusetts. It also includes models for induction and mentoring programs that can be considered for implementation in any school setting including urban, suburban and rural schools, and districts.

As noted earlier in the discussion on data analysis, the school or district team can explore a number of potential sources of data on teacher retention and attrition to aid in developing and examining potential reasons why teachers leave. Exit interviews and surveys of teachers leaving the school or district; surveys of the perceptions of teachers in the schools and district about the school environment and conditions; and other sources of information can be used for this purpose.

Who Should We Involve?

Consensus among members of the school or district team on the root cause(s) of a teacher retention problem and the reasons why a teacher retention problem exists sets the stage for moving from problem identification to problem solving. Building partnerships among key stakeholders offers a viable way of gaining valuable support for launching a teacher retention initiative. Partnerships are formed among individuals and groups who have a common vision and who believe that retention of quality teachers results in improved student outcomes. Schools, teachers, families and communities are an important part of every child's life, and the people children see on a daily basis play a significant role in their growth and development.

Key Question: Have we reached out to partners who can support our efforts to retain quality teachers?

In many localities, school and community leaders recognize the close interrelationships of school, family and community, and how these components of a child's life can support each other. The impetus for action for organizing a teacher retention initiative frequently occurs within the school community when individuals take leadership in seeking ways to ensure that teachers are supported and recognized for their tireless efforts in helping

students achieve success. School partners such as school administrators, teachers, parents, school board members, and teacher unions, and community partners such as institutions of higher education can play key roles in implementing a teacher retention initiative.

1. *Involve key school partners.*

A unifying theme that will be a powerful force for a teacher retention initiative is a common concern about the needs of students, and how quality teachers impact on student achievement. School leaders set the tone for cooperation by focusing on the needs of students, and by identifying teacher retention strategies that are known to be effective in retaining quality teachers. They promote expectations that all school environments will support quality teaching and learning (Glickman, 2002). They increase school board and public awareness of the critical link between teacher retention and success of students. They strive to open lines of communication within the school, and between the school and the community to foster school improvement and high academic achievement through retention of the best teachers. School leaders build partnerships around a realistic and achievable strategy to retain quality teachers (Scherer, 2003).

Teachers are key school partners who should be involved in all stages of a teacher retention initiative. School principals can provide school building leadership that creates a positive and supportive school climate for teaching and learning (Charlotte Advocates for Education, 2004). All school faculty and staff can foster a collaborative and supportive environment where the highest priority is student learning. Teachers' unions can partner and link teacher union and school district programs to create innovative strategies to retain quality teachers, particularly in areas of persistent shortages. The school board can increase its understanding of the linkage between teacher retention and student achievement. In addition, all school partners can respond to the challenges faced by new teachers through collegial support and building positive relationships among all teachers.

2. *Collaborate with institutions of higher education.*

Institutions of higher education can be valuable resources in supporting a teacher retention initiative. Starting with the preparation of new teachers, institutions of higher education can collaborate with schools to ensure that all new teachers entering the workforce are appropriately trained to help all students achieve higher standards. Research and evaluation findings that can support efforts to enhance teacher retention initiatives can be shared with schools. Partnerships can be established between schools and institutions of higher education to enhance linkages between pre-service training and ongoing professional development. These partnerships can provide the basis for inclusive pre-service programs, and follow-up training and support for both new and experienced teachers, particularly in areas of persistent shortages. Section Five of this document, *Promoting Linkages: Partnerships Between Schools and Higher Education*, provides a broad range of information,

guidance and resources for schools and districts seeking to initiate or enhance partnerships with institutions of higher education. It has examples of partnerships including Professional Development Schools that provide a continuum of services addressing the needs of educators at all stages of their careers. A model partnership agreement, a rubric for assessing the qualities of partnerships, and case studies of existing partnerships are also included in appendices to Section Five.

3. Include parents, families and community stakeholders.

Parents and families are key partners critical to the success of students in school, and schools can enlist their support and commitment to a teacher retention initiative (Marzano 2003). Schools can help strengthen the knowledge of parents and families about the important role they can play in promoting student achievement, while at the same time, creating awareness of the need to devote efforts to retention of quality teachers. Schools can also gather information about potential partners in the community, including employers, businesses, Chambers of Commerce, employee groups, local media, community action groups, and other individuals and organizations that have an interest and commitment to quality education. Conversations with potential partners could be initiated through invitation to a meeting to discuss the importance of quality teachers to ensuring an education system in which students become responsible and productive members of society who contribute to the growth of their own communities.

Every community regardless of size has groups, agencies, individuals, and other formal and informal organizations that are committed to helping the community grow and prosper (Marzano, 2003). While some groups and organizations are well known and their commitment very visible, others can play an equally important role in helping a teacher retention initiative succeed. A formal review of the resources both within the school and in the community can lead to the identification of a host of potential partners who, if asked, would be more than willing to commit their time and energy to improving the well-being of children by supporting quality teachers. Using the students' needs assessments and the critical link between quality teachers and academic achievement, a wider audience of individuals and groups can be encouraged to become involved in supporting a teacher retention initiative.

What Do We Want to Do?

Key Question: Have we developed a school improvement plan that includes strategies for retention of quality teachers?

Retention of quality teachers provides a proven strategy for promoting student success. Setting high expectations and providing the help students need to succeed through experienced teachers are the cornerstones of a good education program. A growing body of research strongly suggests that high student achievement occurs most frequently when teachers, parents and students set high standards and believe that all students can reach those standards (Schmoker, 2001). Expectations of high student performance are clearly related to a shared vision of success for the entire community and a

commitment to ensuring quality teachers for all students. In New York State, for example, the Comprehensive System of Personnel Development (CSPD) Plan serves as the vehicle for addressing special education issues and concerns, including retention of special education teachers. The CSPD Plan has become the primary school improvement planning process and tool for many New York State schools, and it provides a comprehensive approach to identifying root causes of problems enabling development of realistic and achievable planning goals.

1. *Identify possible solutions.*

A review of data on teacher retention and the impact on student achievement provides an opportunity for the school or district team to brainstorm potential solutions for addressing the teacher retention problem. The preliminary solutions should be both realistic and feasible in terms of cost and effort. Root cause data on the reasons why teachers leave is a starting point for developing preliminary solutions for potential inclusion in a teacher retention action plan. Previous sections of this document provide a series of potential strategies and ideas that should be considered in developing preliminary solutions to the teacher retention problem.

If data shows that large numbers or percentages of new teachers are leaving after a relatively short time in the school or district, new teacher support activities described in Section Four including stronger and more comprehensive induction programs, and mentoring of new teachers are possible solutions. If survey data of current teachers shows a need for professional development in specific areas, potential solutions could include training identified by teachers, peer coaching, teachers visiting other classrooms to observe new or different instructional strategies, and other ideas developed by the team. School climate and instructional leadership issues as well as other working conditions outlined in Section Two could be addressed in a similar fashion by brainstorming solutions that would support a positive teaching and learning environment in the school. Enhancing administrative support and related leadership actions outlined in Section Three provide additional ideas for consideration.

2. *Develop or modify an action plan.*

Many schools already have school improvement plans and professional development plans that can be modified or amended to include a teacher retention initiative. Setting goals and objectives in existing or new plans forms the basis for developing a well organized initiative for teacher retention that serves as the primary vehicle for clear and effective communication among all partners. The teacher retention data reviewed in the problem identification process combined with the preliminary list of possible solutions can be used as the starting point for developing or revising an action plan for a teacher retention initiative. Student achievement data provides the framework for further discussions about the current level of achievement in the school or district, and highlights areas where improvement needs to

occur. Gaining agreement among all partners on the critical importance of retaining quality teachers enables a more focused discussion around the priority needs within the district and its schools.

During the planning process, the key partners in the school and in the community are able to expand their base of knowledge about each other, and about the needs that must be addressed to ensure retention of quality teachers. They are also in a stronger position to relate their knowledge about resources available in the school and in the community to new ways of working together to achieve a common goal of retaining quality teachers.

Administrators, teachers and school staff can come together in a full staff meeting to review priority needs for teacher retention and offer ideas for solving problems. Surveys, small group meetings focused on teacher retention, focus groups or other means can be used to engage school staff in identifying solutions to problems. Community resources including parents and families, public and private sector partners including institutions of higher education, and local governmental leaders are potential resources that can also provide valuable support as part of the action plan for a teacher retention initiative.

3. *Implement the action plan.*

The program implementation stage provides the link between the available resources and the actions that will be taken to address a teacher retention issue. Crucial decisions will need to be made concerning the types and levels of support that will be provided to retain quality teachers. Human and financial costs of new and different services, and development of the organizational and administrative structure to ensure success need to be addressed as part of the implementation process.

In implementing the action plan, the school or district team can begin working on a limited set of priorities with a clearly defined focus on retaining quality teachers. Working with a small core group of individuals including teachers, key elements of the operational plan can be implemented. A review of educational research and evaluative studies can be used to identify alternative strategies, activities and supportive services that have proven successful for other schools and districts.

The team can play an instrumental role in moving the teacher retention activities from the initial exploratory planning stage on paper to the implementation of a concrete plan for action. Beginning with the commitment to retain quality teachers to help all children succeed, key partners in the school and community working together provide the momentum for change that begins to draw others into the effort. They demonstrate the leadership that establishes trust and opens lines of communication for people to become involved.

How Do We Do It?

The ultimate success of an initiative devoted to retention of quality teachers will be determined by its impact on student achievement. Within our rapidly changing society, a quality education has become essential for students to achieve academic success in school, and gain the knowledge and skills needed to be productive in society. Teachers play a most important role in organizing and providing teaching and learning experiences designed to develop students' basic and advanced skills. Research and evaluative studies have documented the crucial role of teachers in setting high expectations for academic success and helping their students achieve it. Emerging partnerships devoted to supporting retention of quality teachers that draw upon the strengths of the school and community create the enthusiasm and commitment needed to ensure success.

1. *Provide strong leadership.*

The school community is in the best position to provide the leadership necessary to develop and implement a teacher retention initiative that involves the support of parents, families and community. School leaders can use planning discussions with the school or district team and key partners in both the school and community to talk about issues around teacher retention that are affecting all students and teachers. They can help establish and gain consensus on a vision for success that ensures student achievement through retention of quality teachers. School leaders can create a common message with key partners to promote an urgency for ensuring retention of quality teachers. That message can be delivered to the school and the community in both formal and informal meetings. The leaders can encourage the school's partnerships with its teachers and with the community to work collaboratively to retain quality teachers who help students achieve success.

2. *Define responsibilities.*

As the plan for action for teacher retention is implemented, key activities and tasks will be conducted for addressing the defined needs of teachers with responsibilities and timeframes identified for achieving results. The implementation phase will require a structure and a set of agreed-upon processes and procedures to complete key activities. Logistical arrangements will need to be in place to organize meeting times, provide materials for all partners in the school and community, offer orientation and training for all key partners, and attend to a host of other details for implementing key activities.

Specific attention should be devoted to establishing clear responsibilities for work to be completed with timelines and expected dates for completion of tasks. Performance indicators should be included to monitor achievement of objectives, and a schedule should be developed for the ongoing review and assessment of the teacher retention initiative. Data collected can be used to monitor and evaluate progress against planned objectives.

3. Provide training and staff development.

For many individuals in both the school and community, new learning standards and the *No Child Left Behind* law with its related assessment processes are new and unfamiliar. To enable all children to succeed and to stress the importance of quality teachers for high academic achievement, all partners including teachers, school staff, parents and families, and community members need to understand what new learning expectations entail, and how these differ from what occurred in the past (Darling-Hammond, 2003). They will need to have information on why the new standards have been put in place, and why it is critical for students to achieve the knowledge, skills and understandings contained in today's curriculum. To support all teachers, key partners can be provided knowledge and skills that will enable them to support quality classroom instruction. Questionnaires, surveys, interviews and other means can be used for identifying areas for training and staff development of teachers, school staff, parents and families, and community partners. Staff development and training priorities should be based on the support needs of students and teachers, and should be incorporated into the plan for action for teacher retention.

Where Do We Go From Here?

In an era of competing demands for public funding, effective partnerships within schools and with the community have demonstrated the benefits of working together to achieve common goals. Partnerships cannot only maximize the use of scarce public resources, but they also send a clear and unambiguous message that the school and community are committed to working together to address issues affecting the positive growth and development of its children. The initial plans for a teacher retention initiative should specify activities designed to solicit ongoing broad-based support for the commitment to teacher retention as an important component of school improvement planning. In addition, evaluation should be included in the early stages of planning to guide program development.

Key Question: Have we created a framework for feedback and continuous improvement to retain quality teachers?

1. Evaluate and report results.

Evaluation is a key part of program design that needs to be considered an integral component of any teacher retention initiative. The evaluation design selected should be capable of guiding program development by measuring progress of actual activities implemented as compared to initial plans. The types of evaluation measures to be used, the format and arrangements for collecting data, and the frequency of reporting results should all be considered as initial plans are developed and implemented. Measures of teacher retention across schools, grades, subject matter and teacher specialty areas, as well as interviews and surveys of teachers' perceptions can gauge the impact on teachers.

Similarly, student performance on state tests and assessments, school and class level achievement data, indicators of student participation in school

programs, and other important measures can be used to assess the impact of teacher retention strategies on student achievement. Data elements should be gathered at the beginning of the initiative to ensure baseline data to compare with results in subsequent time periods. Regular scheduled reviews of performance data and indicators should be put in place to track results over time and to communicate accomplishments to all key partners supporting the initiative. A formal year-end evaluation should be conducted to establish priorities for subsequent years' activities.

The "Results Accountability" evaluation framework developed by Dr. Mark Friedman is one evaluation model that can be considered for use in evaluating a teacher retention initiative. The model provides a structure for quantifying the achievement of results. Using a four-quadrant schematic that enables users to display agreed-upon performance measures, the framework can be used to address key evaluation questions including: "How much did we do? How well did we do it? How much change did we produce? Is anyone better off?" A complete description of the model and how to use it for evaluating a teacher retention initiative are contained in Appendices 6-11 and 6-12.

2.   Celebrate success.

As the teacher retention initiative develops, many people will devote considerable time and energy to make the initiative successful. In the early stages of the initiative, the changes in teacher retention rates and the impact on student achievement may not be readily noticeable or apparent in the short run. In many cases, the true measures of success will only emerge over a considerable length of time. In the interim and as a way of maintaining momentum, periodic reviews of progress might be conducted which highlight what's been accomplished to date and which reaffirm the commitment of the vision that initially brought the partners together. These "celebrations" could focus on factors that will ultimately lead to retention of a quality teaching force and higher student performance. New forms of teamwork in the school that support all teachers or implementation of a buddy system for new teachers are examples of the types of activities that could form the basis for recognizing contributions of individuals and celebrating success.

3.   Sustain the effort.

A good solid evaluation design and a continuous series of planned celebrations that are built into the teacher retention initiative are two strategies that have been used to build enthusiasm for helping the initiative grow over time. In addition, the commitment to action and the sense of urgency conveyed by school leaders set the stage for others to identify how they can support the initiative. Key partners can use their skills and expertise to identify the types of activities that will be needed to move the initiative from the planning stage to implementation. Considerable time and energy should be devoted to building trust and ownership of the teacher retention

initiative by a variety of individuals and groups that will be instrumental in making the initiative a success. Barriers to implementation should be identified as soon as possible in order to consider contingency arrangements for maintaining momentum. Data and evaluation results can be used to assess progress, and refine programs and activities. Finally, administrative and organizational procedures including a budget and sufficient resources necessary to support priority activities can help ensure development of a capacity for self-renewal.

Conclusion

The gap in student achievement is most evident where students do not have the school, family and community support systems they need to succeed. Quality teachers are a critical factor in ensuring that all students have the teaching and learning experiences they need to be successful. There is an increasing body of research and evaluative studies that suggest that a well planned, comprehensive approach to school improvement with a clear focus on retaining quality teachers can support high levels of student achievement. In addition, schools and institutions of higher education working together can greatly improve the retention of new teachers.

The following appendices include resources that will further assist school districts and schools in developing a framework for teacher retention that is aligned with, and integrated into, the school improvement planning process.

Appendix 6-1 provides a flowchart for the framework of the implementation process, outlining the key questions and recommended steps for creating a teacher retention initiative.

Appendix 6-2 creates a visioning process to consider in initiating a teacher retention initiative. The visioning process probes further into the key questions and allows for more comprehensive thinking through a series of guiding questions. This process can be used individually or in small group settings to "vision" what currently exists and what could be.

Appendix 6-3 offers an approach to examine each of the proposed steps in the planning process and assess whether the district or school currently engages in those steps; whether a change in practice would make a difference; and how much effort it would take to change current practices.

Appendix 6-4 establishes a framework for how root cause analysis can lead to potential solutions of a problem.

Appendix 6-5 introduces how one state views the process of root cause analysis as a helpful tool in the planning process. This process has been used at both the district and school levels to examine root causes or potential reasons for the current status.

Appendix 6-6 examines the potential roles of partners in developing, implementing and promoting a teacher retention initiative. This document was prepared and developed with a strategic planning workgroup of stakeholders involved in the process.

Appendix 6-7 creates an opportunity to reflect on current practice in involving partners in a teacher retention initiative. Coupled with Appendix 6-6, this document can be used to expand and enhance thinking regarding relationships among prospective partners.

Appendix 6-8 displays a framework for an action plan, where each potential solution or strategy can be outlined to ensure that successful completion of the strategy can be achieved.

Appendix 6-9 illustrates an exit survey tool that the New York City School District has developed to determine the reasons why first-year teachers have chosen to leave the system. This tool can be adapted for use within other districts.

Appendix 6-10 is a chart listing potential evaluation plan indicators and targets for each of the three key strategies identified for addressing a teacher retention problem.

Appendix 6-11 provides a description of Friedman's "Results Accountability" evaluation framework including the use of the four quadrants for displaying performance data.

Appendix 6-12 provides examples of the use of the Friedman model in evaluating each of the three key strategies identified for addressing a teacher retention problem.

Appendix 6-13 provides a description, and a copy, of a survey instrument that can be used to gather baseline and subsequent data for use with the Friedman evaluation model.

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Appendix 6-1
Bringing It Together Implementation Framework

Where Do We Start?

Key Question: Have we set goals to retain quality teachers who promote academic success for our students?

1. **Analyze data to identify the problem.**
2. **Identify root causes of the problem.**
3. **Examine reasons why the problem exists.**

Who Should We Involve?

Key Question: Have we reached out to partners who can support our efforts to retain quality teachers?

1. **Involve key school partners.**
2. **Collaborate with institutions of higher education.**
3. **Include parents, families and community stakeholders.**

What Do We Want to Do?

Key Question: Have we developed a school improvement plan that includes strategies for retention of quality teachers?

1. **Identify possible solutions.**
2. **Develop or modify an action plan**
3. **Implement the action plan.**

How Do We Do It?

Key Question: Have we created a supportive environment that ensures retention of quality teachers?

1. **Provide strong leadership.**
2. **Define responsibilities.**
3. **Provide training and staff development.**

Where Do We Go From Here?

