

Reallocation Submissions – 2023-2024

Planning Forward – District Submissions

1. _____ is **building** comprehensive induction support for all Y1 and Y2 ESA's. Release time is needed for new ESA mentors to attend Mentor 101. Additionally, Mentors will be paid at per diem rate for mentoring outside of contracted hours.
2. We would **enhance** support for year 1 teachers and ESAs and support for teachers on limited certificates. We would extend differentiated support to year 2 teachers.
3. **Provide:** Mentor Academy 101, in person, June 25 & 26 in Spokane, WA. To benefit mentors and ultimately Y1 and Y2 teachers being mentored.
Build: Engage in the ESA workgroup with ESD 113 and other colleagues across the state to build comprehensive supports for ESAs. Y1 and Y2 ESAs and their mentors will directly benefit. Build: Partner with ESD 101s TPEP lead to develop a 2-day leadership academy by May 2024, to be held in August to build the skills of BEST leads and mentors. Explore potential mentor and mentee supports that connect directly to TPEP and Student Growth Goal initiatives. District leads and mentors will directly benefit from the leadership academy, impacting their work with Y1 and Y2 mentees.
Provide/Build/Enhance: Enhance supports by continuing to engage in statewide collaboration. NEWESD 101 leads will travel to the statewide meeting in May, to learn from other ESD leads and OSPI to implement improvements across our system.
4. Additional funds would help us to **extend** our support more fully to year 2 teachers and ESAs. These supports could include a book study, visits by a mentor teacher/ESA, and release time to observe veteran teachers.
5. **Extend:** We have a high number of year 2 teachers teaching out of endorsement in Special Education. We are also adopting new curriculum that many of our Year 2 teachers will need to help pilot next year. Given the complexity of these teacher's roles in SPED and the change in curriculum, we would like to create more opportunities for supporting our Year 1 and Year 2 teachers with more allotted time with Instructional Coaches guiding them through curriculum set up and how to deliver new curriculums to ensure our new teachers feel confident and not overwhelmed come fall. Our curriculum deep dives with this group of Year 2 and potential new hires will take place in Spring.
6. **Provide:** Y1 - Training mentors to more effectively support mentees as this was an area of need from our Job Satisfaction survey, add more specific PD in the identified areas of need, provide a mini-course in the PD we have been doing since the beginning of the year for the 3 teachers who were hired mid-year.
Extend - provide focused Observation Learning Walks with a trained Teacher Leader for Y2 teachers who were long term subs last year and in their own classrooms this year - this would be differentiated by grade level and self-identified area of need.



7. **Build** a more robust support system for our 1-year ESAs. Based on the funding, we had to double up on mentors for our year 1 ESAs.
Enhance the support we have for our year 2 teachers. They are required to attend a 10-module series. To make this happen, we need the funding for extra time for the teachers as well as materials for the course. Funding to purchase the materials in May for our New Teacher Orientation which takes place in August.
8. The _____, including building and district level administrators, and BEST mentors are working to **enhance** support for Year 1 teachers, including Year 1 teachers in difficult placements and teachers of special education. Our hope is to increasing mentoring time, by providing substitutes for our colleague mentors who can offer specialized mentoring for Year 1 teachers difficult placements and teachers of special education. Colleague mentors will model, co-plan and co-teach with our Year 1 mentees so as to support our newest educators and their students learning and social emotional growth.
9. Our funding allocation is perfect for this current school year.
10. **Provide:** We would like to request additional funds to train three additional mentors to provide support. Funds would be used to pay mentor candidates to attend OSPI's Mentor Academy 101 and pay our participants at the professional rate of pay.
11. **Provide:** comprehensive induction support for year 1 ESAs* according to the Standards for Beginning Educator Induction and provide any available support.
 *We built an ESA mentor program in the last 2 years, but we are not able to sustain it without the ESA grant 178 this year. We need additional funds as all of our BEST grant goes to our teacher-mentor salaries and only covers 2 out of our 5 mentors.
12. **Extend:** Extend differentiated induction support to year 2 teachers and year 2 ESAs*.
13. We are requesting _____ to support **enhancing** and **extending** services:
 1. Year 2 staff will have access to an additional observation cycle with their mentor. This is a high leverage strategy that has shown positive impact transferring to classroom practices _____.
 2. Funds to provide additional professional development for year 1 and 2 staff related to three topics: curriculum, behavior, and special education. Last year we were able to use additional funds to support professional development (asynchronous and synchronous) for ESAs. Our staff have found this valuable, and we would like to extend to special education, behavior, and general education core curricula for ELA and Math. Staff will participate in trainings in person, and we will develop training modules for future use _____.

