

# Development Model

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Superintendent Bergeson proposes to provide funding for:

1. A two-year program of support for beginning educators,
2. Additional support for teachers working toward Professional Certification,
3. Regional coordination,
4. An allocation of eight additional professional development days to support teacher growth and learning improvement, and
5. A study of program impacts

## **Guiding Beliefs**

Superintendent Bergeson's proposal is based on the belief that Washington's schools and districts must offer beginning educators robust and comprehensive support so they:

- Develop into highly capable practitioners who positively affect student learning;
- Thrive in a culture that encourages them to contribute their expertise, while learning from their more experienced colleagues; and
- Remain invested in the profession and in our public schools.

### **1. Proposal for New Teacher Support**

The Superintendent proposes a model for new teacher support that includes:

- Assistance for the first two years of a teacher's or ESA's career, allowing for a seamless transition to Professional Certification candidacy;
- Required participation of all new teachers and ESAs;
- Administrative capacity at the school and district levels to support the unique needs of novices;
- Carefully selected, well-trained, highly skilled mentors who are released from other assignments so they have at least 2 to 2.5 hours every week for each new teacher or ESA they support;
- A paid orientation before school begins, and a second orientation for beginning educators hired after the start of the school year;
- Timely, on-going, job-embedded professional development that is relevant to the needs of beginning professionals;
- Release time for the mentee to observe exemplary peers;
- Standards-based, formative assessment of new teacher/ESA growth to ensure a focus on student learning;
- Assignments which are an appropriate match for novices in terms of class load, number of preps, student needs, or other considerations; and
- Assistance in developing a personal plan for growth that is aligned with the instructional standards and criteria required for Professional Certification.

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	Mentor-Mentee Ratio	Professional Development For New Teacher/ESA	Release Time for Mentee to Observe Exemplary Peers
First Year (Tier I on Compensation Model)	1:15	3 Days	1 Day
Second Year (Tier I)	1:20	1 Day	1 Day

## Special Considerations for Educational Support Associates (ESAs)

Because the needs of beginning school counselors, social workers, psychologists, speech/language pathologists, nurses, occupational therapists, and physical therapists are complex, and the individuals who fill these roles isolated, the Superintendent proposes the following additional support components for ESAs:

- \$1,000 to districts per first-year ESA; \$800 per second-year ESA to pay for mentor stipends, specialized training and/or release time;
- Establishment of a pool of 200 days available on a grant basis to districts or professional organizations to provide ESA training and job-specific professional development.

## Professional Development for Mentors

Completion of a Mentor Academy; five days of follow-up training; engagement in continuing mentor professional development, and participation in 8 half-day regional Mentor Roundtables is proposed for initial mentor training.

## Establishment of a Mentor Certificate

Research on the characteristics of effective mentors has been able to define the specific knowledge, skills, and dispositions considered essential in promoting teacher growth. This articulation makes it professionally responsible to pursue development of a Mentor Certificate for educators who demonstrate attainment of these professional standards. Because the knowledge and skills can be standardized, taught, learned, and assessed, children in Washington State can benefit from a systemic, state-supported system of mentors with the ability to help improve teaching and learning statewide. Districts will be able to employ certificated mentors and know that the people that they put in these roles can effectively help teachers measurably improve student achievement. It also will be possible to recognize and compensate teachers for their work in this role. This would establish a new career path for teachers so that those who are highly qualified and interested in taking on leadership roles and greater responsibilities have career options other than administration. The development of a statewide mentor credentialing process will provide a uniform high standard for teachers statewide.

## **2. Proposal for Support for Professional Certification Candidates**

Just as education in Washington State moved to a performance-based system, so did professional certification for teachers. In recent years, the focus has shifted from evaluating teacher actions to evaluating teacher effectiveness by looking at evidence of student learning. The Professional Certificate (ProCert) requires demonstration of teaching practice measured against rigorous standards that describe what accomplished teachers know and are able to do to

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foster student achievement. Professional Certification is required of all teachers entering education in Washington State. Teachers may begin work toward Professional Certification at the beginning of their third year and must achieve certification before the end of their seventh year in order to continue teaching in our classrooms.