Key Question: Have we created a framework for feedback and continuous improvement to retain quality teachers?

1. **Evaluate and report results.**
2. **Celebrate success.**
3. **Sustain the effort.**

Appendix 6-2

Bringing It Together Visioning Tool

Key Question: Have we set goals to retain quality teachers who promote academic success for our students?

Guiding Questions	*Where Do We Start?* Where Are We Now?	*Where Do We Want to Be?*
• How do we gather data?		
• What data do we routinely collect that could be helpful to us?		
• Have we identified any other sources and types of data that would be helpful?		
• Have we identified our sources of data regarding teacher retention?		
• Do the data show that working conditions could be a factor in teacher retention?		
• Do the data show that the role of the administrator could be a factor in teacher retention?		
• Is there any evidence that induction and mentoring programs are needed?		
• Have we selected specific achievement data that would help us understand if we have a problem?		
• Is the data disaggregated to help us make decisions (e.g., special education, math, science)?		
• Do we see any linkages between student achievement data and our teacher retention data?		
• Does the data suggest to us that we have a teacher retention problem?		
• From the data we've selected, can we clearly link the data to teacher retention as a problem?		
• What reasons for the problem can we draw from the data?		
• How can we substantiate those reasons?		
• Have we considered root cause analysis to determine potential causes?		
• Does our review or analysis lead us to possible solutions?		

Bringing It Together Visioning Tool

Who Should We Involve?

Key Question: Have we reached out to partners who can support our efforts to retain quality teachers?

Guiding Questions	Where Are We Now?	Where Do We Want to Be?
• Who are the key players (e.g., principal, teachers, unions, human resources personnel, special education coordinator) who should be involved in examining teacher retention issues?		
• How are teachers involved in the process?		
• Have we involved teachers who have left our system in the discussion?		
• Are there key players who have not been involved? How can we involve them?		
• Have we reached out to institutions of higher education (IHEs) to discuss teacher retention?		
• How are IHEs involved in our recruitment and retention efforts?		
• Are there other ways to partner with IHEs?		
• Have we examined strategies in partnering with IHEs, such as professional development schools?		
• How do we communicate with parents and families about teacher retention?		
• Have we involved them in any way?		
• How do we communicate with the general community about teacher retention?		
• Have we involved community groups?		
• Are there ways that we believe that specific community groups (e.g. chamber of commerce, business, local government) would be helpful?		
• How do we want to involve them?		

Bringing It Together Visioning Tool

Key Question: *Have we developed a school improvement plan that includes strategies for retention of quality teachers?*

Guiding Questions	Where Are We Now?	Where Do We Want to Be?
• How can our teacher retention effort fit into our current plans for school improvement?		
• Are there ways that the teacher retention plan can enhance our efforts in school improvement, such as improved student achievement in specific content areas or for specific groups of students?		
• Does everyone involved understand the linkages to the overall school improvement plan?		
• Have we identified possible solutions based on our analysis of the data?		
• Will these solutions directly impact upon the root causes or issues we've discussed?		
• Who will be included in the development of the action plan? Have we left anyone out?		
• Does the action plan consider each of the three identified strategies (working conditions, role of the administrator, and induction and mentoring)?		
• Do we have evidence that the solutions that we propose may work?		
• Is there a designated individual for each activity?		
• Does the plan show how we know that each step has been accomplished? What measures will we use?		
• Are timelines reasonable?		
• Are resources and funds clearly allocated?		
• Have we identified any barriers or constraints?		
• Does the plan address staff development needs?		
• How will we share our results?		

Bringing It Together Visioning Tool

Key Question: Have we created a supportive environment that ensures retention of quality teachers?

How Do We Do It?		Where Do We Want to Be?
Guiding Questions	**Where Are We Now?**	
• Does the plan emphasize linkages between student achievement and teacher retention?		
• Is there steady, consistent leadership in place to implement the action plan?		
• Have areas of concern (working conditions, role of the administrator, induction and mentoring programs) raised by teachers emerged and been addressed by leadership?		
• Have we created opportunities for expanding leadership activities to a greater number of people, including teachers?		
• Have we assigned reasonable responsibilities for completion of tasks and activities?		
• Does everyone understand the delegated responsibilities?		
• Are the individuals identified within the plan reasonable choices for the actions or strategies to be implemented?		
• Does each action fall within the area of responsibility of the identified person?		
• Are there any tasks or action steps that need additional personnel to accomplish?		
• Have staff development needs been identified by teachers and other key players?		
• Have we established staff development and training priorities based on the expressed needs?		
• Have we incorporated staff development and training into the plan for action?		

Bringing It Together Visioning Tool

Where Do We Go From Here?

Key Question: Have we created a framework for feedback and continuous improvement to retain quality teachers?

Guiding Questions	Where Are We Now?	Where Do We Want to Be?
• Have we included an evaluation design in the initial stages of plan development?		
• Does the evaluation design address working conditions, role of the administrator, and induction and mentoring programs?		
• Have we established a process/procedures for collecting data and information?		
• Are we using a variety of means/measures to collect data on planned activities?		
• Have we established regular reviews of performance data to monitor progress?		
• How will we share results with key partners?		
• Do we have plans for a year-end evaluation to look on progress and guide future plans?		
• Have we established both formal/informal ways of recognizing accomplishments and expressing appreciation?		
• Have we organized year-end events to demonstrate progress and encourage continued participation?		
• Have we worked with key partners to develop strategies for continuous growth?		
• Have we expanded the base of support to promote sustainability?		
• Have we celebrated changes in organizational or individual behaviors that promote teacher retention?		
• Will we build in time for self-renewal and thoughtful reflection to create energy?		

Bringing It Together Assessment Tool

Where Do We Start?

Key Question: Have we set goals to retain quality teachers who promote academic success for our students?	To what extent do we engage in this behavior to address this issue?				How much will a change in our practices increase our teacher retention rates?				How much effort will it take to significantly change our practices?			
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
1. Analyze data to identify the problem.												
2. Identify root causes of the problem.												
3. Examine reasons why the problem exists.												

Bringing It Together Assessment Tool

Who Should We Involve?

Key Question Have we reached out to partners who can support our efforts to retain quality teachers?	To what extent do we engage in this behavior to address this issue?				How much will a change in our practices increase our teacher retention rates?				How much effort will it take to significantly change our practices?			
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
1. Involve key school partners.												
2. Collaborate with institutions of higher education.												
3. Include parents, families and community stakeholders.												

Bringing It Together Assessment Tool

What Do We Want to Do?

Key Question: Have we developed a school improvement plan that includes strategies for retention of quality teachers?	To what extent do we engage in this behavior to address this issue?				How much will a change in our practices increase our teacher retention rates?				How much effort will it take to significantly change our practices?			
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
1. Identify possible solutions.												
2. Develop an action plan.												
3. Implement the action plan.												

Bringing It Together Assessment Tool

How Do We Do It?

Key Question Have we created a supportive environment that ensures retention of quality teachers?	To what extent do we engage in this behavior to address this issue?				How much will a change in our practices increase our teacher retention rates?				How much effort will it take to significantly change our practices?			
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
1. Provide strong leadership.												
2. Define responsibilities.												
3. Provide training and staff development.												

Bringing It Together Assessment Tool

Where Do We Go From Here?

Key Question: Have we created a framework for feedback and continuous improvement to retain quality teachers?	To what extent do we engage in this behavior to address this issue?				How much will a change in our practices increase our teacher retention rates?				How much effort will it take to significantly change our practices?			
	Not at all	Not often	To some extent	To a great extent	Not at all	Not much	To some extent	To a great extent	Too much to do	A lot but possible to do	Some	Not much
1. Evaluate and report results.												
2. Celebrate success.												
3. Sustain the effort.												

Adapted from: Marzano, Robert J. (2003, February). *Using Data: Two Wrongs and a Right*. <u>Educational Leadership</u>, 60(5) 52-60.

Appendix 6-4

Looking for Root Causes

The following sequence provides an insight into the process of root cause analysis, based on sound data collection and analysis.

New York State's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) recommends a seven step process: (1) Identify the problem; (2) Identify the goal; (3) Formulate hunches; (4) Examine school processes; (5) Expand the data; (6) Investigate needed data; and (7) Reach consensus on the root cause hypothesis. Further information on the full process is available at the following website: www.nysed.gov.

Root Cause Definition: The most basic causes that can reasonably be identified, that we have control to fix, and for which effective recommendations for prevention can be implemented. (The Savannah River Project).

Hunches are initial perceptions about the causes of an event or condition that may or may not be supported by data. Exploring the hunches through questioning and searching for supporting data can lead to a root cause **hypothesis**, which further defines the problem, and can lead to the discussion of potential solutions.

Expand the Hunches (Root Cause Search)

Hunches	Questions About Hunches	Possible Supporting Data	Location of Data

Root Cause Hypothesis Statement (Fill in the Blanks)

Based on our exploration of our hunches, our hypothesis about teacher retention is that _____ is the root cause of the problem. Potential solutions or strategies leading to an action plan are: (1) _____ (2) _____ (3) _____

Appendix 6.5

Another Way to View Root Causes

School District: _____ **School Building:** _____

Problem identification and analyses help us think through the big picture and locate the reasons or root causes of problems. Steps in solving problems, using multiple measures of data (adapted from materials created by Victoria Bernhardt), are shown below. This process very closely follows the "Bringing It Together Implementation Framework" provided in this document, and provides further detail for individuals who may not be familiar with root cause analysis.

1. Identify the problem — Identify and analyze symptoms

2. Describe hunches and hypotheses — break up observations about data

3. Determine questions you need to ask to find out if the hunches and hypotheses are fact or fiction

4. Analyze multiple measures of data — Identify root causes

5. Analyze the political realities

6. Identify possible solutions

7. Match possible solutions with root causes

8. Develop an action plan for solving the problem

9. Implement the action plan

10. Evaluate the implementation

Defining the Problem:

Priority Area:	**Description of Problem:**	**Objective:**	**What are the Symptoms (outward, observable evidence) of the Problem?**
E.g., Special Education, Middle School Mathematics	E.g. Turnover rate is excessive or recurring.	E.g., To improve the retention of new teachers by 20% in the priority area.	Use available data to document and explore symptoms.

Hunches and Hypotheses to Get to Root Cause

Priority Area:

Observation/Possible Cause	Questions about the Observation	Possible Data to Support	Is this a Condition or a Problem?

What Are Your "Ah=Hahs" from Your Analysis of the Data?

What Are the Root Causes?

Appendix 6-6
Putting the Spotlight on Key Roles

Partners	*Roles*
State	• Promote student achievement for all students, through development and implementation of educational strategies to retain quality teachers, particularly in areas of persistent shortages • Create dialogue among National, State, and regional policymakers to recognize the linkages between student achievement and teacher retention • Develop systemic strategies for educators/districts to prepare for implementation of professional development and teacher certification requirements, including teacher mentoring • Offer targeted technical assistance to encourage systematic strategies of retention for all teachers, based on locally determined needs • Create an environment where the use of data and research-based practices form the foundation to support the retention of all teachers • Allocate resources to support teacher retention strategies, especially in schools with the greatest needs
School Superintendent	• Create a vision of success for all students, including students with disabilities • Motivate schools and the community through their actions and commitment to educational excellence for all students • Promote expectations that all school environments will support quality teaching and learning • Increase school board and public awareness of the critical link between teacher retention and success of students • Collaborate within the schools and in the community to seek ways to address barriers to retaining quality teachers • Provide school and community leadership to set priorities and implement actions to recruit and retain quality teachers
School Board	• Increase its understanding of the linkage between teacher retention and student achievement for all students • Create and sustain positive school climates that promote teaching and learning for all students and school staff • Establish priorities for addressing barriers that interfere with teacher retention, especially in areas of persistent shortages, such as special education, mathematics, and sciences • Recognize the cost of teacher turnover and allocate specific resources to address the issues of teacher retention both at the district and building levels • Monitor and evaluate student outcomes related to strategies developed to recruit and retain teachers • Foster and reinforce school and community collaboration to enhance the retention of teachers within the district
School Principal	• Communicate a commitment to high academic performance for all students, including students with disabilities • Provide school building leadership that creates a positive school climate among students, school faculty and staff, and parents to help all children achieve success • Demonstrate strong educational and administrative leadership to support teachers in meeting the educational needs of all students • Collaborate with school faculty and unions to share success and address risk factors related to teacher retention

Partners	Roles
School Principal (Continued)	• Promote supportive teacher retention strategies, such as improving working conditions, increasing administrative supports for all teachers and creating induction and mentoring programs • Create a culture of shared responsibility and ownership needed to ensure the highest quality of teaching and learning
School Faculty and Staff	• Create and demonstrate a commitment to high expectations for learning for all students, including students with disabilities • Respond to the challenges faced by new teachers through collegial support and building positive relationships among all teachers • Work collaboratively and provide positive role models to help all teachers develop skills that enhance the teaching and learning process • Encourage and support innovative strategies, such as mentoring, to promote competencies in new teachers • Work in partnership with all school and community partners to create a helpful and encouraging school environment for all teachers • Support strategies to address barriers to recruiting and retaining quality teachers within the school environment
Human Resources Department	• Promote student achievement through development and implementation of policies to retain quality teachers • Provide professional development opportunities including mentoring to strengthen the skills of educators to teach all students • Establish personnel policies that enhance the personal and professional well-being of teachers, staff and administrators • Foster collegial and supportive school environments to ensure positive working conditions for all school staff • Encourage collaboration with institutions of higher education and other community partners to support teaching and learning • Negotiate funding, adequate supplies and materials, and instructional resources
Special Education Coordinators	• Create and shape the vision of a school environment where all children can learn • Provide the knowledge, skills and expertise to support the teaching and learning process for all students, especially those with disabilities • Actively support initiatives that create an atmosphere of learning and trust for faculty who teach students with disabilities • Foster and promote improved collaboration among all stakeholders focused on supporting the academic needs of students with disabilities • Help identify staff development and training needs that support school staff in addressing barriers to teaching and learning for students with disabilities • Draw upon and provide support to local, state and national support structures to foster improved academic achievement for students
Teachers' Unions	• Promote the role of quality teachers and the importance of teacher retention as factors in academic success for all students, including students with disabilities • Partner and link teacher union and school district programs to create innovative strategies to retain quality teachers, particularly in areas of persistent shortages • Provide strong energetic leadership in designing and implementing orientation, mentoring, induction and professional development programs for all teachers • Recognize and build on the skills of veteran teachers to support new teachers in enhancing their teaching skills • Advocate at the local, state, and national levels to create supportive teaching environments and working conditions where all teachers can succeed • Create an environment for teachers to feel nurtured, to network, and to enhance their teaching skills through collaborative initiatives

Partners	Roles
Parents and Families	• Set high expectations for achievement of their children and provide the support needed to help their children achieve success • Work collaboratively with school faculty and staff to help all students, including students with disabilities, to focus on school and learning • Increase their knowledge about the relationship between teacher retention and student achievement, and support initiatives to promote quality teaching • In partnership with teachers, provide role models for their children through increased knowledge and skills • Participate in school/community teams that foster supportive school and community environments where both teachers and students experience success • Be involved in the school community, with an emphasis on raising expectations regarding the recruitment and retention of quality teachers
Students	• Develop and foster positive attitudes towards school, their fellow students, and the school faculty and staff • Support and acknowledge the role that quality teaching plays in academic success • Respect and learn to appreciate the diversity and differences in teaching and learning styles among all students, including those with disabilities, and school faculty and staff • Work collaboratively with school faculty, staff, and all students to promote a positive school environment that encourages teachers in their roles • Support and encourage fellow students in responding to the teaching and learning process; promote and support positive learning experiences within the school • Demonstrate increasing responsibility as they mature for contributing to a spirited and supportive school environment
Institutions of Higher Education	• Strive to ensure that all new teachers entering the workforce are appropriately trained to help all students achieve learning standards • Create and share research and evaluation findings to enhance teacher retention, especially in areas of persistent shortages • Establish partnerships and cooperative agreements with local school districts to enhance the linkages between pre-service training and ongoing professional development • Develop inclusive pre-service programs and follow-up training and support for new and experienced teachers, particularly in areas of persistent shortages • Enhance the involvement of higher education in local school districts through programmatic initiatives to promote achievement for all students • Collaborate with schools and the community to support and enhance teacher retention
Other Community Partners	• Promote and support a school and community environment that values high expectations for learning • Expand their knowledge about the importance of teacher retention and its impact on student achievement • Demonstrate a collaborative commitment to helping all students and teachers achieve success in school • Offer time, expertise, and resources to support retention initiatives and the educational growth of students • Provide positive outlets for teachers through community support for internships, mentoring, and building a community of learners to support the teaching role • Support the allocation of resources, including those needed to address barriers to teacher retention, necessary to ensure that all children, including those with disabilities, receive a quality education

Appendix 6-7

Who Is Involved?

Status of Current and Potential Partners To Improve Teacher Retention

Partners	Level of Involvement					
	Current					**Recommended**
	Not At All				*Extensive*	
State	☐	☐	☐	☐	☐	
District						
School Superintendent	☐	☐	☐	☐	☐	
School Board	☐	☐	☐	☐	☐	
Other	☐	☐	☐	☐	☐	
School Building						
School Principal	☐	☐	☐	☐	☐	
School Faculty and Staff	☐	☐	☐	☐	☐	
Human Resources Department	☐	☐	☐	☐	☐	
Special Education Coordinator	☐	☐	☐	☐	☐	
Teachers' Union	☐	☐	☐	☐	☐	
Parents and Families	☐	☐	☐	☐	☐	
Students	☐	☐	☐	☐	☐	
Other	☐	☐	☐	☐	☐	
Institutions of Higher Education	☐	☐	☐	☐	☐	
Other Community Partners						
Employers and Businesses	☐	☐	☐	☐	☐	
Local Governmental Agencies	☐	☐	☐	☐	☐	
Professional Organizations	☐	☐	☐	☐	☐	
Community-Based Organizations	☐	☐	☐	☐	☐	
Social/Fraternal Organizations	☐	☐	☐	☐	☐	
Faith-Based Organizations	☐	☐	☐	☐	☐	
Libraries/Cultural Institutions	☐	☐	☐	☐	☐	
Media	☐	☐	☐	☐	☐	
Other	☐	☐	☐	☐	☐	

Appendix 6-8
Action Plan

Strategy: _____

Addresses (Circle any that apply.):   Working Conditions   Role of the Administrator   Induction and Mentoring   Other_____

Goal: _____

Action Steps in the Process (How)	Those Responsible (Who)	Timeline (When)	Resources (With What)	Measures or Evidence	Implications for Professional Development

Appendix 6-9
An Exit Survey of New Teachers Who Left The New York City Public Schools Within One Year

A. Directions:

Please review the following categories of reasons an individual may have left teaching in the New York City public schools. After you have considered these items, please complete the chart at the bottom of the page.

Reasons for Leaving the NYC Public Schools

- ■ *Economic Reasons* - primarily financial: cost of living concerns, including: salary; benefits; incentives such as, tuition reimbursement and monetary bonuses; opportunities for promotion; availability of affordable housing.