We will provide in-kind support with our internal mentors and content specialists.
14. **Build:** We would like to expand our pool of mentors for the 2024-25 school year by training more mentors in Spring, 2024.
Build: We would like to gather a stakeholder team to review our program and improve upon it based on mentor/mentee feedback
15. **Extend:** Extend differentiated induction support to year 2 teachers and year 2 ESAs*.

16. I am requesting an additional allocation for _____ New to Profession Program for Year 1 teachers, Year 2 teachers, and ESAs. Our New to Profession Program currently provides 1:1, full-release mentor induction support for 76 educators. Our program currently operates on a \$_____ OSPI BEST Grant. The additional funds will be used to increase the amount of teacher and ESA stipends for our 180-day certificated teachers and ESAs, our newly hired certificated pre-K teachers, and our long-term substitute teachers. An additional allocation would allow the program to offer stipends to our district specialist to continue and enhance their support, specifically for teachers of special education, challenging placements, and limited certificates. The New to Profession Program is currently collaborating with our Equity Team to select and train affinity group leaders for our novice educators. An additional allocation would allow for me to extend differentiated support to our year 2 teachers and year 2 ESAs with a year 2 roundtable, book study, and/or learning labs.
17. **Extend**: Extend differentiated induction support to year 2 teachers and year 2 ESAs*.
18. **Provide** funding for our colleague mentors - our current budget does not pay the stipend for all of our colleague mentors.
19. **Provide** comprehensive onboarding to support year 1 teachers, monthly, to understand the TPEP Framework and district climate and culture.
20. **Build** a stakeholder team and meet to evaluate our district's state of induction using Standards for Beginning Educator Induction.
21. **Enhance** support for year 1 teachers to observe colleagues.
Extend our list of trained colleague mentors - pay substitutes so teachers can attend Mentor Academy.
22. This proposal seeks additional funding to **enhance** our district's induction support for first-year Special Education Teachers and Education Staff Associates (ESAs). The goal is to align with the Standards for Beginning Educator Induction, ensuring a robust and comprehensive support system for these crucial roles.
- Rationale:
- Enhanced Induction for ESAs: First-year ESAs face unique challenges in particular education environments. Additional funding will allow specialized training and mentorship programs tailored to their needs. This has been a barrier so far this year because of limited funds.
 - Special education teachers often work in high-stress and demanding environments. Enhanced support for these teachers in their first year will improve retention rates and job satisfaction. _____ faces a high attrition rate in our special education department each year.
 - The Standards for Beginning Educator Induction emphasize the importance of a strong start for educators. We can ensure that our induction programs meet these standards by providing additional resources.

- d. Teachers and ESAs in challenging placements require extra support. The proposed funding would be used to develop resources and strategies to assist these educators effectively.
 - e. Training Workshops: Organize regular workshops focusing on the unique challenges of special education. - _____
 - f. Mentoring Programs: Establish a mentorship system pairing new teachers and ESAs with experienced educators. Although we have this in place, we would like to decrease the ratio of professional educators and new teachers - _____
 - g. Create and disseminate materials designed explicitly for first-year special education teachers and ESAs. _____
 - h. Feedback and Evaluation: Improve our system to regularly assess the effectiveness of the support and make adjustments as needed. _____
23. **Build:** Continued development of ESA mentor training and creation of handbooks to ensure consistent support and sustainability of the ESA programs.
OT/PT, Counselors, Nurses, Assessment Specialists, Psychs, Speech and Language
24. We are looking to **extend** 2nd year support through regularly scheduled cohort meetings and with release mentor support. _____
We are looking to extend 3rd year support through a colleague mentor program. _____
25. **Enhance:** We aim to enhance support for Year 1 teachers in the field of special education, recognizing the persistent shortage in the special department. It is imperative to strengthen our capacity to assist educators from Year 1 to Year 3. The recently introduced educators in special education have additional responsibilities as case managers. Supporting these new educators in special education requires specialized attention and resources. We are committed to creating more inclusive practices for students with IEPs. Furthermore, it is vital to support our special education teachers in leadership roles, as they must coordinate resources and support for students across the building.
Currently, we have one Instructional Mentor serving 35 educators in their role as special education.
26. Our request is to **provide** comprehensive induction support for year 1 teachers* according to the Standards for Beginning Educator Induction. Additional funds ____ per first year teacher will support expenses such as mileage reimbursement for full-release mentors, sub release for peer observations, or extra time for Y1 teachers to participate in mentoring activities or professional learning outside of contract time.

Summary of reallocation requests

Category of Services Provided	District Count
Provide: Provide comprehensive induction support for Year 1 teachers	10
Build: Build comprehensive induction support for Year 1 ESAs, and provide any available support	9
Enhance: Enhance support for Year 1 teachers and Year 1 ESAs where needed	10
Extend: Extend differentiated induction support to Year 2 teachers and Year 2 ESAs	10
Total Submissions	26