Candidacy is divided into two parts:

- 1) *Pre-assessment Program* during which the candidate (the practicing teacher holding a Residency Certificate), in collaboration with members of his or her professional growth team, identifies specific competencies, knowledge, skills, and/or experiences needed to meet the 13 criteria described in the three required standards for Professional Certification – Effective Teaching, Professional Development, and Professional Contributions; and the
- 2) *Core Program* during which the candidate, in the context of his or her classroom, collects evidence over time and in multiple ways to demonstrate positive impacts on student learning.

Recognizing the clear benefits to students and teachers, Superintendent Bergeson proposes the following support components:

- Assistance throughout the period of ProCert candidacy;
- Required participation of all teachers and ESAs;
- Administrative capacity at the school and district levels to support candidates, including assistance with development and implementation of the candidate’s professional growth plan (aligned with the standard)s;
- Carefully selected, well-trained facilitators who are released from other assignments;
- Timely, on-going, job-embedded professional development that is relevant to the needs of candidates;
- Release time for candidates to observe exemplary peers;
- Standards-based, formative assessment of the candidate’s growth to ensure a focus on student learning;

	<b>Facilitator-Candidate Ratio</b>	<b>Professional Development for Candidate</b>	<b>Release Time per Candidate</b>
<b>First Year of ProCert Candidacy</b> (Tier I)	1:30	1 Day	1 Day
<b>Second Year of ProCert Candidacy</b> (Tier I)	1:30	1 Day	1 Day

## Professional Development for ProCert Facilitators

Attendance at a Mentor Academy, a seminar on the Professional Certification process and requirements, engagement in continuing facilitator professional development, and participation in regional facilitator networks is proposed.

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### 3. Regional Coordination of Educator Growth Opportunities

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This proposal includes 1 FTE Regional Coordinator at each ESD whose responsibilities would include:

- Providing technical assistance and training to district/building personnel in setting up their programs;
- Monitoring the activities of those programs;
- Utilizing technology to enhance support for teachers in rural/remote areas;
- Developing consortia among districts to share mentoring, facilitation, and training resources or expertise; and
- Providing professional development targeted toward novice teachers (Years 1-5) where that capacity does not exist.

## 4. Professional Development

Superintendent Bergeson recommends a bank of eight days for all staff to allocated to districts to be used for:

- Development of individual educators to gain teaching and content expertise;
- Development of the building/grade level/department teams; and
- Support for leaders (instructional coaches or mentors) to develop educators using job-embedded techniques

## 5. Study of Program Impacts

An outside organization should be contracted to study the effectiveness of the system of support and professional development impacts on teacher retention and student learning.

## Historical Funding and Practice in Washington

For the past decade, Washington has been shifting its educator preparation and development system from one that is based on *inputs* (credits and courses) to one that is based on *outcomes* (student achievement). Although much work remains to be done to achieve the full vision, the certification system is now firmly grounded in demonstrated knowledge and skills based on clearly articulated standards and focused on student achievement.

Additionally, the state has reconceived the way we think of teaching careers. Traditionally, teaching has been characterized by a “flat” career trajectory, based on the assumption that teachers would be performing essentially the same activities throughout their careers. Hence, they needed considerable training at the beginning of their careers, but after several years on the job, would require only periodic “refreshing” or “updating.” However, increased public expectations and rapidly changing conditions in schools mean that teachers (and other professional educators) have to master a learning curve that is challenging, continuous, and lifelong. For that reason, we have re-envisioned the teaching career as a lifelong *continuum* that requires on-going development—and appropriate support—throughout an educator’s career. The new assumption is that teachers may serve a variety of educational and leadership roles over the course of their careers, with each role requiring a particular set of skills. Many Washington school districts are already creating these innovative roles for teachers and many of these ideas are discussed in the Compensation proposal.