- ■ *Personal Reasons* - primarily due to events in your own life or family circumstances. For example: health-related reasons; pregnancy/child care; spouse's job change; travel difficulties; desire to move away from New York City.

- ■ *School-Related Reasons* - primarily factors related to the school in which you were employed, including: safety, security and disciplinary concerns; workload and clerical demands; class size; leadership, rules and procedures; planning time; work environment/facilities; assignment policies; teaching and training resources/materials; support, professional development and encouragement.

- ■ *Student-Related Reasons* - primarily due to the actions and attitudes of students, including: motivation to learn; behavior issues; level of respect for you as a teacher; ability to meet academic performance standards; parental involvement.

- ■ *Job Readiness Reasons* - primarily factors related to your own professional preparation. For example: ability to meet requirements for provisional or permanent New York State certification; level of preparation in classroom management skills; level of preparation in teaching strategies; level of preparation in content area.

- ■ *Professional Reasons* - primarily concerns about the manner in which new teachers are perceived; level of input you had in decisions. This includes: appreciation/recognition by supervisors, peers and the public; caliber of colleagues; level of influence over workplace or educational policies/practices.

B. Directions

For each of the six Reasons For Leaving listed on the left, please indicate (X) how important each one was in your decision to leave the New York City public schools.

Reasons for Leaving	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
Personal					
Economic					
School-Related					
Student-Related					
Job Readiness					
Professional					

C. Directions

Based on the descriptions provided at the top of the page, please place an **X** next to the Reason that had the **greatest impact on your decision** to leave the New York City public schools. Choose only one box.

☐ Personal   ☐ Economic   ☐ School-Related

☐ Student-Related   ☐ Job Readiness   ☐ Professional

Section I Family/Personal Reasons and Employment After Leaving the NYC School System					
A. Family or Personal Reasons	**Impact on Your Decision to Leave NYC Public Schools**				
Please indicate the level of influence each of the following had on your decision to leave the New York City public schools:	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1 Change of residence	☐	☐	☐	☐	☐
2 Pregnancy/child rearing	☐	☐	☐	☐	☐
3 Health	☐	☐	☐	☐	☐
4 Other family or personal reasons	☐	☐	☐	☐	☐
B. Current Employment	**Importance in Your Decision to Leave NYC Public Schools**				
1. Only respond to these items if you left teaching for employment in an area OTHER THAN EDUCATION:	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1 Better salary and/or benefits in your non-teaching job	☐	☐	☐	☐	☐
2 Better working conditions in your non-teaching job	☐	☐	☐	☐	☐
3 Greater capacity to secure affordable housing in a safe neighborhood	☐	☐	☐	☐	☐
4 Greater prestige in your non-teaching job	☐	☐	☐	☐	☐
2. Only respond to these items if you left the New York City school system to teach in a DIFFERENT SCHOOL SYSTEM:	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
5 Better salary and/or benefits in the other system	☐	☐	☐	☐	☐
6 Better working conditions in the other system	☐	☐	☐	☐	☐
7 Greater capacity to secure affordable housing in a safe neighborhood outside of New York City	☐	☐	☐	☐	☐
8 Better media treatment of teachers in other system	☐	☐	☐	☐	☐

C. Comparisons	**Aspects of Work**		
If you are now employed on a full-time basis, whether you are working as a teacher or outside the field of education, please compare the NYC teaching job you left with your current job.	Better as a NYC Teacher	About the Same	Better in Current Position
1 Salary			
2 Opportunities for professional advancement			
3 Opportunities for professional development			
4 Opportunities for learning from colleagues			
5 Recognition and support from administrators/managers			
6 Safety of environment			
7 Influence over workplace policies and practices			
8 Autonomy or control over own work			
9 Professional prestige			
10 Benefits			
11 Procedures for performance evaluation			
12 Manageability of workload			
13 General working conditions			
14 Job security			
15 Intellectual challenge			
16 Overall job satisfaction			

Section II School Climate / Professional Factors and Allocation of Time					
A. School Climate / Professional Factors	**Impact on Your Decision to Leave NYC Public Schools**				
Please respond to these items in terms of their impact on your decision to leave the NYC public schools.	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1. Classroom management issues	☐	☐	☐	☐	☐
2. In-school time demands	☐	☐	☐	☐	☐
3. After-school time demands	☐	☐	☐	☐	☐
4. Shortage or difficulty in obtaining textbooks and other instructional materials and supplies	☐	☐	☐	☐	☐
5. Level of school safety and security	☐	☐	☐	☐	☐
6. Condition of school building (level of repair and maintenance)	☐	☐	☐	☐	☐
7. Student behavior in the school as a whole	☐	☐	☐	☐	☐
8. Level of parental involvement/support	☐	☐	☐	☐	☐
9. Inclusion of special needs students in class(es)	☐	☐	☐	☐	☐
10. Amount of in-school planning and preparation time	☐	☐	☐	☐	☐
11. Limited opportunities to collaborate with other teachers	☐	☐	☐	☐	☐
12. Size of class(es)	☐	☐	☐	☐	☐
13. Size of school	☐	☐	☐	☐	☐
14. Level of administrative assistance to support teacher efforts to engage students in enrichment opportunities	☐	☐	☐	☐	☐
15. Level of administrative assistance to support teacher efforts to engage students in instructional/remedial activities	☐	☐	☐	☐	☐
16. Size and manageability of work load	☐	☐	☐	☐	☐
17. Availability or resources and equipment for doing job	☐	☐	☐	☐	☐
18. Professional caliber of colleagues	☐	☐	☐	☐	☐
19. Intellectual challenge of teaching	☐	☐	☐	☐	☐
20. I did not have an assigned mentor or buddy teacher	☐	☐	☐	☐	☐
21. Level of professional development provided to me in teaching strategies and skills	☐	☐	☐	☐	☐
22. Level of supervisory support provided to me in my content area/grade level	☐	☐	☐	☐	☐
23. Impact on teaching and learning environment of noise and related discipline issues in halls and other "public" space	☐	☐	☐	☐	☐
24. Disciplinary processes and procedures	☐	☐	☐	☐	☐

B. Allocation of Time in NYC Public Schools

Please respond to the next two questions in whole hours based on a full week of teaching:

1 | Approximately how many hours of scheduled school time did you have for planning? | _____ Hours

2 | Approximately how many hours did you spend before school, after school and on the weekend on the following types of activities?

a. School-related activities such as coaching, field trips, tutoring, etc. | _____ Hours

b. School-related activities such as preparing lessons, grading papers, attending meetings, meeting parents | _____ Hours

3 | In a typical full week of teaching, how often did you have to interrupt your class(es) to deal with student misbehavior or discipline?

Please use the following five-point scale: 5=Constantly, 4=Often, 3=Sometimes, 2=Rarely, 1=Not At All.

Enter Rating Number Here ---> [ ]

Section III Influences to Leave	Impact on Your Decision to Leave NYC Public Schools				
To what extent did the issues below influence your decision to leave teaching in the NYC public schools:	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1	utine duties/paperwork interfered with my job of teaching	☐	☐	☐	☐	☐
2	Student disrespect for teachers	☐	☐	☐	☐	☐
3	Student absenteeism / cutting classes	☐	☐	☐	☐	☐
4	Level of input in selecting textbooks and other materials	☐	☐	☐	☐	☐
5	Lack of recognition for a job well done	☐	☐	☐	☐	☐
6	Inability of students to stay focused on learning tasks	☐	☐	☐	☐	☐
7	Conflicts among students	☐	☐	☐	☐	☐
8	Inability to select teaching techniques	☐	☐	☐	☐	☐
9	Vandalism, robbery and/or theft	☐	☐	☐	☐	☐
10	Opportunities for professional advancement	☐	☐	☐	☐	☐
11	Level of input in establishing curriculum	☐	☐	☐	☐	☐
12	Insufficient professional development in classroom management and conflict resolution skills	☐	☐	☐	☐	☐
13	Inability to select grade level assignment I wanted	☐	☐	☐	☐	☐
14	Inability to select content area assignment I wanted	☐	☐	☐	☐	☐
15	f input in deciding content, topics and skills to be taught	☐	☐	☐	☐	☐
16	Student threats and/or violence	☐	☐	☐	☐	☐

Section IV Instructional Support	Effectiveness of Aspects of Instructional Supervision				
To what degree were the instructional supervisors in your school, effective in each of the following areas:	Not At All Effective	Limited In Effect	Somewhat Effective	Very Effective	Extremely Effective
1 Communicating respect for teachers and their value	☐	☐	☐	☐	☐
2 Facilitating/encouraging teacher professional development	☐	☐	☐	☐	☐
3 Encouraging teachers to use student evaluation results in planning curriculum and instruction	☐	☐	☐	☐	☐
4 Encouraging professional collaboration between teachers	☐	☐	☐	☐	☐
5 Working with individual teachers to develop and meet curriculum standards	☐	☐	☐	☐	☐
6 Working with individual teachers to develop and implement pedagogic strategies and skills	☐	☐	☐	☐	☐
7 Encouraging teachers to change teaching methods if students were not achieving	☐	☐	☐	☐	☐
8 Acknowledging/publicly recognizing individual achievement	☐	☐	☐	☐	☐

Section V Organization / Leadership	Effectiveness of Aspects of Organization and Leadership				
To what extent were your school's organizational structure and leadership effective in these areas:	Not At All Effective	Limited In Effect	Somewhat Effective	Very Effective	Extremely Effective
1 Communicating respect for teachers and their value	☐	☐	☐	☐	☐
2 Facilitating/encouraging teacher professional development	☐	☐	☐	☐	☐
3 Encouraging teachers to use student evaluation results in planning curriculum and instruction	☐	☐	☐	☐	☐
4 Encouraging professional collaboration between teachers	☐	☐	☐	☐	☐
5 Providing teachers with opportunities to develop and meet curriculum standards	☐	☐	☐	☐	☐
6 Providing teachers with opportunities to develop and implement pedagogic strategies and skills	☐	☐	☐	☐	☐
7 Encouraging teachers to change teaching methods if students were not achieving	☐	☐	☐	☐	☐
8 Providing teachers with opportunities to engage students in enrichment activities	☐	☐	☐	☐	☐
9 Providing teachers with opportunities to engage students in instructional support activities	☐	☐	☐	☐	☐
10 Setting a positive tone and creating a positive work environment	☐	☐	☐	☐	☐
11 Holding supervisors/administrators accountable for the observation, support and development of new teachers	☐	☐	☐	☐	☐

In Your Own Words

Directions

We have tried to be comprehensive in identifying aspects of teaching that may have influenced your decision to leave the New York City public schools. We are aware, however, that you may have additional information or insights you wish to share with us. To help us process your response, please categorize your comments by checking the applicable reason below.

Reason for Leaving:

___Personal   ___Economic   ___School Related

___Job Readiness   ___Student Related   ___Professional

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your willingness to provide us with feedback.

Potential Evaluation Plan Performance Indicators and Targets

General	Role of the Administrator	Improving Working Conditions	Induction and Mentoring Programs that Work
• # of new general education and special education teachers remaining after five years • Job satisfaction ratings for both exiting teachers and remaining new teachers • Clear delineation of factors related to retention and exiting • Correlation between teacher longevity and student results • Existence and duration of a school or district wide retention plan.	• # of strategies developed to support new teachers • % of teachers satisfied with job descriptions and work assignments • % of new teachers satisfied with administrative respect and appreciation • % of new teachers satisfied with administrative support system for professional development • % of new teachers satisfied with administrative support for curriculum and instruction • % of new teachers satisfied with administrative support for classroom management, teaching strategies, and skills • % of new teachers satisfied with administrative support for discipline processes, procedures, and handling conflict and disruptive students • % of new teachers satisfied with adequate pay and job benefits • # of collaborative partnerships developed to support teaching and learning	• % of teachers who believe the school climate is supportive and enriching • Availability of sufficient curriculum guides and resources • # and type of teacher resources and equipment available • % of teachers satisfied with resource availability • % of teachers satisfied with curriculum and instructional control • % of teachers satisfied with class size and workload • % of teachers satisfied with working conditions and safety • % of teachers satisfied with interaction and learning from colleagues • % of teachers satisfied with parental support • % of teachers satisfied with student attitude towards learning and behavior • % of teachers satisfied with adequacy of planning time and demands • % of teachers satisfied with ability to link assessment results to engaging students in instructional support activities • % of teachers supporting or participating in measurement of student results • % of teachers with provisional certification	• # of new teachers with an assigned mentor or participating in an induction program • % of mentors/mentees satisfied with selection process and results • % of mentor satisfaction with preparation and development • # of mentors/mentees satisfied with ratio of mentors to mentees • # of mentors/mentees indicating satisfaction with strategies within mentoring program • # of mentors and mentees satisfied with modification of schedules and meeting times to enhance mentoring • # and scope of mentor sessions completed • % of mentors/mentees satisfied with presence of evaluation and modifications made • % of programs coordinated with other school supports • % of programs supported by school administrator and other educators in the school • % of programs linked with institutions of higher education

The Friedman Model
Results Accountability Framework (www.resultsaccountability.com)

Mark Friedman's Results Accountability Framework is based on a four-quadrant conceptualization of program performance measures, which address quantity and quality of inputs or what we do (Effort) and the quantity and quality of outputs or impact (Effect). The model attempts to answer important, evaluative questions: "How do we know if we are doing badly?" "How do we know what 'better' is? and "Is anyone better off as a result of what we do?" Friedman begins his discussion of the model by clarifying concepts of the model; "results," "indicators," and "program performance measures."

Results are defined as a condition of "well-being" for children, families and communities. They are matters of common sense that are about basic desires of citizens and the fundamental purposes of governments and cross over agencies and programs. Results of this type typically have "staying power;" they aren't likely to change over many years and they are the right place to start to begin to figure out how to get "there" from "here." An example related to this work might be teachers remaining in their jobs for more than five years.

Indicators are measures that quantify the achievement of the desired result. They assist in answering the question, "How would people know a result if they achieved it?" Indicators can be useful in creating a report card on progress towards the result. Indicator baselines are created and can then be used to project trend lines. One indicator that "teachers are remaining in their jobs" would be the teacher retention rate measured at specific points in time. Another might be related to the strategies used to encourage retention such as induction and mentoring programs. Indicators might then be related to the quantity and the quality of the induction/mentorship programs (see Appendix 6-12).

Performance Measures assess the overall effectiveness of program service delivery. Does the program work the way it should? As described by Friedman, there are distinctions between the ends and the means. Results and indicators are about the ends. Strategies are the means to get there from here and performance measures indicate whether the individual strategies are having the desired impact to achieve the intended results.

When used as an evaluation framework, implementers of the model need to agree on core program performance measures. Friedman encourages users to choose indicators and measures which meet three criteria: 1) communication power — they communicate to a broad range of audiences, 2) proxy power — they say something important about the result and/or bring along the rest of the "data herd," and 3) data power — there is quality data available on a timely basis. When these criteria are used to determine performance measures, generally short lists of four to six measures are developed.

Program Performance Measures
Questions About Service Delivery

	Quantity	Quality
Input/Effort	**How Much Service Did We Deliver?**	**How Well Did We Deliver Service?**
Output/Effect	**How Much Effect/Change Did We Produce?**	**What Quality of Change/Effect Did We Produce?**

Friedman uses a four-quadrant table format to illustrate his concepts of "effort" and "effect." The Y axis elements describe the quantity and the quality of services delivered. The X axis elements describe the input in terms of effort and the output in terms of effect. When the quadrants are illustrated graphically, the following measures are depicted: 1) quantity of effort, 2) quality of effort, 3) quantity of effect, and 4) quality of effect. School evaluation teams will need to identify performance measures across these four dimensions that answer the following critical performance questions:

- How much did we do? (e.g., number of services)
- How well did we do it? (e.g., percent satisfied with the service)
- How much effect/change did we produce? (e.g., numbers of effects/changes)
- What was the quality of the change/effect that we produced? (e.g., quality of the effect/change described as a percentage)

The quality of input or efforts (Quadrant #2) are often easily measured (e.g., percent of participants indicating satisfaction with a service), however the quality of output or effect is more difficult to capture as the program may have less control over the variables which produce the effect (Quadrant #4). Types of measures in each quadrant are depicted below. Examples specific to "Keeping Quality Teachers" can be found in Appendix 6-12.

Separating the Wheat from the Chaff
Types of Measures Found in Each Quadrant

How much did we do?	How well did we do it?
# Clients/customers served	**% Common measures** (e.g., client-staff ratio, workload ratio, staff turnover rate, staff morale, % staff fully trained, % clients seen in their own language, worker safety, unit cost)
# Activities (by type of activity) →	**% Activity-specific measures** (e.g., % timely, % clients completing activity, % correct & complete, % meeting standard)

Is anyone better off?

#		
#	Point-in-Time Vs. Point-to-Point Improvement	**% Skills/Knowledge** (e.g., parenting skills) **% Attitude** (e.g., toward drugs) **% Behavior** (e.g., school attendance) **% Circumstance** (e.g., working, in stable housing)

How do we get from talking about results to doing something about them?

1. Identify and establish a mutually agreed upon set of results.
2. Select indicators which measure and communicate whether the results are being met.
3. Establish a baseline, reporting the "story behind the baseline" or the history, and develop forecasting trend lines.
4. Review strategies and resources to assist in turning the curve away from the baseline.
5. Involve partners in implementing research-based strategies to produce the desired results.
6. Begin implementation of the selected strategies while continuing to look for new ones that will stand the test of time.
7. Use a feedback loop to review success of the strategies and correct as needed. "Success equals beating the baseline."

The strength of this evaluation model lies in the district's ability to assess its progress across the three research-based strategies (e.g., the role of the administrator, working conditions, induction and mentoring); select specific, targeted strategies/activities to affect the area of lowest performance; conduct evidenced-based evaluation using the Friedman model; and finally, perform post-implementation assessment using the general survey instrument (Appendix 6-13). The model follows Reeves recommendation that "it is more important and accurate to measure a few things frequently and consistently than to measure many things once." Additionally, the data are easily reportable and presented in a user friendly format (p. 25, *Accountability for Learning: How teachers and school leaders can take charge* by Douglas B. Reeves – ASCD, 2004).

Appendix 6-12
The Friedman Model in Action

Sample Strategy to Evaluate Progress

To assist the school team in creating an evaluation strategy before beginning the initiative, a suggested plan using Friedman's steps is below, followed by examples that illustrate Friedman's four-quadrant conceptualization in action.

1. Identify and establish a politically grounded set of results.
2. Distribute a general survey to teaching staff to collect baseline data (Appendix 6-13: Keeping Quality Teachers Survey is an example of such an instrument) or use the self-assessment checklists to assist in determining: What's working? What areas need more focus? Establish a baseline, reporting the "story behind the baseline" or the history, and develop forecasting trend lines.
3. Select performances measures and indicators that measure and communicate whether the results are being met. Review the "Potential Evaluation Plan for Performance Indictors and Targets" in Appendix 6-10 and review baseline data collected to date. Are there additional data that need to be collected to measure impact?
4. Review strategies and resources to assist in turning the curve away from the baseline.
5. Involve partners in implementing research-based strategies to produce the desired results (e.g., State Department of Education, IHE's).
6. Begin implementation of the selected strategies while continuing to look for new ones that will stand the test of time.
7. Use a feedback loop to review success of the strategies and correct as needed.
8. Distribute the general survey to teaching staff to collect post-implementation data. Were the desired results achieved?

