



Support for Educators: Equity for Students

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How many WA students experience a novice teacher?

2017-18 data

	Number	Percent
1 st year teacher	798,496	6.97%
2 nd year teacher	525,604	4.59%



PHASES OF FIRST-YEAR TEACHERS' ATTITUDE TOWARD TEACHING



Why New Educators Stay

- Sense of belonging
- Sense of efficacy
- Sense of support

Carnegie Foundation for the
Advancement of Teaching, 2014



BEST Foundational Beliefs

- Filling the position is just the beginning.
 - We need to provide support through these phases and help educators build a sense of efficacy.
 - What we do for our new teachers, we do for their students.
- When we support our new teachers,
we are supporting their students.



New Teacher Attrition

Statistical models demonstrate that on average, first-year teachers exiting their district at the end of the year:

Full-implementation subset of BEST districts:	6%
Districts not part of subset:	10%

*Examining Beginning Teacher Retention and
Mobility in WA State
May 2017*



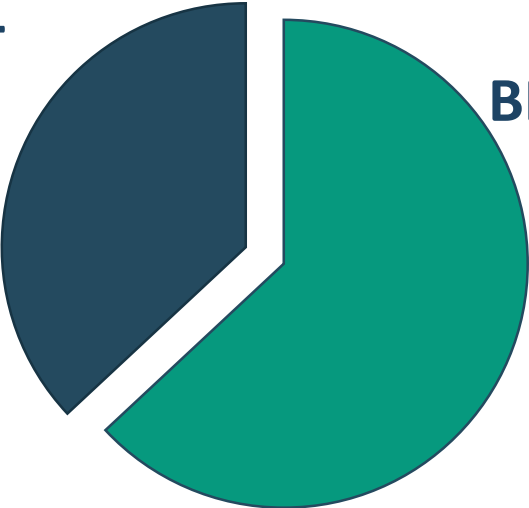
“Full Implementation” defined as:

- **2+ years** of BEST funding
- **Stakeholder** team
- **Instructional orientation** (summer) for at least one day
- **Ongoing professional development** for **new teachers**
- **Mentors trained** at the Mentor Academy
- **Mentors** had on-going support/professional learning
- **Observations** of new teachers by mentors with feedback



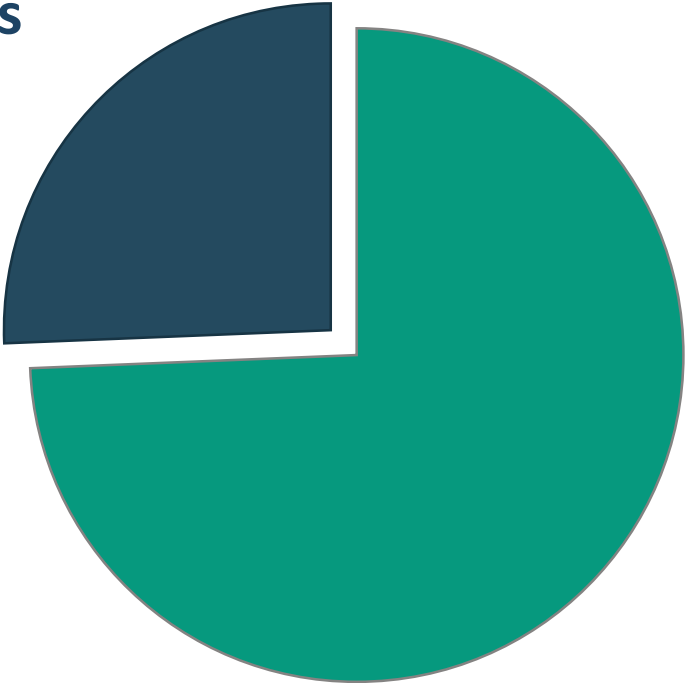
Who is being served?

37%
Non-BEST
Districts
109



63%
BEST Districts
186

25%
of Y1
Teachers



75%
of Y1
Teachers
in BEST
2900



What is being provided?

Current funding per year 1 teacher:

- \$2,000 for teacher with colleague mentor
- \$3,500 for teacher with release mentor

All districts supplement current dollars to fully fund robust induction.



Mentor Models

Colleague: Mentoring in addition to full-time teaching (1:2)

- Less flexible schedule
- Less mentee contact, observations, and feedback

Release: Released from all or part of classroom duties (1:20)

- Flexibility to observe, meet during the day
- Mentors can help facilitate and align all induction work
- Skills typically develop more quickly



High quality mentoring

Takes **time, intention, and training** to develop.

Mentors need to be skilled instructors AND be able to:

- be metacognitive about their practice and others,
- facilitate groups of adults,
- observe and give effective feedback and
- skillfully coach reflection, thinking, problem-solving.



Successes

“For the past two years ___ High School had the highest teacher turnover rate with an average of 30 new teachers hired each year. This year they focused on intentional new teacher trainings and additional support was added with the new teacher mentor. She provided specific support to conditionally [limited] certified teachers. **We are attributing the dramatic decrease in staff turnover to the more focused support.**”

93% (39 of 42) of last year's Year 1 limited cert teachers returned for 2019-2020.