## Entry into the Profession

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Since 1987, the Legislature has funded a visionary Teacher Assistance (Peer Mentoring) Program (TAP) for first year teachers in the amount of \$2,348,000, based on a pilot program in the 1985-87 biennium. Under current RCW requirements, TAP provides funding and resources to districts for the support of first year teachers and educational support associates (school counselors, social workers, psychologists, speech/language pathologists, nurses, occupational therapists, and physical therapists). This support includes:

- Orientation to school and district culture and expectations;
- Mentoring from a skilled, exemplary teacher or ESA, as appropriate;
- Release time for the mentor to observe the mentee and for the mentee to observe exemplary peers;
- Professional development on topics relevant to the needs of beginning teachers (e.g. classroom management, assessment for learning, tailoring instruction to individual learners, etc.); and
- Assistance in developing a plan for professional growth which functions as a personalized “roadmap” to Professional Certification.

Since 1987 the steady increase in the number of new teachers funded each year, and a TAP appropriation that has remained constant, have decreased the per new teacher (or ESA) amount allocated to districts from \$1,700 in 1986-87 to \$790 in 2007-08. Magnified by the 20-year impact of the increased cost of living, the result is that some districts, unable to afford to meet the RCW criteria, do not apply for funding. Many more districts must supplement the state allocation in order to provide effective programs. Still other well-intentioned districts are forced to cobble programs together which fall short of the level of support that research indicates can make a difference in improving both teacher retention and student achievement.

## Research and Prior School Finance Recommendations

	<b>New Educator Support</b>
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<p><b>Primary Research</b></p>	<p>The identified components of effective beginning teacher support include skilled mentoring; a teaching assignment appropriate for a novice; common, collaborative planning time; tailored professional development; administrator support and communication; and a supportive, collegial peer network (Strong). According to the research, this framework of comprehensive support is associated with increased retention of novice teachers and can also reduce the movement between districts and turnover within schools. Money saved from reducing teacher attrition and turnover could be used to support induction (new teacher support) programs (p. 4). Villar and Strong found that investing \$1 on teacher induction programs brings a \$1.50 benefit in saved recruitment costs and accelerated teacher development. Finally, the Center for Strengthening the Teaching Profession and OSPI, worked with a state-wide advisory panel to develop and implement five standards for high-quality beginning teacher support programs in Washington State. These standards have been since been used by Oregon and Rhode Island to inform development of the new teacher support programs in place in those states. The standards include:</p> <p><b>Hiring</b> Students, schools and districts are well served by hiring policies and practices that honor the unique needs and powerful potential of beginning teachers when they are appropriately matched to teaching assignments.</p> <p><b>Orientation</b> Before their teaching responsibilities begin, new teachers benefit from participation in an orientation to the school district beliefs and practices.</p> <p><b>Mentoring</b> A strong relationship with a highly qualified mentor is essential to facilitating maximum growth in new teachers.</p> <p><b>Professional Development</b> New teachers benefit from engagement in purposeful, ongoing, formal and informal learning opportunities that promote reflection, collaboration and professional growth.</p> <p><b>Assessment for Teacher Growth</b> New teachers benefit when districts have a carefully developed formative assessment system focused on improving teaching practice and enhancing student achievement.</p>
<p><b>Other States</b></p>	<p>Recognizing new teacher support as a key leverage point for increasing student achievement, Oregon recently implemented a program of new teacher support. Since 1993, Michigan has required three years of mentoring and intensive professional development. Virginia focused funding to novice teachers in hard-to-staff schools. California provides a comprehensive, mandatory 2-year system of beginning support with demonstrated results in retention and teacher growth.</p>
<p><b>GCERF, 1992</b></p>	<p>Mentor Program to provide 1 mentor for every 15 first year teachers (p. 16)</p>
<p><b>Picus/Odden for WA Learns, 2006</b></p>	<p>2.5 FTE instructional facilitators/ school-based coaches/mentors for every 500 students</p>

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