Improving Working Conditions:
Performance Indicators and Targets Example

End/Results:
- To increase community involvement and support for schools and teachers.
- To increase the percentage of teachers remaining after 5 years.
- To correlate student results outcome data with teacher retention.

Means/Strategies:
- Increase family involvement by involving members in policy making.
- Increase family involvement by having members participate in administrative and teacher hiring decisions.
- Increase newsletter/communication to families to provide updates on school/district activities/issues.
- Create a Special Education Advisory Council.

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the "Working Conditions: Self-Assessment Instrument," specific areas for focus can be targeted, which may have been rated "never" or "seldom." These are the data points that will be collected, analyzed and reported over the period of the project.

How much did we do?	*How well did we do it?*
# of parents represented in policy making # of parents participating in administration and faculty hiring decisions # newsletter/communications to parents providing an update of school/district activities/issues # of Special Education Advisory Council meetings	% of parents reporting satisfaction with their participation in policy making % of parents reporting satisfaction with their participation in administration and faculty hiring decisions % of parents reporting satisfaction with newsletter or communications received from the school/district % of Advisory Council members reporting satisfaction with the meetings, process, accomplishments, etc.
Is anyone better off?	
# of families reporting increased involvement (baseline-to-current data changes) # of new teachers remaining in their current positions for 5 years (periodic data collection) # of students' outcome data that can be correlated with teacher longevity (baseline-to-current data changes)	% of families reporting increased involvement (baseline-to-current data changes) % of new teachers remaining in their current positions for 5 years (periodic data collection) % of students' outcome data that can be correlated with teacher longevity (baseline-to-current data changes)

Role of the Administrator:
Performance Indicators and Targets Example

End/Results:
- To impact the role of the administrator in teacher retention.
- To increase the percentage of teachers remaining after 5 years.
- To correlate student results outcome data with teacher retention.

Means/Strategies:
- To redefine and clarify teacher and support staff job descriptions (policy, procedures).
- To increase the numbers of teachers visiting other classrooms (professional development and support).
- To develop consistent discipline policies and procedures (safe environment).

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the "The Role of the Administrator in Teacher Retention: Self-Assessment Instrument," specific areas for focus can be targeted, which may have been rated "never" or "seldom." These represent the data points that will be collected, analyzed and reported over the period of the project.

How much did we do?	*How well did we do it?*
# of revised job descriptions	% of teachers indicating satisfaction with revised job descriptions
# of teachers who visit other classrooms	% of teachers indicating satisfaction with visits to other classrooms
# of consistent discipline policies/procedures developed	% of staff indicating satisfaction with discipline policies/procedures
Is any one better off?	
# of job descriptions developed (baseline-to-current)	% of administrative policies changed that can be correlated with teacher retention
# of teachers visiting other classrooms (baseline-to-current)	% of new teachers remaining in their current positions for 5 years (periodic data collection)
# of schools with consistent discipline policies/procedures (baseline-to-current)	% of students' outcome data that can be correlated with teacher longevity (baseline-to-current data changes)

Induction and Mentoring Programs that Work:
Performance Indicators and Targets Example

End/Results:
- To develop an effective mentoring program.
- To increase the percentage of teachers remaining after 5 years.
- To correlate student results outcome data to teacher retention.

Means/Strategies:
- Provide new teachers and mentors with an adequate selection and matching process.
- Provide an adequate number of mentors for new teachers.
- Provide adequate time for mentoring activities.

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the "Developing Effective Mentor Programs" rating rubric, specific areas for focus can be targeted, which may have been rated "inadequate" or "basic." These represent the data points that will be collected, analyzed and reported over the period of the project.

How much did we do?	*How well did we do it?*
# of new teachers and mentors who are paired up # of mentors compared to new teachers # of modified schedules and meeting times # of mentors trained in adult learning theory and cognitive coaching	% of new teachers and mentors indicating satisfaction with the selection and matching process % of teachers indicating satisfaction with the ratio of mentors to new teachers % of staff indicating satisfaction with modification of schedules and meeting times to enhance mentoring % of mentors indicating satisfaction with training in adult learning theory and cognitive coaching
Is anyone better off?	
# of new teachers and mentors who are paired up (baseline-to-current) # of mentors compared to new teachers (baseline-to-current) # of modified schedules and meeting times (baseline-to-current) # of mentors trained in adult learning theory and cognitive coaching (baseline-to-current)	% of mentoring practices implemented that can be correlated with teacher retention % of new teachers remaining in their current positions for 5 years (periodic data collection) % of students' outcome data that can be correlated with teacher longevity (baseline-to-current data changes)

Partnerships between Schools and Higher Education:
Performance Indicators and Targets Example

End/Results:
- To enhance the quality of the IHE-school partnership.
- To increase collaborative research/inquiry projects and student field experiences in the district.
- To increase the number of collaboratively developed professional development opportunities available to district staff.

Means/Strategies:
- Invite representatives from: IHE leadership and faculty, school leadership and faculty, the community, families and State Education Department (SED) to join a Collaborative Partnership Workgroup (CPW).
- Increase the number of collaborative research/inquiry projects conducted at the school.
- With the CPW, develop expectations and assessments for student teachers or interns at the school.
- With the CPW, develop a two-credit course on "Differentiating Instruction" to be offered during the summer for school staff and students of the IHE.

Indicators and performance measures are then matched to the effort/effect, quantity/quality standards. By returning to the "Rubric for Assessing the Qualities of Partnerships between Schools and Teacher Preparation Programs at Institutions of Higher Education," specific areas for focus can be targeted, which may have been rated "drawing board" or "evolving." These are the data points that will be collected, analyzed and reported over the period of the project.

How much did we do?	*How well did we do it?*
# CPW members attending meetings	% of CPW members reporting satisfaction with their participation (e.g., meetings, projects)
# of stakeholder groups represented on the CPW	
# of research/inquiry projects at the school	% of school/IHE representatives at meetings
# of student teachers at the school reaching a satisfactory score on collaboratively designed performance assessment	% of IHE/school faculty reporting satisfaction with projects at the school
# of school district staff participating in two-credit, summer course on "Differentiating Instruction"	% of student teachers reporting satisfaction with field placement
# of IHE-enrolled students participating in two-credit, summer course on "Differentiating Instruction"	% of participants reporting satisfaction with "Differentiating Instruction" course
Table continued on next page.	

Is anyone better off?

CPW members attending meetings (baseline-to-current data changes)

of stakeholder groups represented on the CPW (baseline-to-current data changes)

# of research/inquiry projects at the school (baseline-to-current data changes)

# of student teachers at the school reaching a satisfactory score on collaboratively designed performance assessment (baseline-to-current data changes)

# of school district staff participating in two-credit, summer course on "Differentiating Instruction" (# that register and # that complete all requirements)

# of IHE-enrolled students participating in two-credit, summer course on "Differentiating Instruction" (# that register and # that complete all requirements)

% of CPW members attending meetings where the range of stakeholder groups is represented

% of research projects conducted at the school where faculty member documents instructor and/or student impact

% of student teachers at the school indicating interest in teaching in the district upon graduation

% of school district staff participating in course on "Differentiating Instruction" that implement the strategies in the academic year (baseline-to-current data)

% of IHE-enrolled students participating in two-credit, summer course on "Differentiating Instruction" (baseline-to-current data)

Appendix 6-13
Performance Measures and Indicators
Sample Evaluation Instrument

The purpose of this sample instrument is to assist in determining if the strategies and activities implemented have had their desired effect. The following notes and recommendations will assist in deciding how to use the survey, who might receive it, when to distribute it, and ways to interpret and report the results.

- Administrators may choose to use the instrument as is or adapt it to measure selected indicators of success (e.g., select only those items that relate to induction and mentoring programs).
- The survey may be administered to a district's teaching staff, at the building level or to a sub-set of the teaching staff (e.g., special educators).
- After the initial administration to the selected staff members and as the strategies presented are implemented, conduct ongoing, formative evaluation to develop forecasting trend lines, using the Friedman model (see Appendices 6-11 and 6-12). By doing this, a baseline can be established, and trends can be forecasted (e.g., at the start of the initiative, there are no teacher/mentor teams and by the end of Year One, there are three mentor-teacher teams; by Year Two there are eight teacher/mentor teams).
- Data from the survey can serve to stay the course of implementation or make alterations.
- Data can be reported frequently to staff, stakeholders and the community.
- Collect, analyze and report the data consistently to ensure reliability and fidelity to the greatest extent possible (i.e., use the same measures for baseline and ongoing measurement).
- Consider developing an Executive Summary using lay language to report data to the public.
- Consider developing easy-to-read graphic displays of the data.
- Consider administering the survey annually to measure pre- and post-strategy implementation.

Specific performance measures related to partnerships between institutions of higher education and school districts may be found in *Appendix 5-4, A Rubric for Assessing the Qualities of Partnerships Between Schools and Teacher Preparation Programs at Institutions of Higher Education.*

General Survey Example

Name:_____   Date:_____

School:_____   Role: _____

On a rating scale of 1 to 4, with **1 = Not at all, 4 = To a great extent**, please rate the following items related to "Keeping Quality Teachers: Working Conditions and Role of the Administrator."

Working Conditions	1 *Not at all*	2	3	4 *To a great extent*
Colleagues share your beliefs and values about the school mission.				
Teachers participate in decision making on important matters (e.g., selecting curricula/materials).				
Teachers are appropriately assigned to classes (e.g., possess appropriate credentials and management skills).				
Salary and benefits are adequate.				
Licensing and certification policies and procedures are followed.				
Teacher job descriptions are up-to-date and accurate.				
Teachers know the "chain of command."				
Teachers receive regular, relevant feedback on their performance.				
Appropriate professional development is available and supported.				
Teachers are able to effectively differentiate instruction for diverse groups of students.				
A comprehensive student support and discipline system exists.				
Focus is on improving student results.				
Planning time (individual and team) is reasonable.				

Working Conditions (Continued)	1 Not at all	2	3	4 To a great extent
Paperwork loads are reasonable.				
Class load is reasonable.				
Necessary materials are available.				
Curriculum guidelines exist and are updated.				
Technology is available, with ongoing support.				
Teachers really like the school in which they are currently working.				
School climate shows respect for all.				
Families/parents are active in the school/district (e.g., assist in policy making, hiring of staff).				
Families/parents receive home-school communications.				

Role of the Administrator	1 Not at all	2	3	4 To a great extent
Administrators support teacher retention activities.				
Administrators communicate what kind of district/school he/she wants.				
Administrators develop clear job descriptions for all staff.				
Administrators support teachers when needed.				
Administrators understand what teachers do.				
Administrators promote the philosophy that all teachers share the responsibility for educating all students (i.e., general and special educators share ownership).				

On the following items, please answer "yes" (**Y**) or "no" (**N**) whether you received the support indicated and, if so, the extent to which the support was helpful, using a rating scale is 1 to 4, with **1 = not at all, 4 = to a great extent.**

Induction and Mentoring	Y	N	1 Not at all	2	3	4 To a great extent
Formal mentoring.						
Regular meetings with new teachers.						
Informal help from building teachers.						
Assistance from building administrators.						
Structural supports, such as release time for observations, and common planning time for meetings.						
Assistance from consultants or supervisors.						
In-service or staff development.						
Informal help from other colleagues.						

Intent to Remain in the Position (Reminder: this information is anonymous.)

Please check one of the items below, indicating your current intent to remain teaching in this school/district:

_____ As long as I am able.
_____ Until retirement.
_____ Until something else comes along.
_____ Leaving as soon as possible for personal reasons.
_____ Leaving special education for general education as soon as I can.
_____ Undecided.

Teacher Retention Additions

Saint Paul Learning Circles/Mentor Program for New Teachers

Saint Paul, Minnesota

Maria Lamb

Chief Education Officer with the Office of Instructional Services

The following figures are for the 1999-2000 school year.

DEMOGRAPHICS

Grade Levels	K-12	Urban/suburban/rural	Urban
Student Population	46,000	**Ethnic Makeup***	Amer. Indian 1.9% Hispanic 8.9% African. Amer. 22.7% Asian Amer. 31.2% White Amer. 35.1%
		Per pupil expenditure	$9,500

* The statistics available from the district delineated the ethnic makeup as shown.

There was not any information about students of more than one racial heritage.

Saint Paul Learning Circles/Mentor Program for New Teachers

Saint Paul, Minnesota

Maria Lamb

Chief Education Officer with the Office of Instructional Services

MENTOR PROGRAM

Unique Feature of Program	Small groups of teachers meet monthly with a resource colleague to discuss issues of their choosing	**Mentoring is/is not mandated for certification/licensing**	Is not mandated
Teacher Population	3,700	**% New Teachers**	8%
Cognitive coaching is/ is not a component	Is not required	**Mentors evaluate/do not evaluate the new teachers with whom they work**	Do not evaluate
Cost of Program	$362,565	**Funding**	District, Grant, and Union
Mentors are Full-time/ Part-time Teachers	Full-time	**Mentor Remuneration**	$3,000 for resource colleagues $250-300 for building mentors
Program in Existence	3 years	**Duration of Program for New Teachers**	3 years
Higher Education Affiliation	Hamline University	**Program Coordinator**	Jeanne Klein

Saint Paul Learning Circles/Mentor Program for New Teachers

Maria Lamb

Chief Education Officer with the Office of Instructional Services

360 Colborne St.

Saint Paul, Minnesota 55102

maria.lamb@spps.org

Tel: 651-767-8139

Fax: 651-290-8330

The following information was obtained from telephone conversations with Jeanne Klein, as well quoted from printed written materials distributed in the program.

History

Mentoring had been provided to new teachers through large orientation meetings, with 300 new teachers in attendance. It was evident that they were leaving these meetings with a high degree of angst about classroom management and other impending issues. Jeanne Klein and staff development colleagues knew that they needed to break the new teachers into smaller groups and provide ongoing support. There were eight staff members in the Staff Development office, and they couldn't do it all. Jeanne Klein, the Director, charged them with thinking of a way to do this. Conversations with Dr. Walter Enloe about Learning Circles, and ideas Jeanne Klein had about resource colleagues were the beginning of the program that is in existence now.

State Mandates

♦ **Is mentoring mandated for new teachers?**

No.

♦ **Is mentoring part of certification or licensure?**

No.

♦ **Is funding provided to support the mandate?**

No.

Goals

The primary goal of Staff Development's Learning Circles/Mentor Program (LC/M Program) is creating a positive environment for new teachers that will ensure their continuous professional growth. This program is a research-based program with an emphasis on group work, team building, and "quality circles" communities of learning. The Saint Paul LC/M Program is based on the six-strand theory using the learning circles concept to support new teachers. The following are the six key conditions: build community with other learners; construct knowledge through personal experiences; support other learners; document reflections on one's own experience; assess expectations; improve the class culture.

The LC/M Program creates a process of apprenticeship for new teachers, creates a structure to communicate and support new teachers, formalizes support for implementation, assessment and reflection of best practices, and aligns with State and National standards for new teacher training. The motto is: "Never send anyone alone."

Program Design

♦ **What are the components and recommended schedule of the program?**

- The Learning Circles program is for teachers in their first year of teaching in the Saint Paul schools.

- Before school starts, there are two days of welcome and orientation for new teachers.

- Resource colleagues participate in those days as small group facilitators.

- Every month a resource colleague meets with five-ten new teachers, preferably from the same school, to facilitate a two-hour learning circle. The dates and times of these before or after-school meetings are set by the group.

- New teachers are paid $16.50/hr. to attend these two-hour meetings each month of their first year. They are paid up to three hours/month for participation in the program. They may continue meeting after their first year, and that would be without any remuneration.

- The agenda for the Learning Circles meetings are largely determined by the new teachers. Sometimes a resource colleague will alert new teachers to upcoming events or give suggestions about ways to prepare for upcoming responsibilities.

- Resource colleagues consult with teachers individually to develop an action plan.

- Resource colleagues are available to videotape new teachers and give them confidential, non-evaluative feedback on their teaching.

- If a new teacher does not teach in the same school as her/his resource colleague, the new teacher is also assigned a mentor who teachers in the same school.

- Resource colleagues receive training and support, and have an end of the year celebration

♦ **Are there any programs that complement the mentor program?**

There is an Information Fair held before school for new teachers. Different school system departments are represented, including Food Service, Transportation, and Human Resources. In addition, the Chamber of Commerce and other city resources have tables at the Fair. Candy and other prizes are given away at these tables, encouraging new teachers to get as much information as possible.

The Saint Paul Federation of Teachers supports new teachers in their second and third years through a mentor program they coordinate.

♦ **Who designed the mentor program?**

The Learning Circles/Mentor Program for first year teachers was developed by teachers who were working in the office of Staff Development on special assignment, under the direction of Jeanne Klein. Staff members worked with Walter Enloe, a Professor at Hamline University, to understand Learning Circles and then adapt it.

Program Administration

♦ **Who coordinates the program?**

Nancy Hall coordinates the program, as part of the Department of Staff Development, which is directed by Jeanne Klein.

♦ **How is information communicated to shareholders?**

Nancy Hall and Jeanne Klein communicate with shareholders in the school community.

♦ **Who coordinates the integration of this program with other professional development opportunities/requirements in the school/district?**

Nancy Hall and Jeanne Klein, in collaboration with others members of the staff in the Department of Staff Development, coordinate the Learning Circles and Mentor Program with other staff development in the system.

Participants

♦ **Who is served**

Teachers who are in their first year of teaching in the Saint Paul public schools are in the Learning Circles program.

♦ **Is participation of new teachers voluntary or mandatory?**

Participation is mandatory. It is a contractual requirement that new teachers devote seven days to induction.

Who provides the mentoring/induction?

Resource colleagues, who are full-time teaching colleagues, facilitate the Learning Circles and do peer-observation and review. In addition, there are building-based mentors, also full-time teaching colleagues, for any teacher whose resource colleague is not in the same school s/he is working in.

♦ **What are the criteria for being a resource colleague?**

The criteria to be a resource colleague are:

- A Saint Paul public school tenured teacher with at least five years of classroom experience, currently assigned teaching responsibilities

- Evidence of successful teaching in a K-12 classroom

- Evidence of successful mentoring

In addition, the preferred criteria are:

- Evidence of successful mentoring in the Saint Paul Federation of Teachers mentoring program

- Evidence of successful group facilitation

- Evidence of training in cognitive coaching or peer assistance review

- Commitment to the principles of the Urban Learner Framework

- Knowledge of the Minnesota State Graduation Standards

- Knowledge of the New Teacher Induction program

  - ♦ **What are the job responsibilities of the resource colleague?**

- Provide leadership with small groups of educators new to Saint Paul by assisting them in identifying and articulating professional development needs

- Offer quality, on-going, experiential, professional development that comes as close to replicating the work of their own teaching

- Attend and participate fully in all training sessions and monthly, cluster-level, after-school meetings, beginning August 23.