Successes

Novice survey question: Some of the most helpful support my mentor provided included the following...”

99 teachers in a BEST grantee district responded.

#1 response at 86% = Observation and Feedback

#2 response at 75% = Emotional Support







What we do for our new
educators,
we do for their students.



Emotional support

Resources

Observations & feedback

Help with tech

Support with evaluation process

Collaboration on Environm't & Culture

Collaboration on Assessment

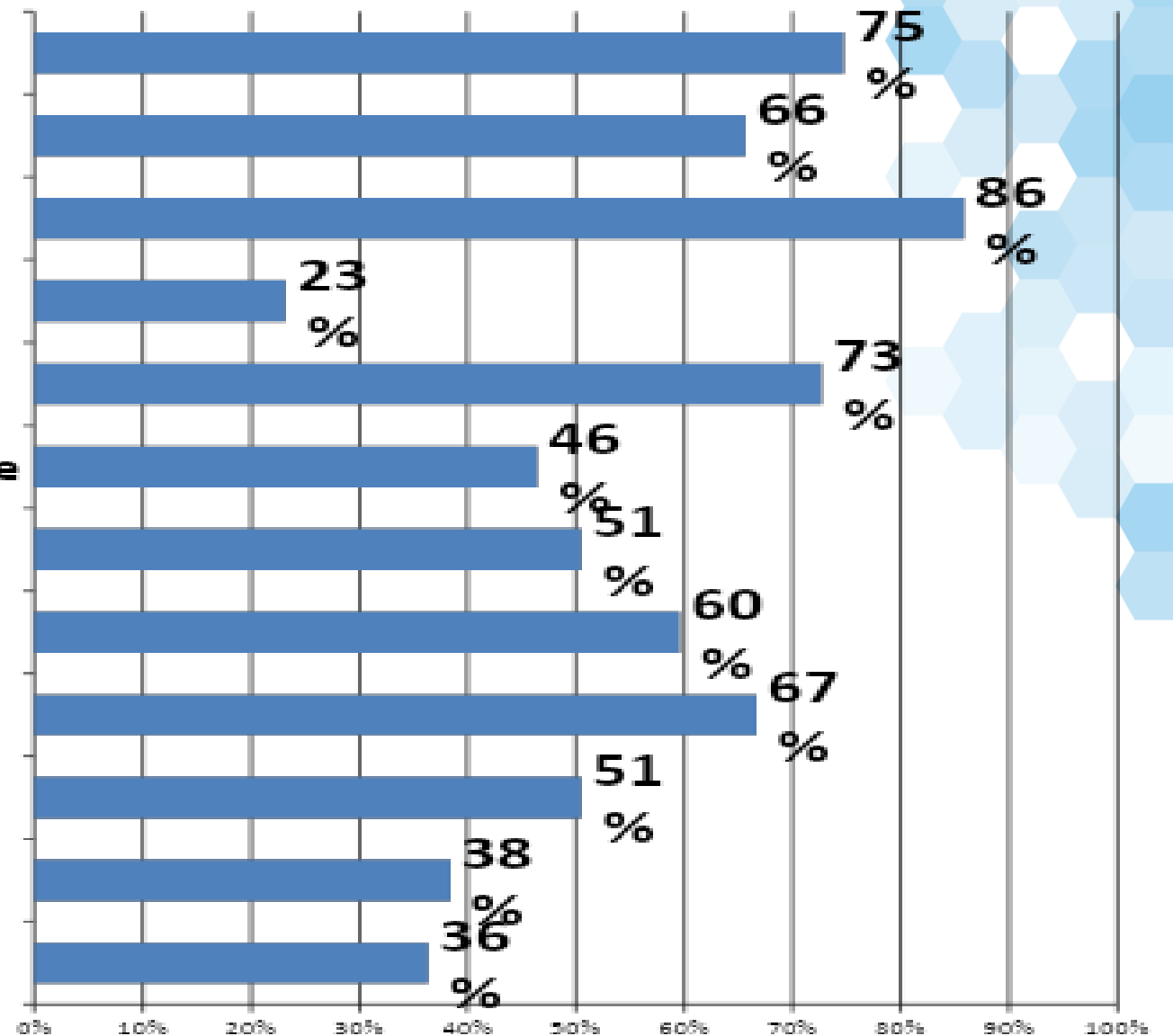
Collaboration on Curric & Pedagogy

Collaboration on Engagement

Collaboration on Purpose

Orientation to school &/or district

Prep for 1st days in role



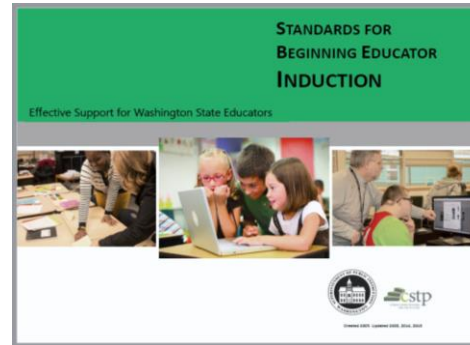
Comprehensive Induction

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

Hiring

Orientation

Induction Program
Assessment



Mentoring

Feedback and
Formative
Assessment

Professional
Learning