- Be part of a learning community as a teacher/learner.

- Arrange for and facilitate "Homebase/Learning Circle Meetings with educators new to Saint Paul at least twice monthly

- Attend support sessions for resource colleagues

- Work with new teachers in one-on-one mentoring situations with learning circle teachers when needed.

♦ **Is observation and coaching required of the mentor?**

Observation and coaching is not required, though many new teachers request and welcome the feedback. Resource colleagues are trained in viewing videotapes to give feedback, and there are substitutes available for resource colleagues to do observations and conferencing when it is requested.

If a teacher is having difficulty, a principal may ask the resource colleague to observe and share objective data. Judgmental statements by the resource colleague are not expected.

♦ **Do resource colleagues/mentors have full-time classroom teaching responsibilities?**

Yes.

♦ **How are resource colleagues available to participate in the program?**

Resource colleagues may apply for substitutes to cover them when they observe/video-tape new teachers. They are also released to attend training that is held during the school day. Other trainings occur before school, and the Learning Circles are scheduled outside of the school day.

♦ **How are resource colleagues/ mentors selected?**

Resource colleagues are interviewed and selected by staff members in the Department of Staff Development, directed by Jeanne Klein.

New teachers may choose their own mentors for their second and third year.

♦ **Are resource colleagues/mentors paid?**

Yes. Resource colleagues are able to earn up to an additional $3,000 during the school

year for work with groups of new teachers at least twice monthly.

Mentors earn between $250 and $300 during the school year.

Mentors of teachers in their second and third year receive $600/year. The Saint Paul

Federation of Teachers pays half the costs for the mentor stipends.

♦ **How are matches made between mentors and new teachers?**

Learning Circles are typically composed of new teachers from the same building.

Occasionally, job-alike groups are formed at the participants' request, such as groups of

nurses, social workers, and special education teachers. The system prefers that specialists

are part of other Learning Circles, yet honors requests they make to be together.

Teachers in their second and third year may select their own mentor, and that request is

honored if agreeable to the mentor.

♦ **Are resource colleagues trained?**

Yes. The Saint Paul Learning Circles/Mentor Program has formalized a

collaboration with Hamline University. The six essential conditions were recreated in a

Learning Circles course designed by Dr. Walter Enloe and Dr. Nancy Hall. Hamline

University credits (Professional Educational Development Seminar) were offered to any

new teacher, resource colleague, master mentor teacher, or other staff member who

would take responsibility for their own professional development through this learning

concept. Jeanne Klein and Nancy Hall have negotiated a collaborative effort with

Hamline University's Center for Excellence in Urban Teaching to provide strategic

practices for new teachers in their classrooms in the 2001-2002 school year. This will

provide background information for resource colleagues to involve new teachers in the

development of instructional techniques that incorporate cultural learning styles.

There is training after school for resource colleagues to learn to assess teaching

from videotapes. The National Board procedures for observing videotaped observations

are used.

♦ Who supervises resource colleagues/ mentors?

Personnel from the Staff Development Department supervise and support resource

colleagues.

What supports are available for resource colleagues/mentors?

♦ Is there professional development for the resource
colleagues/mentors?

There are after school sessions for the resource colleagues on issues they need to discuss.

In addition, there is a course at Hamline University about Learning Circles. This course

is not mandatory training for the resource colleagues. If they opt to take it, they pay a

reduced rate for the course credits and take the course on the school campus.

♦ Who provides it?

Jeanne/ Nancy facilitate the after-school sessions. The course on Learning Circles is

offered at Hamline University.

♦ What resources are available for resource colleagues?

Supports for resource colleagues include:

- An end of year retreat

- Meetings with Jeanne and/or Nancy

- Video cameras

- Technology

- A CD-ROM on classroom management

- A resource guide

- Grants for graduate credit

- Released days and planning time

- On-going training in peer coaching

- A retreat day

Do resource colleagues evaluate new teachers?

No, contractually resource colleagues may not evaluate. They do give feedback to new teachers after the observation.

Is the relationship between resource colleagues and new teachers confidential?

Yes, it is confidential.

What are the resources required for the program?

- **Mentor training &new teacher orientation** $80,000

- **Stipends for resource colleagues**

  @$3000/yr/resource colleague   90,000

- **Stipends for mentors in years 2 and 3 @ $600/yr**   133,200

- **Stipends for building mentors in year one @$250-300/yr/mentor**

- **Compensation to new teachers for participation in**

  Meetings $16.50/hour for 3 hours/month   16,965

- **Mentees get salary scale credit for attendance at**

  meetings

◆ **Substitutes for released time**	12,000
◆ **Hardware/audio-visual equipment**	25,000
◆ **Resource guides, 300 @$18/guide**	5,400

The District spends 1% of its budget on staff development, as mandated by the State. 50% of this amount is allocated to building initiatives, 25% for exemplary programs, and 25% to the Office of Staff Development. The Learning Circles/Mentor Program is funded by the Office of Staff Development, and is part of the 25% received. In addition, money is obtained from State grants.

◆ **Who requests the funding?**

Jeanne requests the funding. In addition, she wrote two grants for the 2000-2001 school year, which were funded, that totaled $140,000.

Evaluation of the Program

◆ **How is the program evaluated?**

Jeanne Klein surveyed the new teachers and the resource colleagues in 1999-2000. She plans to do focus groups 2000-2001.

◆ **Who sees the results?**

Jeanne shares the information with the Superintendent, other administrators and the Board.

Recruitment, Hiring, and Retention of New Staff

◆ **How many new teachers are recruited and hired?**

Approximately 300 new teachers are hired each year. Currently 25% of the teaching staff

is untenured. 40% of the teachers are leaving before they are tenured. The average

number of years of service is six.

> ♦ **Is there any data that correlates the mentoring program with the**
> **retention of new teachers?**

Not yet.

> ♦ **What are the indicators of program success?**

Reflective comments such as the following indicate the program's success:

"Although I have taught in other states and am not a 'new teacher', I found this model

very helpful in becoming oriented to St. Paul. Our small group felt comfortable in openly

sharing with each other- our frustrations, triumphs and need for help. I especially

appreciate my mentor. He consistently went beyond the "call of duty" to he helpful to us

all? Keep the model next year!"

Dover-Sherborn Public Schools

**Dover-Sherborn, MA,
Teacher Leaders:
Scott Kellett, Judy Klein, Martin Moran, Barbara Pack, Greg Tucker**

All figures are for the 2000-01 school year.

DEMOGRAPHICS

Grade Levels		Urban/suburban/rural	
	K-12		Suburban
Student Population	1,982	**Ethnic Makeup***	African-Amer.-2% Asian-2% Caucasian-95% Other- 1%
		Per pupil expenditure	$7,537

* The statistics available from the district delineated the ethnic mix as shown. There was not any information about students of more than one racial heritage.

Dover-Sherborn Public Schools

Dover-Sherborn, MA,
Teacher Leaders:
Scott Kellett, Judy Klein, Martin Moran, Barbara Pack, Greg Tucker

MENTOR PROGRAM

Unique Feature of Program	Teacher leaders coordinate the program and do most of the training	**Mentoring is/is not mandated for certification/licensing**	Is not mandated
Teacher Population	193	**% New Teachers**	16.5%
Cognitive coaching is/ is not a component	Is a component	**Mentors evaluate/do not evaluate the new teachers with whom they work**	Do not evaluate
Cost of Program	$38,500	**Funding**	State, Local Education Fund, Grant
Mentors Full-time/ Part-time	Full-time teachers	**Mentor Remuneration**	$750/ mentor $1000/ teacher leader
Program in Existence	3 years	**Length of Program for New Teachers**	1 year
Higher Education Affiliation	None	**Program Coordinators**	Scott Kellett, Judy Klein, Martin Moran Barbara Pack & Greg Tucker

Dover Sherborn Teacher Leaders Program

Dover-Sherborn Public School,

Dover-Sherborn, MA,

Teacher Leaders:

Scott Kellett, Judy Klein, Martin Moran, Barbara Pack, Greg Tucker

Several quotations are taken from materials prepared by the Dover-Sherborn teacher leaders for use in the district and in their presentation at the National Staff Development Council's Annual Conference in Atlanta in 2000, as well as from interviews with Martin Moran and Kathy Dunne.

History

John Moore had been matching new teachers with veteran staff in an informal way, to promote the integration of the new staff into the school community. He wanted to formalize this matching process by creating a mentor program for new staff, to facilitate their success and promote their development as teachers. After a presentation to the Administrative Council about his concept, colleagues created mentor programs in their schools.

State Mandates

- ♦ **Is mentoring mandated for new teachers?**

No.

- ♦ **Is mentoring part of certification or licensure?**

No.

- ♦ **Is funding provided to support the mandate?**

No.

Goals

"The Regional School district is faced with the challenge of replacing experienced staff members with those who are less experienced. The quality and excellence of the school system must be maintained during the transition. To facilitate this goal the school system should utilize the expertise of the experienced veteran staff.

The two major goals of the program are to attract and retain quality professionals and to improve the quality of instruction. The establishment of the program has the potential to raise the regard of the profession in the community and provide the opportunity for improved collegiality and morale. It also affords the opportunity for renewal for the veteran staff."

Program Design

The design of the program is one-to-one mentoring of new teachers and other professional development for them as well. In the course of mentoring, mentors also participate in professional development and grow.

- ♦ **What are the components and recommended schedule of the program?**

The components of the program are:

- Mentor training   End of August
- Meetings of pairs   Daily and then weekly throughout the school year
- After school workshops   Five times a year, after school
- Peer observations and

- Cognitive Coaching   Three times a year, optimally

The program officially begins when the mentors are chosen in the spring, and trained at the end of August. Just before school starts, the new teachers are told who their mentors will be for the school year. The program technically ends at the close of school in June. However, many mentors are chosen as mentors for the following year, so their participation is cyclical. The teacher leaders work on design and plans for implementation of the program for the next year, so their participation is ongoing throughout the years.

♦ **Are there any programs that complement the mentor program?**

In addition to the mentor, a support team is developed in each school to assist all the new teachers. The support team could include: the principal or headmaster, the assistant headmaster, a teacher leader, a department head, or other appropriate staff members.

Faculty who are not mentors support their new colleagues by welcoming them into their classrooms for observations and assisting when appropriate. Martin Moran video-tapes colleagues, with their permission, whose teaching demonstrates different ways to approach some of the issues/questions mentioned by new teachers. The teacher leaders use the tapes at the after-school with the new teachers. Transitions and how to begin a lesson are two subjects that were videotaped.

Who designed the mentor program?

Kathy Dunne, an educational consultant with Learning Innovations at WestEd was hired by the Principal to help him design and implement the initial mentor training. The following year, the she worked with a select group of teacher leaders to: enhance

their capacity to facilitate the mentor training; prepare them to serve as classroom coaches to support mentors as they deepen their coaching skills of working with new teachers; design and facilitate after school workshops for new faculty.

The teacher leaders plan the program for the upcoming year and get the dates for the trainings and workshops on the school calendars. They also design and facilitate the after-school workshops and arrange the schedules for the substitutes.

Program Administration

♦ **Who coordinates the program?**

"Teacher leaders are the linch pin in the operation of the mentor program. They are responsible to meet with the other teacher leaders to coordinate the mentor program for the entire system. On the other hand they work in conjunction with their building administrator(s) in coordinating the mentor program for their building. Their responsibilities include: overseeing the day-to-day operation of the program, initial training of mentors, holding afternoon workshops for their mentors and new teachers and organizing observation days for mentors and new teachers." If there are extra slots in the substitute's schedule, other teachers are welcome to use the time for peer coaching. The teacher leaders typically do not mentor new teachers; they coach the mentors. On rare occasions when needed, a teach leader may mentor a new teacher.

♦ **How is information communicated to shareholders?**

All members of the school community have been familiarized with the program. When it was first created, it was introduced to all adult shareholders. Efforts are made by the teacher leaders and administrators to assure that everyone is aware of the mentor program and is familiar with its workings and the benefits it accrues.

The teacher leaders, mentors, and new teachers are the most directly involved in such communication, and the administrators also discuss the program with faculty, school board members, and parents.

In addition, the teacher leaders have presented their program at different workshops and conferences, including the National Staff Development Council's (NSDC) annual conference, which was held in Atlanta in 2000. They have familiarized other educators with the mentor program they created and implement and help them think about what they might want to do in their own districts.

- **Who coordinates the integration of this program with other professional development opportunities/requirements in the school/district?**

The teacher leaders speak with the administrators periodically. The Superintendent has said that the mentor program is the cornerstone of professional development in the district. A new professional development committee has been formed and discussions are underway to coordinate its efforts and those of the mentor program.

Participants

- **Who is served?**

The program is designed for teachers who are new to the school system, either as novices or as educators joining from another school system.

- **Is participation of new teachers voluntary or mandatory?**

The mentor program is discussed during the interviewing and hiring process, and it is seen as a benefit of employment. Participation in the program is an expectation of and for all new staff.

Who provides the mentoring/induction?

Teachers are best able to support their colleagues in a non-judgmental and non-threatening way. Mentors who are teaching colleagues are in a strong position to offer support and promote reflection without issues of evaluation and concerns about continued employment being present.

♦ **What are the criteria for being a mentor?**

The criteria for being a mentor are:

- Five years teaching experience, with at least two in the District

- Demonstrated excellence in teaching

- Demonstrated leadership in the school community

- Strong communication skills

♦ **What are the job responsibilities of the mentors/teacher leaders?**

Mentors are selected in the spring and trained in the summer. Each new teacher is assigned a mentor, with whom s/he meets very frequently in the beginning of the year and approximately weekly thereafter

Optimally, the mentors do cognitive coaching with their new teacher partners three times during the year. Substitutes are provided for the new teachers and mentors to observe each other teaching, and for the cognitive coaching. The teacher leaders, who coordinate the program, arrange the schedule for the substitutes.

There are also five after-school meetings for the new teachers and their mentors, which are planned and lead by the teacher leaders. These meetings last approximately one hour.

♦ **Is observing and coaching a requirement of mentors?**

Yes. Ideally it is done at least three times during the school year.

♦ **Do mentors have full-time classroom teaching responsibilities?**

Yes, mentors have full-time teaching responsibilities.

♦ **How are mentors available to participate in the program?**

Training for mentors is offered at the end of August, before school begins. Substitutes are hired and scheduled by teacher leaders to provide new teachers and their mentors the opportunity to do peer observations and cognitive coaching. There are workshops scheduled monthly after school.

Each teacher leader is relieved of one non-teaching duty per week to have time to orchestrate the program throughout the school year. Optimally they have a shared planning period each week with the other teacher leader in their building. Substitutes are provided for peer observations and cognitive coaching. The after school workshops and weekly meetings of pairs are done during teachers' preparation periods, lunch times, and before or after school hours.

♦ **How are mentors/teacher leaders selected?**

Teachers volunteer to be mentors, sometimes at the request of building administrators. They are chosen by the building principal, often in consultation with teacher leaders, in accordance with a set of established criteria.

The teacher leaders are chosen by the building principals. These leaders are deemed effective teachers by the principals and the new teachers with whom they work, and have a background in cognitive coaching or *The Skillful Teacher*. It is presumed that other teachers will assume these roles in the future so that the program will be self-sustaining.

- **Are mentors/teacher leaders paid?**

Yes, mentors are paid $750/year, and the teacher leaders are paid $1000/year.

- **How are matches made between mentors and new teachers?**

The building administrators match the new teachers and mentors, often speaking with the teacher leaders about their ideas for matches. Consideration of the grade level/subject area of the new teachers and optimal partnerships also influences the decisions for matching.

- **Are mentors trained?**

Yes, mentors are trained for two days in the summer, before school begins.

- **Who supervises mentors?**

The mentor teacher leaders supervise the mentors.

What supports are available for mentors?

- **Is there professional development for the mentors/teacher leaders?**

There are five, after-school meetings of the new teachers and the mentors. The teacher leaders plan and implement these meetings. Prior to each meeting, they video-tape experienced teachers who are not part of the mentoring program, and these video clips are used during the after-school meetings to exemplify topics being discussed. The involvement of other teachers has greatly affected the school culture.

The teacher leaders meet six times a year with Kathy Dunne. They discuss the program and ways to make it even stronger. In addition, some of the teacher leaders were part of a State sponsored summer institute on mentoring. They also worked with other school systems during the summer and occasionally during the school year to consult about teacher leadership and mentoring. In working with other consultants at these

events, the teacher leaders learned more about presenting and consulting with groups of adults.

♦ **Who provides it?**

The teacher leaders provide the professional development for the mentors, and coach them throughout the school year. Kathy Dunne works with the teacher leaders. The teacher leaders also worked with other consultants when they participate in summer institutes on mentoring and induction programs for new teachers.

♦ **What resources are available for mentors/teacher leaders?**

Mentors and teachers leaders have access to professional libraries and the audio-visual equipment they need for the program.

Do mentors evaluate new teachers?

No, mentors are involved in a non-judgmental relationship with their colleagues.

Is the relationship between the mentor and the new teacher confidential?

Yes, the relationship is completely confidential.

What are the resources required for the program?

Mentor handbook; new teacher handbook; supplies for the mentor training and after school workshops; videotapes	$1,000
Consultant time with the principal/teacher leaders	6,000
Stipends for mentors @ $750 per person, per year	22,500
Stipends for teacher leaders@ $1000 per person, per year	6,000
Substitutes for observations and planning meetings	3,000

Funding

♦ **What are the funding sources?**

Initially John approached the local education foundation for money to develop a mentor program, and was awarded $3000. After his initial work with Kathy Dunne, he wrote a Goals 2000 grant, which was awarded by the Massachusetts Department of Education, for approximately $20,000. Both the Dover-Sherborn Education Foundation and the Massachusetts Department of Education, Goals 2000 grant have funded additional proposals in the second and third year of the program.

♦ **Who requests the funding?**

John, and later the teacher leaders, request the funding.

Evaluation

♦ **How is the program evaluated?**

The teacher leaders gather feedback from the new teachers and their mentors in informal focus groups at the end of the school year. Based on some of this feedback, the teacher leaders determine what the new teachers are most interested in learning during the after-school workshops. They use this feedback to inform and influence their design of the program for the following year.

♦ **Who sees the results?**

The mentor teacher leaders, John, and Kathy see the information gathered.

Recruitment, Hiring, and Retention of New Staff

♦ **How many new teachers are recruited and hired?**

30 new teachers were hired this year.

- **Is there any data that correlates the mentoring program with the retention of new teachers?**

No.

- **What are program indicators of success?**

The culture of the school system has dramatically changed in the last four years. Teachers are in and out of each other's classrooms. They welcome the new teachers and encourage them to sit in on their classrooms. The camaraderie among the mentors has also benefited the entire faculty of the school.

When the teacher leaders arrange the schedule of substitutes to cover new teachers and their mentors for observations and cognitive coaching, sometimes there are extra times that are not needed. Classroom teachers have requested the substitute so that they might do peer observations with other staff. This has been a significant change in school culture.

DEMOGRAPHICS

Grade Levels		Urban/suburban/rural	
Student Population		Ethnic Makeup*	
		Per pupil expenditure	

* The statistics available from the district delineated the ethnic makeup as shown.

 There was not any information about students of more than one racial heritage.

Great Beginnings

Sheila Smith
703-246-8191
11 Oaks Administrative Center
10515 School St.
Fairfax, VA 22030
Sheila.smith@fcps.edu

Connie Smith
Coordinator for PD and Related Services
703-246-8195
11 Oaks Administrative Center
10515 School St.
Fairfax, VA 22030
Connie.smith@fcps.edu

Sharon Mullen
Title:
703-208-7821
Alan Leis Center (formerly Walnut Hill Center)
7423 Camp Alger Ave.
Falls Church, VA 22042

Program		certification/licensing	
Teacher Population	Over 14,000	**% New Teachers**	Great Beginnings is out of general ed 1400 new teachers of which 300 are sp ed
Cognitive coaching is/ is not a component	Yes, it is done by the mentors. Coaches perform other roles	**Mentors evaluate/do not evaluate the new teachers**	Do not evaluate
Cost of Program		**Funding**	
Mentors are Full-time/ Part-time	Mentors are full-time teachers Coaches are full-time teachers- some are specialists with students and/or have other responsibilities	**Mentor Remuneration**	Coaches are paid for the amount of teachers they work with and the amount of teaching they do through the Fairfax County Academy- 2 credits for whole year = $2100
Program in Existence	7 years	**Duration of Program for New Teachers**	2 years The 2nd year is at the general ed level, and are developing one for sp ed now. Also developing an on-line component for year 1 and 2. Will use Blackboard.com
Higher Education Affiliation	Cohort programs- 2 year masters degree program with a concentration in emotional disabilities and ld. Offering reduced rate tuition- 4 through George Mason U and 2 through U of VA and 1 through	**Program Coordinator**	

History

State Mandates

♦ **Is mentoring mandated for new teachers?**

No.

♦ **Is mentoring part of certification or licensure?**

No.

♦ **Is funding provided to support the mandate?**

NA

Goals

Program Design

♦ **What are the components and recommended schedule of the program?**

Great Beginnings is voluntary, and principals strongly encourage teachers to participate
It is developed for general education teachers, with break-out sessions specifically for special education teachers.
The program integrates the teachers of students with learning disabilities and emotional disabilities with the regular education teachers
It also promotes that general education teachers understand the IEP process
There are separate break-out sessions for teachers of students with emotional disabilities, with a focus on behaviors plans, token economies, etc.

Teachers who volunteer do so for one year at a time, opting for the second year after they've completed the first.

Of the 300 special education teachers, approximately 36 were in the program this year. Teachers of students with ld and ed participated in the general education sessions.

3 day summer institute, NT get paid $15/hr
There is intensive bonding and many strategies for teaching are offered, including Harry Wong's *The First Year*; classrooms set up so teachers can see what a classroom should look like; ways to make materials; learning focused conversations

Year 1-
- At least 10 2 _ hour sessions (13 for special education teachers. There is a very different curriculum for lower incidence special education teachers than for regular education teachers, teachers of students with learning disabilities and

emotional disabilities.) There are support sessions to concentrate on any area of need.

- On-site visitation by coaches- checking for use of materials and problem solving issues within their own building- working with low incidence populations, and students with moderate and severe disabilities. Coaches observe lessons and help out. They also talk about schedules, lesson set up, and behavior issues

♦ **Are there any programs that complement the program?**

Part of the Great Beginnings program is mentoring. It is typically a match between teachers in the same building, except when there is a specialist who is the only one in a building. Mentors regularly meet with the new teachers and document what they do. Mentor training is required before becoming a mentor. The training is a course that is periodically offered through the Fairfax County Academy throughout the year and for 5 -_ days in the summer

There is also a Mentor Resource Teacher position, which requires training and has an expectation of the mentor working at least 1 hour a week, sometimes more.

♦ **Who designed the mentor program?**

Program Administration

♦ **Who coordinates the program?**

All new teacher support is under the umbrella of Great Beginnings
Coordinators of the departments meet with Sharon Mullen, Coordinator of the Office of Staff Development, in the Instructional Services office. Denny Berry is a specialist out of the Office of Staff Development

♦ **How is information communicated to shareholders?**

Information is communicated through brochures for all the recruiters, principals, information on the web site, links from the Human Resources web site, and information on the Instructional Services web site
Phone calls are made over the summer to remind principals about the Great Beginnings program and their role in encouraging new teachers to participate.
The Office of Human Resources communicates with the Office of Instructional Services so they have names of new teachers hired.

♦ **Who coordinates the integration of this program with other professional development opportunities/requirements in the school/district?**

The Great Beginnings Program is scheduled on Monday afternoons and Thursdays. Principals and other staff coordinating professional development try not to schedule

session on these two days. Department coordinators and the Instructional Services Department work together to coordinate professional development opportunities.

Participants

♦ **Who is served?**

Regular education and special education teachers participate in the Great Beginnings Program.

♦ **Is participation of new teachers voluntary or mandatory?**

Participation is voluntary.

Who provides the mentoring/induction?

Coaches and mentors provide the training, consultation, coaching, and support.

♦ **What are the criteria for being a coach/ mentor?**

There is an application for coaches, as well as an interview

Connie Smith- Coord of PD and Related Services for SP Ed.

♦ **What are the job responsibilities of the coach/mentor?**

- Coaches teach at least 10 2 _ hour sessions (13 for special education teachers. There is a very different curriculum for lower incidence special education teachers than for regular education teachers, teachers of students with learning disabilities and emotional disabilities.) Support sessions are offered to concentrate on any area of need.
- Coaches do on-site visitation - checking for use of materials and problem solving issues within their own building- working with low incidence populations, and students with moderate and severe disabilities. Coaches observe lessons and help out. They also talk about schedules, lesson set up, and behavior issues

♦ **Is observation and coaching a requirement of coaches/mentors?**

It is done informally by the coaches, and also mentor???

♦ **Do coaches/mentors have full-time classroom teaching responsibilities?**

Yes, coaches and mentors have full-time teaching responsibilities.

Mentor Resource Teachers (there are 20 for regular education and 1 for special education, with more in the future) are funded through Project EXCEL, for lower achieving schools, initially targeting the first year teachers in those schools.

MRT work part time- Their only job is to support the beginning teachers. Mentor Research Teachers have been teachers who are on maternity leave or are retired.

They are required to be in classrooms frequently (1 x a week, minimally), and they write an IEP for their work with the teacher; they document it each time they come.

◆ **How are coaches/mentors available to participate in the program?**

Coaches do the work after school, and are given 2 days for classroom visit, can be broken up by hours instead of days throughout the school year.

Mentors??

◆ **How are coaches/mentors selected?**

◆ **Are coaches/mentors paid?**

Coaches are paid $2,100 for teaching a two-credit class, and are paid less if they teach fewer credits.

◆ **How are matches made between coaches/mentors and new teachers?**

◆

Building principals match mentors; coaches are divided by clusters in the elementary level and by subject in the secondary level. Special education teachers are divided as elementary or secondary.

Specialists from the Office of Instruction were matched with the general education teachers; the coaches were matched with the special education teachers.

◆ **Are coaches/mentors trained?**

Coaches are mandated to have 5 days of training every single year. They work with a PATHWISE consultant, including how to work with adult learners and the needs of first year teachers.

◆ **Who supervises coaches/mentors?**

Sharon supervises the program;
Principal?

What supports are available for mentors?

◆ **Is there professional development for the mentors?**

Training course
   - ◆ **Who provides it?**

Office of instructional services, Sharon

   - ◆ **What resources are available for coaches/mentors?**
?

Do coaches/mentors evaluate new teachers?

No.

Is the relationship between the coach/mentor and the new teacher confidential?

Yes.

What are the resources required for the program?

   - ◆ **Coach/Mentor training**
   - ◆ **New teacher orientation**
   - ◆ **Food for Summer Institute**
   - ◆ **Materials- Notebooks at the summer institute, Harry Wong book, another book for special education teachers, and resource notebook with lots of ideas for the whole year**
   - ◆ **Stipends for coaches/mentors**
   - ◆ **Substitutes for released time**

Funding
   - ◆ **What are the funding sources?**

Coaching and mentoring- Sharon?
Mentor Resource Teachers- Title 2

   - ◆ **Who requests the funding?**

Evaluation of the Program

   - ◆ **How is the program evaluated?**

The Great Beginnings Program is evaluated through a survey of the new teacher. The Mentor Resource Teachers write a narrative and document their work.

Student achievement and teacher retention will be tracked. Sharon

   - ◆ **Who sees the results?**

Instructional Services

Recruitment, Hiring, and Retention of New Staff

- ♦ **How many new teachers are recruited and hired?**

1400.

- ♦ **Is there any data that correlates the New Beginnings Program with the retention of new teachers?**
- ♦

Just started to track the special education retention- by Sheila Smith

- ♦ **What are the indicators of program success?**

Vicksburg Community Schools

Vicksburg. Michigan

Contact: Pat Wilson O'Leary

The following figures are for the 1999-2000 school year.

DEMOGRAPHICS

Grade Levels		Urban/suburban/rural	
	K-12		Rural
Student Population	2,780	**Ethnic Makeup***	African-Amer. 1.6% Asian 1.2% Caucasian 95.7% Hispanic 1.3% Native Amer. .2%
		Per pupil expenditure	$6,421

* The statistics available from the district delineated the ethnic makeup as shown.

There was not any information about students of more than one racial heritage.

Vicksburg Community Schools

Vicksburg. Michigan

Contact: Pat Wilson O'Leary

MENTOR PROGRAM

For the 2000-2001 school year

Unique Feature of Program	Creative funding of instructional specialists & 3 year program of coaching & coursework	Mentoring is/is not mandated for certification/licensing	Is mandated, but not for licensure
Teacher Population	188	% New Teachers	8%
Cognitive coaching is/ is not a component	Is a component	Mentors evaluate/do not evaluate the new teachers with whom they work	Mentors do not evaluate teachers
Cost of Program	$148,360 for Mentor Director and Trainer/Co-Director's salaries & remuneration to mentors	Funding	District, creatively
Mentors are Full-time/ Part-time Teachers	Full-time ; Instructional specialists are full time- one teachers a course in the high school; the Director doesn't have classroom teaching responsibilities	Mentor Remuneration	$735 is the average
Program in Existence	2 years	Duration of Program for New Teachers	3 years
Higher Education Affiliation	Central Michigan Univ. & Western Michigan Univ.	Program Coordinator	Annette Smitley & Pat Wilson O'Leary

Vicksburg Community Schools

Vicksburg. Michigan

Contact: Pat Wilson O'Leary

patwo@vicksburg.k12.mi.us

301 S. Kalamazoo Ave.

P.O. Box 158

Vicksburg, Michigan 49097

269-321-1038

Fax: 269-321-1055

The following information was obtained from telephone conversations and e-mail correspondence with Pat Wilson O'Leary.

History

The school district was interested in providing more support for new teachers. The Superintendent devised a creative way to be able to offer those professional development opportunities.

There were new teacher induction classes that began in 1997. In 1999, there was a "buddy" system with a coordinator, who called six meetings during the year for mentor support and information. In 2000,the program expanded and became more comprehensive.

State Mandates

- ◆ **Is mentoring mandated for new teachers?**

Yes. As of 1993, Michigan State Code, Section 1526, stated that for the first three years of employment in classroom teaching, a teacher will be assigned by the school to one or

more master teachers, college professors, or retired master teachers who will act as mentors. Schools will also provide 15 days of intensive staff development, above and beyond regular teacher in-service.

- ♦ **Is mentoring part of certification or licensure?**

No. It is a district responsibility.

- ♦ **Is funding provided to support the mandate?**

No.

Goals

The goal of professional development offered in Vicksburg is to support teachers in meeting the State requirements in ways that address the District's goals and the individual teachers' development plans (IDP).

Program Design

- ♦ **What are the components and recommended schedule of the program?**

This program is for teachers in their first three years in the district.

First year:

- New teachers are assigned a building mentor. Mentors orient them to the building and procedures, help them prepare their room, and begin building a supportive relationship with their new teacher partner.
- Each first year teacher meets with the Principal, Curriculum Coordinator, and Human Resources Director before school begins.
- First year teachers who are new to teaching are required to attend six sessions (approximately 36 hours) of professional development. This

course, entitled Instructional Skills, focuses on starting school, classroom management, and instructional skills. Graduate credit is available. The course runs from July – May. Teachers who are new to the district but have taught elsewhere take a course entitled Instructional Skills Refresher. When this course was first offered, 40% of all veteran staff participated.

- All new teachers receive the following materials:

    The First Days of School by Harry Wong

    Transforming Classroom Grading by Robert Marzano (ASCD, 2000)

    Reflections on Teaching journal (VCS Press, 2000)

- Course packets of approximately 250 pages of text, samples from classrooms, journal articles, and resource materials

- All new teachers, K-12, are observed by and conference with Pat Wilson O'Leary, one time each semester.

- Mentors observe their partners two times a year

- Pat will also provide demonstration lessons for any teacher who requests it.

- At the High School, teachers also work with Annette Smitley, a teacher who is released full time (this year Annette opted to teach one class per day) to be the High School mentor. Annette observes and coaches teachers and provides help with every day issues.

- Observations by mentors and instructional specialists are non-evaluative.

Second year:

- Second year teachers are required to attend five sessions of professional development (approximately 24 hours) that focus on the use of cooperative learning. Graduate credit is available. The course runs from July – April.
- Second year teachers are observed by their mentors and the Instructional Specialist or the Instructional Consultant, as listed above.
- Second year teachers receive *A Guidebook for Cooperative Learning* by Dee Dishon and Pat Wilson O'Leary (Learning Publications, 1998)

Third year:

- The professional development plan for the third year is designed in consultation with the principal. An Individual Development Plan is tailored to each teaching assignment and each teacher's own strengths and areas of needed growth. Observations by Pat Wilson O'Leary, Annette Smitley and mentors continue as described above.

- ♦ **Are there any programs that complement the mentor program?**

Annette offers teachers instructional support by holding bi-weekly seminars, to which the entire K-12 staff is invited.

All K-12 staff, administrators, and secretaries are provided a journal, *Reflections on Teaching (*VCS Press, 2000*).* This student/staff-designed journal is used at staff meetings and professional development sessions for personal reflections and conversation starters.

- **Who designed the mentor program?**

Pat Wilson O'Leary, Annette Smitley and Patricia Reeves, the Superintendent, created the program, with consideration of the literature on mentor programs, personal and District experiences, and networking with other program directors and mentors.

Program Administration

- **Who coordinates the program?**

Pat and Annette coordinate the program. They are part of the Instructional Team, which also includes the Superintendent, two curriculum coordinators, a research consultant, and a technology coordinator. This team supports the mentor program and makes recommendations that align with District professional development needs and initiatives.

- **How is information communicated to shareholders?**

Pat and Annette share information with the Superintendent, mentor trainees, Total Learning Council, and PIT (Principal and Instructional team) Crew, who communicate with the shareholders in the District.

- **Who coordinates the integration of this program with other professional development opportunities/requirements in the school/district?**

The Instructional Team coordinates the integration of this program with other professional development opportunities/requirements in the District. Some examples of those are Journaling, Shared Leadership, Courage to Teach, Differentiated Instruction, Software/Hardware applications.

Participants

- **Who is served?**

This program serves teachers in their first, second, and third year in the Vicksburg Community Schools, regardless of past experience or tenure elsewhere.

♦ **Is participation of new teachers voluntary or mandatory?**

Participation of first, second, and third year teachers new to the District is required.

Who provides the mentoring/induction?

Pat and Annette mentor the new teachers, as well as the "buddy mentors" at the elementary and middle schools. Pat teaches the courses which are offered in the first and second years.

♦ **What are the criteria for being a mentor?**

The criteria for being a mentor are:

- Tenured

- 4+ years in the District

- Request to be a mentor

- Principal recommendation

- Agreement to attend training and carry out role

- Invitation by Pat or Annette

♦ **Is observation and coaching required of the mentors?**

Yes, first year mentors are asked to observe, leave notes, and discuss the lesson with the mentee once per semester.

♦ **Do mentors have full-time classroom teaching responsibilities?**

"Buddy mentors" have full-time teaching responsibilities. Pat is an instructional specialist, whose responsibilities relate to professional development. Annette is an

instructional consultant and a teacher who is released _ time to mentor the new teachers at the High School. (50% of the High School staff is non-tenured.)

♦ **How are mentors available to participate in the program?**

Mentors are released from their teaching duties for training as mentors, and are required to observe new teachers. Principals have offered to provide substitutes for mentors to observe, and Pat and Annette also cover classes.

♦ **How are mentors selected?**

Mentors are selected from those who request to be a mentor, with the consensus of the principal, Annette and Pat.

♦ **Are mentor paid?**

Mentors are paid on a sliding scale.

They receive payment from an extra-duty contract.

♦ **How are matches made between mentors and new teachers?**

Grade level, subject matter, location and willingness to support new teachers are all considered in matching mentors and new teachers.

♦ **Are mentors trained?**

Yes, mentors are trained at four leadership sessions (approximately 30 hours) ; one of these days is scheduled before the school year, and the other three are throughout the school year. Released time is provided.

♦ **Who supervises mentors?**

Annette Smitley, Pat Wilson O'Leary and principals supervise mentors.

What supports are available for mentors?

♦ **Is there professional development for the mentors?**

Yes. The following are two professional development options for mentors:

- Coach-to-coaches support from Annette and Pat

- College credit for the courses taken

- **Who provides it?**

Annette and Pat train the mentors.

- **What resources are available for mentors?**

1. Substitutes are provided for three training days and time to observe.

2. The District has purchased journals, books, and videotapes that are available for training sessions and to all mentors from the Professional Library.

3. Mentors receive packets of materials from trainings

Do mentors evaluate new teachers?

No, mentors do not evaluate new teachers. They support and coach them.

Is the relationship between the mentor and the new teacher confidential?

Yes, the relationship is confidential. Some issues are discussed in mentor training as a means of supporting, instruction and encouraging the new teacher/mentor relationship and professionalism.

Resources Required

- **Mentor Director's salary**

- **Trainer/Co-Director's salary**

- **Remuneration to mentors**

- **New Teacher Orientation**

- **Materials**

♦ **Hardware/Software**

Funding

♦ **Funding Source**

Pat's position is funded in an unusual way. She is hired by the Vicksburg Community Schools to work 210 days a year. She works approximately 75 days a year for other school systems, (former clients of Pat's when she was an independent consultant) who pay her fee to the Vicksburg Community Schools. These fees offset 60% of Pat's salary.

The remainder of Pat's salary, Annette's salary, and other costs of the program are paid for through graduate credit tuition reimbursement, sale of VCS Press journals, and the school district's budget.

♦ **Who requests the funding?**

Vicksburg Community Schools has a proposal process that goes through an administrative teacher council and the School Board. Pat and Annette's make a proposal through this process.

Evaluation of the Program

♦ **What is the evaluation process?**

Perceptual surveys are given to new teachers and mentors. Discussion occurs among administration and staff.

♦ **Who sees the results?**

The PIT Crew, Annette, Pat, mentor teachers, mentees, and the Superintendent see the results.

Recruitment, Hiring, and Retention of New Staff

◆ **How many new teachers are recruited and hired?**

In the 1999-2000 school year, 30% of the high school teachers were new and 9 % of K-8 teachers were new. 43% of the staff was hired between 1995-2000, and 32% was hired between 1997-2000.

◆ **Is there any data that correlates the mentoring program with the retention of new teachers?**

In recent years, teachers left mainly to retire. According to exit interviews, the second biggest reason has been family relocation (spouse employment or desire to be near parents.) Only three teachers have left the district for higher salaries in larger schools.

◆ **What are the indicators of program success?**

Principals report that teachers new to VCS (first year or veteran) who have been through Instructional Skills and Cooperative Learning are better prepared for the high expectations for classroom performance than in the past. Teachers are said to be performing with more skill and confidence by the time they have been in the District three or four years than they had performed in the past without the assistance.

The program goal was also to recognize capable veterans and enable them to consider new professional perspectives. These quotations from mentors' reflections are another indicator of success:

"After I called my mentee in the summer, I found myself getting excited about the start of the school year. In talking with her, I realized how routine start of school things had become for me and the conversation helped me understand just how far I had come in the field of education…Our conferencing after an observation reminded me how

important it is for new teachers (along with veterans) to get feedback not only from students, but from colleagues as well." Jeff Briggs, 7th Grade math teacher

"It was interesting for me to mentor someone who is older and more experience than me. Since my mentee came from another school district, I found it very interesting to talk to him about the differences between the two districts. I really came to appreciate the student at VMS. I believe that I am a better teacher for this experience." Kim Roberts, Computer Education Teacher

"Being a veteran teacher can be like acting in a well-rehearsed play. When I mentor, I relive what it is like to begin again. I am energized every year by this feeling of starting over again." Annette Smitley, High School English Teacher, and now Co-Director of the Program.

North Haven Public School
Beginning Educator Support and Training Program, BEST
North Haven, CT
Marie Diamond, BEST Facilitator & Director of Curriculum and Staff Development

The following figures are from the 2000-2001 school year.

DEMOGRAPHICS

Grade Levels	Pre K- 12
Urban/suburban/rural	Suburban
Student Population	3,486
Ethnic Makeup*	African-American. 2.5% American Indian .03% Asian-American 3.8% Caucasian 92.1% Hispanic 1.2%
Per pupil expenditure	Elementary and Middle School Students $6,753 High School Students $8,338

* The statistics available from the district delineated the ethnic makeup as shown. There was not any information about students of more than one racial heritage.

MENTOR PROGRAM

Unique Features of Program	This program is part of the State's BEST program
Mentoring is/is not mandated for certification/licensing	Is mandated
Teacher Population	304
% New Teachers	11%
Cognitive coaching is/ is not a component	Is a component
Mentors Evaluate/Do Not Evaluate the New Teachers	Do not evaluate
Cost of Program	Not available
Funding	District and State. State gives $200/new teacher to the district
Mentors Are Full-time/ Part-time	Part-time
Mentor Remuneration	$200 per year
Program in Existence	11 years
Duration of Program for New Teachers	2 years; 3 if needed
Higher Education Affiliation	Informally
Program Coordinator	Marie Diamond

Following are excerpts from "A Guide to the BEST Program for Beginning Teachers", published by the Connecticut State Department of Education, Bureau of Program and Teacher Evaluation are included in the following description of the North Haven Public Schools program, along with information from Marie Diamond, the Coordinator of the program in North Haven.

History

The Education Enhancement Act of 1986 was highly successful in raising standards for teacher education and licensing as well as increasing teacher salaries to the highest in the nation. This "balanced equation' of higher teacher salaries matched by increased professional standards has been highly successful in attracting more academically qualifies individuals into Connecticut's schools.

Connecticut's Common Core of Teaching (CCT) defines the knowledge, skills and competencies that teachers need to attain in order to ensure that students learn and perform at high levels. The CCT is used across the career continuum of teachers. The CCT includes foundational skills and competencies that are common to all teachers and discipline specific professional standards that represent the knowledge, skills and competencies that are unique for teachers of elementary education, English langue arts, history/social studies, mathematics, music, physical education, science, special education, visual arts and world languages.

The centerpiece of Connecticut's teacher improvement initiatives has been the Beginning Educator Support and Training (BEST) Program, a comprehensive three-year induction program for teachers once they are hired in Connecticut public schools.

The North Haven Public School District was motivated to improve its offerings to new teachers, who had always been assigned buddies. When the State introduced the Beginning Educator Support and Training Program (BEST), the District was ready to do more.

State Mandates

Is mentoring mandated for new teachers?

Yes, for new teachers for whom there is a BEST program. There isn't a BEST program for teachers in technology education and some of the other specialties.

Is mentoring part of certification or licensure?

Yes. The Beginning Educator Support and Training (BEST) Program is a comprehensive induction program of support and assessment for beginning teachers. Beginning teachers must successfully complete BEST Program requirement in order to be eligible for the provisional educator certificate.

Is funding provided to support the mandate?

Yes. Initially there had been more finding for induction, including stipends for mentors. Now the State reimburses towns $200 for each new teacher registered in BEST.

Goals

The mission of the BEST Program is to ensure that every Connecticut student is taught by a highly qualified and competent teacher. The BEST Program helps ensure that all beginning teacher have opportunities to strengthen their knowledge of subject matter and instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Program Design

What are the components and recommended schedule of the program?

Minimum levels of school-based support required through the BEST Program in the first year are:
- assignment of a mentor or support team within ten days of commencing teaching,
- regular contacts with the mentor or support teach members (at least bi-weekly meetings):

  - local district provision of at least eight half-days to observe or be observed by their mentors or support team members for professional development related activities
  - the equivalent of thirty hours of 'significant contacts' over the course of the school year between beginning teacher and his/her mentor, support team members, content colleagues, the principal and/or district facilitator.

These 'significant contacts' may include district-wide BEST orientation meetings, after school professional development activities provided by district facilitators, regular meetings such as breakfasts for beginning teacher with the principal, activities introducing beginning teachers to the community, and regularly scheduled staff meetings in which beginning teachers participate. In the second year, the district may provide mentor or support team support. This is at the discretion of the district or school.

Are there any programs that complement the mentor program?

There are State-based support sessions in the first year that include:

- BEST Orientation sessions
- Discipline specific seminars

The central focus of BEST Program professional development offerings for beginning teachers is to provide meaningful learning experiences that enable beginning teachers to continuously raise their expectations for their students' achievement and for their teaching. In addition, these sessions provide practical strategies to enhance the capabilities of beginning teachers to increase student learning.

There are State-based support session in the second year that include:

- Portfolio Overview sessions
- Portfolio Videotape sessions
- Discipline-specific seminars

There is a portfolio requirement, in which submission of a teaching portfolio is required by May 1 (April 15 for special education beginning teachers) of the teacher's second year.

Who designed the mentor program?

The BEST Program was designed by the State Department of Education. Every school superintendent must appoint a district BEST facilitator, who coordinates and oversees the program. The district facilitator goes to three or four meetings a year, and is updated by the State on the BEST program. The State sets BEST guidelines and requirements, and the BEST district facilitators find ways to address them and support the new teachers in their system. Marie Diamond is the North Haven Public Schools BEST Facilitator.

Program Administration

Who coordinates the program?

Marie Diamond coordinates the program in North Haven.

How is information communicated to shareholders?

The Bureau of Program and Teacher Evaluation publishes many documents that are distributed to all beginning teachers, as well as other school personnel. In addition, the district BEST facilitator disseminates relevant materials about the District and State programs.

Who coordinates the integration of this program with other professional development opportunities/requirements in the school/district?

Marie Diamond is the Director of Curriculum and Staff Development in the North Haven Public Schools, as well as being the BEST facilitator. Often people in similar positions are the BEST facilitators, and are thereby well positioned to coordinate the integration of the BEST program and the district's induction program with other professional development.

Participants

Who is served?

Teachers who must participate in the BEST Program are "beginning teachers who:

- Are employed as teachers in Connecticut's public school or an approved private special education facility
- Hold one of the following certificates:

  ➢ Initial educator certificate

  ➢ Interim initial educator certificate

    o Temporary 90-day certificate
    o Durational shortage area permit

- Are full time or part-time
- Are hired under a long-term substitute status (provided they are teaching under a valid certificate as noted above and in the corresponding endorsement area of that certificate)."

The BEST Program does not stipulate any support for teachers who change grade levels or subjects; districts may provide assistance. In some cases, teachers are permitted to submit their required portfolio in their third year because of changing subjects.

Is participation of new teachers voluntary or mandatory?

Participation is mandatory. BEST is a two-year program, with a third year available if necessary. However, the third year is the last opportunity to complete the BEST program requirements. Individuals who fail to complete participation in three years will not be eligible for re-issuance of the initial educator certificate.

Who provides the mentoring/induction?

Experienced North Haven schools teachers who are trained by the State as BEST Support Teachers provide the induction support as mentors. In addition, there are support teams, "led by a school staff member who has completed BEST Support Teacher training. A support team may support one or more beginning teachers at the district or building level. Other members of the team may include teachers in the same content areas or grade level as the beginning teacher, a previously trained Ct. Competency trained assessor or BEST portfolio scorer, the principal, a department chair, a curriculum specialist, and past "graduates" of the BEST Program.

What are the criteria for being a mentor?

The guidelines for the district selection of Support Teachers (Mentors and Cooperating Teachers) are as follows:

Eligible Educators:

Teachers holding a professional or a provisional education certificate and who have attained tenure.

Qualifications:

- Demonstration of success as an educator
- Possession of a variety of educational experiences and training
- Ability to impart knowledge and understanding about effective teaching practices to others
- Demonstrated knowledge of effective teaching practices as defined by the Connecticut Teaching Competencies or its equivalent
- Commitment to improving the induction of student and beginning teachers into the profession
- Ability to relate to adult learners and work cooperatively as part of a team
- Demonstration of effective communication skills"

What are the job responsibilities of the mentor/support team?

Regardless of whether support is provided by a mentor or support team, the mentor or support team is responsible for assisting the beginning teacher in:

- Exploring a variety of teaching strategies that address diversity in students and their learning styles
- Identifying the effective teaching strategies that conform to the foundational skills and competencies as well as discipline specific standards of the CCT
- Reflecting on the effectiveness of teaching and how well students are learning
- Documenting the types and frequency of support provided to the beginning teacher

The professional responsibilities of mentors and support teams are:

- To meet regularly (at a minimum, once every two weeks) with the beginning teachers
- To provide instructional support through such activities as observing the beginning teacher's teaching (either in person or through videotape), discussing lesson planning and analyzing student work
- To assist the beginning teacher in demonstrating effective teaching as defined by the Connecticut's Common Core of Teaching and in preparing for the BEST portfolio assessment
- To help secure the appropriate resources (e.g. equipment, video camera operation) for beginning teachers to videotape their classrooms for the portfolio assessment as well as for general professional development
- To identity and engage other instructional staff (as needed) in providing the beginning teacher with instructional support in his/her content area and/or grade level.
- To participate in professional development activities related to supporting beginning teachers and enhancing one's own professional practices
- To seek information form the BEST Program District Facilitator regarding district policies for using professional development funds (funds provided to school districts by the State to support beginning teachers and their mentors)

Is observation and coaching a requirement of mentors?

Yes. Mentors/support team members may either observe a beginning teacher or view a videotape of teaching to provide feedback about the following critical questions:
- How well were the lesson elements tired together so that student could see a connection between lesson elements, as well as part and future learning?
- How well were lessons developed to move students towards achieving objectives?
- What was the teacher's and the students' role in classroom discourse?
- How effectively did the teacher monitor understanding and make adjustments as appropriate?

A component of the BEST Program that has since been changed was that there were assessors who were trained by the State to observe and evaluate beginning teachers. That has been replaced by the requirement of a portfolio, which is submitted in the teachers' second year. Now the State trains people to assess the portfolios over the summer.

Do mentors have full-time classroom teaching responsibilities?

Mentors are full-time classroom teachers.

How are mentors available to participate in the program?

The BEST program requires that districts provide new teachers with at least eight half days to observe or be observed by their mentors or support teams or for professional development-related activities. The difficulty districts face is in finding the substitute teachers needed to fulfill their requirement. Sometimes the district finds other ways to cover classrooms for the observations to occur.

How are mentors selected?

There is an application and informal interview process for prospective Support Teachers. In addition to inviting applications, Marie asks administrators to recommend teachers to her. Then Marie send the teachers individual letters telling them that they have been nominated to be a Support Teacher and urging them to consider applying. The selection process includes informal meetings between the candidates and a BEST Committee; names are then submitted to the Superintendent of schools and then the Board of Education for final approval.

Are mentors paid?

State funding no longer includes stipends for Support Teachers. Districts are given $200 per teacher registered in the BEST Program, and Marie has allocated this money for mentor stipends.

How are matches made between mentors and new teachers?

Marie reviews the need for mentors and the mentors who are trained. Marie does an annual training of new mentors, however, this is often done before all the needs for mentors are known. Marie tries to match beginning teachers with mentors who have taught at the same grade or subject level, whenever possible. If teaching experience is not directly matched, Marie works to ensure that teachers have a mentor in their building. Support teams are a way to give beginning teachers support with someone who has expertise in their subject areas, since every person on the support team is not required to have training by the State.

Are mentors trained?

Support teachers, who may mentor beginning teachers who work with student teachers, are trained by the State. They participate in professional development that includes mentor update training, district support team orientation, and other workshops.

Who supervises mentors?

As District facilitator, Marie oversees the program. She speaks with mentors to get their assurances that they have met the requirements of the program. Marie also meets periodically with the mentors to provide program updates, and to discuss any questions or concerns the mentors have.

What supports are available for mentors?

Marie is available to work with mentors and support teams, as well as their beginning teacher partners.

Is there professional development for the mentors?

There are periodic mentor update workshops offered by the State and the District.

Who provides it?

The Department of Education offers training for the mentors.

What resources are available for mentors?

Mentors have access to audio-visual equipment, as well as support from the District service center.

Do mentors evaluate new teachers?

Mentors do not evaluate beginning teachers. They are providing the support to new teachers.

Is the relationship between the mentor and the new teacher confidential?

Mentors, as coaches, are in non-evaluative positions and shouldn't be communicating any concerns to anyone, except if there was a breach of a code of ethics or concerns about the safety of the students.

What are the resources required for the program?

- Mentor training
- New teacher orientation
- Food for conferences and meetings
- Materials
- Stipends for mentors
- Substitutes for released time
- Project director's salary, or portion related to mentoring

Funding

The State provides the district with $200 per beginning trainer registered in the BEST Program.

Who requests the funding?

There is a State database of the new teachers in each district. Further support of the program in North Haven comes from the Professional Development budget of the District.

Evaluation of the Program

How is the program evaluated?

The State does extensive evaluation of the BEST Program, through feedback from teachers and analysis of data regarding student achievement and teacher performance. Some people think that portfolio is very difficult to do, and that there is not enough support from the State. Mentors are

spending a lot of time with the new teachers, and the State is no longer compensating the mentors for their time.

Who sees the results?

Marie periodically speaks with District administrators. State officials see the results of the evaluations.

Recruitment, Hiring, and Retention of New Staff

How many new teachers are recruited and hired?

34 new teachers were hired this year.

Is there any data that correlates the mentoring program with the retention of new teachers?

No.

What are the indicators of program success?

Rochester City School District

Career in Teaching Mentor/Intern Program

Rochester, New York 14614

Carl O'Connell, Mentor Program Coordinator

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DEMOGRAPHICS

	Grade Levels		Urban/suburban/rural	
		Pre K-Adult Ed		Urban
	Student Population	38,000	**Ethnic Makeup***	African-Amer. 63% Hispanic 18% Caucasian 17% Other 2%
			Per pupil expenditure	$11,000

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MENTOR PROGRAM

Unique Feature of Program	Peer assistance and review	**Mentoring is/is not mandated for certification/licensing**	Is not mandated
Teacher Population	3,900	**% New Teachers**	27%
Cognitive coaching is/ is not a component	Is a component	**Mentors evaluate/do not evaluate the new teachers**	Do evaluate
Cost of Program	$ 4.8 million	**Funding**	District, State and Grants
Mentors are Full-time/ Part-time Teachers	Mentors teach 50% and mentor 50% if they work with 4 new teachers; otherwise, they are full-time teachers	**Mentor Remuneration**	Teacher's salary + 5-10% of base
Program in Existence	15 years	**Duration of Program for New Teachers**	1 year, or longer if requested by teacher or Panel
Higher Education Affiliation	None	**Program Coordinator**	Carl O'Connell

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State Mandates

- ♦ **Is mentoring mandated for new teachers?**

No.

- ♦ **Is mentoring part of certification or licensure?**

No.

♦ **Is funding provided to support the mandate?**

No. Sometimes the State provides funding.

Goals

- To cultivate good teaching

- To create the best possible teaching staff among the new teachers

Program Design

♦ **What are the components and recommended schedule of the**

program?

The components of the program are:

- Each new teacher is assigned a mentor, who works closely with her/him throughout the school year. New teachers are "interns" on the career level in the Rochester City School District.
- The mentor coaches and evaluates the intern and, at the end of the school year,

  makes a recommendation to the Career in Teaching Panel re: the teacher's

  continued employment in the school system.

- There is mentor training before school starts, as well as periodic meetings and

  training throughout the school year.

- There is a four-day new teacher orientation the week before school starts.

- There is a Career in Teaching, CIT, panel, composed of teachers and

  administrators, which reviews the performance of the interns and the mentors.

  The Panel also arranges training.

♦ **Are there any programs that complement the mentor program?**

- There are career levels as follows:

  - Interns- new teachers

- Resident- teachers in their second and third year of teaching

- Professional- tenured teachers

- Lead- teachers who are master teachers and who have additional responsibilities

- There is a UleaD Professional Development group within the Union, which collaborates with the Career in Teaching Department. This group makes recommendations about professional development, which are often funded by the Union and the District. Typically there are 50 professional development opportunities during the school year.

- Tenured teachers may voluntarily request support, Peer Assistance, which is confidential. In these cases, mentors are assigned to teachers and they work together throughout the school year. No written reports are filed.

♦ **Who designed the mentor program?**

Initially, Adam Urbanksi designed the program, and then he collaborated with the Superintendent, Peter McWalters, and the chair of the CIT Panel, who was Tom Gillett. In 1991, Carl joined the group, and he and school-based mentors also collaborated on design revisions.

Program Administration

♦ **Who coordinates the program?**

Carl O'Connell is the Mentor Program Coordinator.

♦ **How is information communicated to shareholders?**

Information is shared through bulletins, articles, and publications about the program. It is also shared at orientation meetings and trainings throughout the school year.

♦ **Who coordinates the integration of this program with other professional development opportunities/requirements in the school/district?**

The CIT works to coordinate the program with other professional development opportunities, and works closely with curriculum directors as well.

Participants

♦ **Who is served?**

The program serves the following teachers:

- First year teachers, newly graduated from college

- Teachers from out of State

- Teachers changing tenure areas

- Uncertified teachers

♦ **Is participation of new teachers voluntary or mandatory?**

Teachers listed above must participate in the Mentor Program. Tenured teachers have the option of requesting support.

Who provides the mentoring/induction?

Mentors are classroom teachers. This is a practitioner-based model.

♦ **What are the criteria for being a mentor?**

The criteria to be a mentor are:

- Seven years teaching experience, five in the District

- Tenured

- References from five colleagues, including the supervisor and union representative

◆ **What are the job responsibilities of the mentor?**

The job responsibilities are both as gatekeeper and evaluator, as well as advocate.

Mentors must

- Participate in the training, before school and during the school year

- Attend monthly meetings

- Observe and conference with intern(s)

- Do demonstration lessons and peer coach

- Write reports about intern(s)'s performance

- Recommend whether intern(s) should be rehired

◆ **Is observation and coaching a requirement of mentors?**

Yes, observation and coaching are required of mentors. Typically mentors observe 30-40 times and conference with the interns 50-60 times per year.

◆ **Do mentors have full-time classroom teaching responsibilities?**

All mentors are on the "lead teacher" career level. Mentors who have one intern have full-time classroom teaching responsibilities, and are released on a per diem basis for their mentoring. Mentors who have four interns are released from 50% of their teaching.

◆ **How are mentors available to participate in the program?**

Mentors who have one intern are released on a per diem basis, and a substitute covers their classrooms.

Mentors who are released 50% of the time, to mentor four interns, job-share a position. The reaction to this arrangement has become favorable, and parents often request that their children be placed in the classrooms of mentors who are job-sharing.

◆ **How are mentors selected?**

The CIT Panel selects the mentors. This is based on:

- The Application and Statement

- References

- Interview

♦ **Are mentors paid?**

Mentors are lead teachers, and they are paid an additional 5-10 % of their base salary, depending on their responsibilities.

♦ **How are matches made between mentors and new teachers?**

Carl carefully matches interns and mentors. He gives priority to proximity and certification area. It is preferable for interns to be mentored by teachers in their buildings. Yet if those teachers have not taught in their certification area, other mentors are assigned.

♦ **Are mentors trained?**

Yes, mentors are trained before school starts and then throughout the school year.

♦ **Who supervises mentors?**

Carl supervises the mentors. In addition, the interns write evaluations of the mentors three times a year, which are reviewed by the CIT Panel. Members of the Panel share the responsibility for observing each mentor.

What supports are available for mentors?

District personnel support the mentors. They are given materials, including books about beginning teaching, that are also given to interns.

♦ **Is there professional development for the mentors?**

Yes, there is professional development throughout the school year.

♦ **Who provides it?**

Professional development is provided by people from within and outside of the system, as the need requires.

♦ **What resources are available for mentors?**

The monthly meetings are an opportunity for mentors to receive support and discuss issues.

Do mentors evaluate new teachers?

Yes, mentors evaluate their peers. Mentors submit two status reports during the school year, as well as a final report, to the CIT Panel. The CIT Panel then writes its recommendation about future employment to the Superintendent and the Board of Education. In addition, the principal evaluates new teachers.

Is the relationship between the mentor and the new teacher confidential?

Yes, the relationship is confidential. All notes taken by the mentor during observations and conferences with the intern are confidential. The CIT Panel is given two status reports and a final evaluation, and the only thing that goes into the new teacher's personnel file is the letter from the CIT Panel re: recommendation for future employment.

What are the resources required for the program?

The total cost of the program is 4.8 million. It costs approximately $4,000 per intern.
The resources required are:

- Mentor training   20,000

- New teacher orientation   50,000

- Books for mentors and interns   30,000

- Stipends for mentors   2 million

- Coverage for mentors to be released   1 million

- Coordinator and secretary's salaries   80,000

- Additional costs:

  - Conferences for interns to attend

  - Conferences for mentors to attend

  - Supplies and materials

  - Copying costs for handbooks

                                            1,620,000

Funding

♦ **What are the funding sources?**

The funding sources are Local, State, and Grants.

♦ **Who requests the funding?**

Carl requests the funding.

Evaluation of the Program

♦ **How is the program evaluated?**

The program is evaluated in many ways, throughout the school year, including:

- Mentors' evaluations

- Interns' evaluations

- Administrators' evaluations

- Second year teachers' survey

- CIT Panel observations and review of mentors' records

♦ **Who sees the results?**

The results of the evaluations are seen by Carl, the Union President and the Superintendent.

Recruitment, Hiring, and Retention of New Staff

> ♦ **How many new teachers are recruited and hired?**

700 new teachers were hired in the 2000-2001 school year.

> ♦ **Is there any data that correlates the mentoring program with the retention of new teachers?**

Yes. In 1986, before the program was started, 65% of new teachers remained in the District. The first year of the program, 1987, the retention rate grew to 91 %. Over the last 15 years, the average retention rate is 86.6 %.

> ♦ **What are the indicators of program success?**

In addition to the retention rate, there are other indicators of success, including:

- Information re: how well the students of intern teachers did on the English-Language Arts test given to all fourth graders, as compared with the students of tenured teachers.

- The Education Testing and Research Department in the Rochester City Schools District concluded, "In short, the ELA longitudinal study offered tantalizing evidence that the mentor program is an effective intervention in improving student performance."

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> ♦ **Is there any data that correlates the mentoring program with the**
> **retention of new teachers?**

Yes. In 1986, before the program was started, 65% of new teachers remained in the District. The first year of the program, 1987, the retention rate grew to 91 %. Over the last 15 years, the average retention rate is 86.6 %.

> ♦ **What are the indicators of program success?**

In addition to the retention rate, there are other indicators of success, including:

- Information re: how well the students of intern teachers did on the English-Language Arts test given to all fourth graders, as compared with the students of tenured teachers.

- The Education Testing and Research Department in the Rochester City Schools District concluded, "In short, the ELA longitudinal study offered tantalizing evidence that the mentor program is an effective intervention in improving student performance."

Teacher Induction Program

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Resident Teacher Program (RTP)

University of New Mexico

Albuquerque, New Mexico

Jean Casey, Secondary Program Coordinator

The following figures are from the 2000-2001 school year.

DEMOGRAPHICS

Grade Levels	K-12	Urban/suburban/rural	Urban & Rural
Student Population	86,114	**Ethnic Makeup***	African Amer. 4.7 Asian 1.8 Caucasian 42.8 Hispanic 46.9 Native American 4 Other .9
		Per pupil expenditure	$5,400

* The statistics available from the district delineated the ethnic makeup as shown.

There was not any information about students of more than one racial heritage.

Teacher Induction Program
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Resident Teacher Program (RTP)

University of New Mexico

Albuquerque, New Mexico

Jean Casey, Secondary Program Coordinator

Mentor Program

Unique Feature of Program	"No cost" program in collaboration with the University	Mentoring is/is not mandated for certification/licensing	Is mandated
Teacher Population	6,400 in 1997	% New Teachers	6%
Cognitive coaching is/ is not a component	Is a component	Mentors evaluate/do not evaluate the new teachers	Do not evaluate
Cost of Program	None	Funding	None
Support Teachers are Full-time/ Part-time Teachers	Support teachers are full-time. They do not have teaching responsibilities	Mentor Remuneration	Their salary on the teacher scale
Program in Existence	15 years as induction; 35 years of collaborations	Duration of Program for New Teachers	1 year
Higher Education Affiliation	University of New Mexico	Program Coordinator	Jean Casey

University of New Mexico

Teacher Induction Program

&

Resident Teacher Program (RTP)

Dr. Ann Claunch, Elementary Program Coordinator

Dr. Jean Casey, Secondary Program Coordinator

Hokona Hall 118

Albuquerque, New Mexico 87131

505-277-7785

Fax: 505-277-2269

jhcasey@unm.edu

www.unm.edu/~rtp

The following information was obtained from telephone conversations and e-mail correspondence with Jean Casey, as well as taken from internal publications about the Teacher Induction Program.

History

The University of New Mexico is a big university, with a large teacher preparation program. Albuquerque is a very large school district. That's what prompted the development of the partnership, in the 60s, which also included several other area districts.

When the legislature required mentoring of new teachers, Keith Auger saw the exchange of services model as a way to support new teacher inductees, as well as pre-

service teachers. Mentoring began in 1984 for elementary school teachers and in 1986 for secondary school teachers. It is funded uniquely and considered a "no additional cost to the district" program.

State Mandates

♦ **Is mentoring mandated for new teachers?**

Yes.

♦ **Is mentoring part of certification or licensure?**

Yes.

♦ **Is funding provided to support the mandate?**

No.

Goals

The Teacher Induction Program helps beginning teachers bridge the gap between pre-service preparation and the early years of employment. The goals of the induction program are to:

- To enhance the development of beginning teachers, moving them toward increased competence in their first year

- To address the problems and concerns known to be common among beginning teachers

- Facilitate the development of the knowledge and skills necessary for successful teaching

- To develop job satisfaction and retain promising teachers in the profession

- Aid in integrating beginning teachers into the culture of schools, districts, and communities

- Provide opportunities for analysis of and reflection on teaching practices (rather than merely acquiring discrete teaching skills)

- Build a foundation for continued study of the teaching process

Program Design

♦ **What are the components and recommended schedule of the program?**

- A Partnership Agreement between the Albuquerque Public Schools, the Belen Consolidated School, The Rio Rancho Public Schools, the Santa Fe Public Schools the Albuquerque Federation of Teachers, and the University of New Mexico allows for an "exchange of services" model that provides resources that support the 15-year old program.

- Induction support services are provided one-on-one at individual school sites to approximately 500 new teachers each year.

- Support is provided by experienced teachers who are temporarily released from their regular teaching to work full time with beginning teachers.

- Support to new teachers is primarily one-to-one. Support teachers visit new teachers in their schools, working with them in and out of the classroom- before and after school, during lunch and recess, during preparation periods, in the evening and on weekends.

- Jump-Start is a two-day institute for participants in late summer to prepare for the beginning of the school year.

- Professional support topics include classroom management and discipline, instructional planning and presentation, policies and procedures, and working with parents and the community.'

- Personal support topics include psychological/emotional support, stress management, time and family management, and building collegial relationships.

- The program publishes monthly newsletters—*The Link* for elementary teachers and *TIPS* for secondary teachers.

- Approximately 20% of the new teachers are in a special "residency" program for teachers in which support is highly structured and coupled with intensive graduate study at the University.

◆ **Are there any programs that complement the mentor program?**

The University of New Mexico Resident Teacher Program (RTP) is a structured induction program that enables participants to concurrently complete their first year of teaching and earn a Master of Arts in Education. The program is open to highly motivated beginning teachers who hold or have completed all requirements for a New Mexico teaching license and who have minimal or no teaching experience. The fundamental components of the program include: a full time teaching position in a participating public school district and a full time academic program at UNM that leads to a mater's degree in education. Resident teachers receive a graduate fellowship and tuition waivers in lieu of a regular teacher salary.

There are 60 students who become resident teachers. They receive a $13,700 fellowship, which is approximately half the average teaching salary in the districts. They do not

receive the health benefits that teachers in the schools receive; they are eligible to purchase college student benefits. Their year of teaching does not count in the teachers' retirement system

- **Who designed the induction program?**

Keith Auger, a retired professor from the University of New Mexico, designed a number of partnership programs between the University and the Albuquerque Public Schools. He saw the possibility of expanding it for new teacher inductees when the legislature mandated mentoring for new teachers.

- **Who coordinates the program?**

Dr. Ann Claunch coordinates the program for elementary teachers and Dr. Jean Casey coordinates it for secondary teachers. Decisions are collaboratively made by university faculty and school district personnel.

- **How is information communicated to shareholders?**

The Partnership Advisory Board, composed of District administrators and College faculty, communicates with shareholders about the program.

- **Who coordinates the integration of this program with other professional development opportunities/requirements in the school/district?**

Program people collaborate about the professional development that is done in each of the districts.

Participants

- **Who is served?**

The program is designed for teachers in their first and second years of teaching. In the 1999 school year the program supported 496 teachers. Of those, 58 were resident teachers who were enrolled in a Master's Program at UNM and who received regular, highly structured support. Another 340 teachers were considered "new to the profession" and accounted for almost 70% of the client load. The remaining teachers received limited support because they were new to the District or State, because of administrator requests, because a teacher made significant change in teaching assignment or because of other unusual circumstances (as in the case of 12 teachers from Spain).

The program is designed specifically for teachers who are new to the profession and have little or no teaching experience. The characteristics and definition of clients differ somewhat for each district, depending on the needs of the district. Clients in Belen and Santa Fe include all teachers who are new to the district. The Santa Fe program includes special education as well as regular education teachers. In all districts some teachers receive support services because of unique circumstances.

◆ **Is participation of new teachers voluntary or mandatory?**

Participation in the program is mandatory for all new teachers. It addresses the State requirement for mentoring.

Who provides the mentoring/induction?

Support services are provided by experienced classroom teachers released for that purpose by each district. In the 1999 school year there were 17 support teachers. Each support teacher had an average of 25 clients, including three or four resident teachers, a large number of beginning teachers, and a few experienced teachers for whom specific

assistance had been requested. (In Santa Fe, responsibilities for supporting new teachers are shared with four clinical supervisors and four mentor teachers that are part of the SFPS/UNM Partnership. Generally speaking, the teachers who have had previous experience have an on-call relationship with the support teacher. They are visited once a month when *The LINK* (elementary) or *TIP Sheet* (secondary) is published.

In addition, there are 9 other veteran teachers who are released by the districts to serve as clinical supervisors in UNM's pre-service teacher education program.

♦ **What are the criteria for being a support teacher?**

The criteria for being a support teacher are to be:

- An experienced teacher with a minimum of five years of teaching experience in the district

- Currently working in a classroom setting

- Experienced working with adults, preferably pre-service teachers

- Knowledgeable of subject area and pedagogy

- Open to a variety of teaching styles

- Skillful interpersonally and in communication

- Involved in continuing professional growth

- Knowledgeable of current issues and trends in education

♦ **What are the job responsibilities of the support teacher?**

Support teachers assist beginning teachers by:

- Providing information about procedures, guidelines, or expectations of the school district

- Collecting, disseminating, or locating materials or other resources

- Sharing information about teaching strategies and the instruction process

- Giving guidance and suggestions for managing students

- Offering information about organizing and planning the school day

- Helping to arrange, organize or analyze the physical setting of the classroom

- Offering suggestions about conferencing and working with parents and administrators

- Providing peer support through empathic listening and shared experiences

Support teachers make determinations about which of the above would best serve each new teacher.

♦ **Is observation and coaching a requirement of support teachers?**

Support teachers observe classes as well as video-tapes, and give follow-up feedback that is for the purpose of goal-setting.

♦ **Do support teachers have full-time classroom teaching responsibilities?**

Support teachers are released from their teaching duties for three years, on a rotating basis.

♦ **How are support teachers selected?**

There is an interview process, which includes a group problem-solving exercise. The ability to work effectively and cooperatively is a major focus of the application and interview process.

♦ **Are support teachers paid?**

Support teachers are paid their regular teaching salary and benefits.

- **How are matches made between support teachers and new teachers?**

Matches are optimally made by subject at the secondary level and by grade level in the elementary schools. When exact matching of subject or grade level is not feasible, efforts are made to make matches that approximate the skills and knowledge base needed. Special educators in Albuquerque are supported by staff developers at the APS Resource Center; support teachers serving other districts are responsible for inducting special education teachers as well.

- **Are support teachers trained?**

Support teachers receive professional development at the APS Resource Center; they have workshops, weekly seminars, study groups and planning sessions. The focuses of some of the workshops include: effective teaching practices, effective interpersonal skills, stages of teacher development, mentoring in education, and successful induction practices. Support teachers also share articles with each other.

- **Who supervises support teachers?**

Support teachers are supervised by the Elementary and Secondary School Coordinators, and are supervised and evaluated according to District evaluation procedures.

Mentors develop professional development plans detailing their focus for the year, and write quarterly assessments of their progress. They write narrative assessments of their work with new teachers on a quarterly basis. Mentors receive feedback from coordinators during the year, based on criteria that are defined by the District for

evaluating mentoring and leadership skills.   They also meet with coordinators each week, and receive informal feedback at these meetings.

What supports are available for support teachers?

♦ **Is there professional development for the support teachers**

The following professional development is available for support teachers:

- Support teachers are trained for their new role, with an emphasis on the needs of new teachers, developing mentoring relationships, and current trends in curriculum, instruction, and school reform

- There are weekly meetings of support teachers, chaired by Jean

- Support teachers attend conferences pertinent to their area

- Support teachers may have six hours of tuition for UNM graduate credit waived per semester.

♦ **Who provides it?**

Ann Claunch, Jean Casey, and University faculty provide the professional development training.

♦ **What resources are available for support teachers?**

Do support teachers evaluate new teachers?

No, induction support is consultative and non-evaluative. The focus of the program is assistance rather than assessment

Is the relationship between the mentor and the new teacher confidential?

Yes.

What are the resources required for the program?

♦ **Support teacher/mentor training**

♦ **New teacher orientation**

♦ **Materials**

♦ **Project coordinators' salaries**

♦ **Hardware/audio-visual equipment**

Funding

♦ **What are the funding sources?**

The budget for the program is paid for from the teachers' salaries, which the districts give

to the program, in exchange for resident teachers. The resident teachers are paid $13,700,

and the remaining portion of each salary, is available to pay the salaries of the supporting

teachers, mentors, and coordinators of the program.

There had been a small grant from the Corporation for Public Broadcasting.

Attempts are made to get funding from the teachers' unions and the State for food at the

workshops. When this is not possible, it comes from the generosity of staff.

♦ **Who requests the funding?**

The funding is given to the University from the collaborating districts.

Evaluation of the Program

♦ **How is the program evaluated?**

- The program is evaluated internally. Each year the coordinators and support

    teachers collect feedback from new teachers and principals.

- There was a district-wide 6000 person survey done in 1999 that found that those who participated in the University partnerships felt significantly more positive about college and professional development.

- A long-term ten-year study is currently undertaken.

♦ **Who sees the results?**

The staff sees the results and uses them for program planning.

Recruitment, Hiring, and Retention of New Staff

♦ **How many new teachers are recruited and hired?**

Approximately 500 new teachers are hired each year in the four participating school districts.

♦ **Is there any data that correlates the mentoring program with the retention of new teachers?**

Every one of the elementary and secondary resident teachers admitted in 1994 completed the program in 1995. None of the resident teachers who completed the program resigned or was terminated the following year in their district, compared to an estimated 19% attrition rate for teachers in partner districts (75% elementary-level attrition, 21% secondary-level attrition). More than 85 % of teachers who started their careers as resident teachers were still teaching after five years; the percentage drops to 80% when resident teachers and Teacher Induction Program participants are combined." Fideler, E. & Haselkorn, D. (1999).

Many former resident teachers become administrators. A number of former resident teachers are National Board certified.

♦ **What are the indicators of program success?**

Improved teaching and accelerated teacher growth are the indicators of success of the program.