# Setting Up New Teachers (and Their Students!) for Success
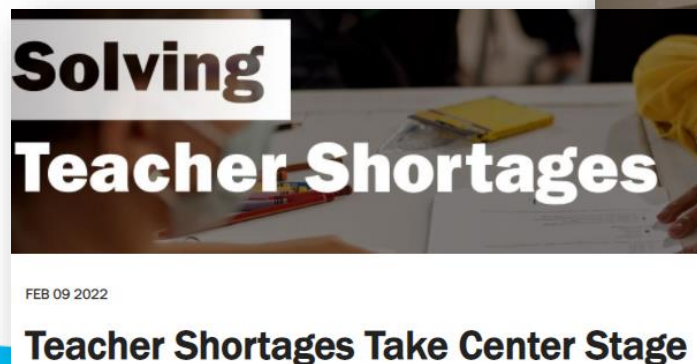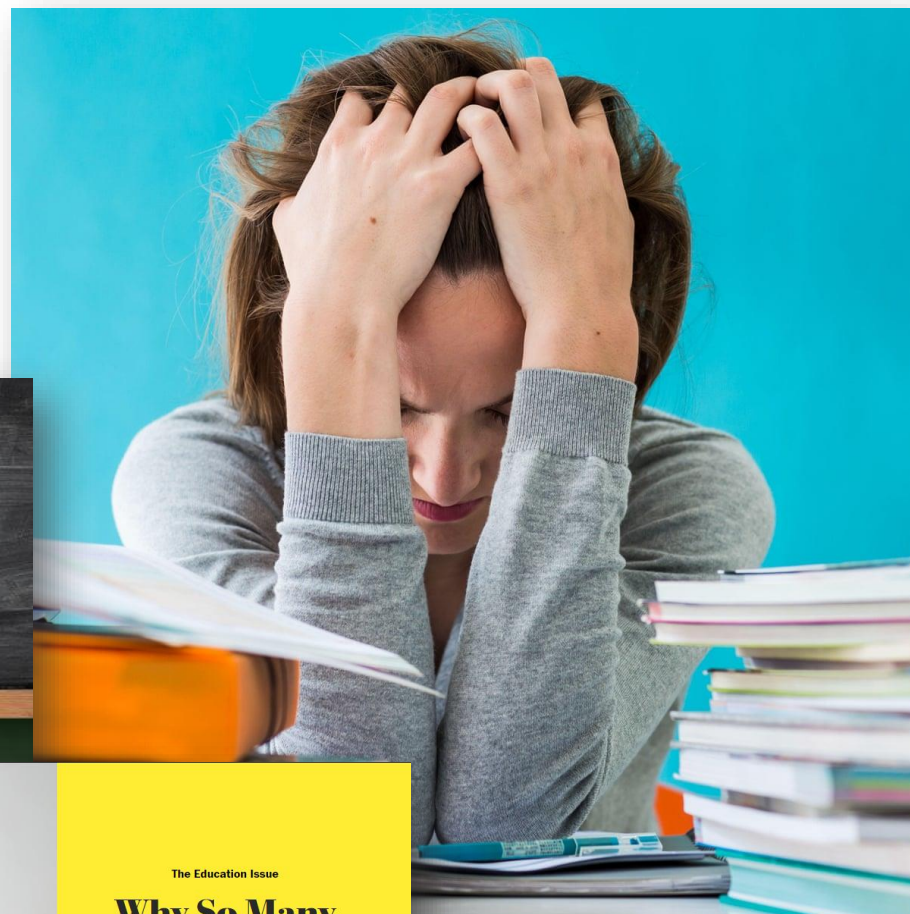
Lisa Andrejko, Ed.D.

Director, Education Solutions

**PowerSchool**

# Agenda

**1** **Teacher Shortages** . . . What Happened?

**2** **Teacher Quality**

**3** **Steps to Success for Teachers**

**4** **Monitoring Outcomes:** *Using Data*

# What Happened?

# Working Conditions

Learning in the Time of COVID-19

FEB 10 2021

**Eroding Opportunity: COVID-19's Toll on Student Access to Well-Prepared and Diverse Teachers**

JAN 04 2021

**The Importance of Teaching and Learning Conditions**

*Influences on Teacher Retention and School Performance in North Carolina*

Authors Barnett Berry, Kevin C. Bastian, Linda Darling-Hammond, Tara Kini

Teachers can't keep pretending everything is OK. Toxic positivity will only make them sick

by Saul Karnovsky, Brad Gobby, The Conversation

# Teacher Pipeline

## Teacher prep programs report loss of enrollment

Nationally, one-third fewer students enrolled in teacher preparation programs in 2018 than in 2010. Nearly every state in the nation has experienced declining enrollment in teacher preparation, with some states experiencing drastic declines of more than 50 percent.

**By the numbers**

Number of new teaching certifications in Pennsylvania by year:

| Year | Certifications |
| --- | --- |
| 2010-11 | 21,045 |
| 2011-12 | 19,838 |
| 2012-13 | 25,728 |
| 2013-14 | 12,907 |
| 2014-15 | 12,182 |
| 2015-16 | 11,436 |
| 2016-17 | 6,459 |
| 2017-18 | 7,970 |
| 2018-19 | 7,629 |
| 2019-20 | 6,937 |

Source: Pennsylvania Department of Education

**Teacher shortage as estimated by Sutcher, Darling-Hammond, and Carver-Thomas**

Projected teacher supply and demand for new teachers, 2003–2004 through 2024–2025 school years



- Projected demand for new hires
- Actual demand for new hires
- Projected estimated supply
- Estimated supply
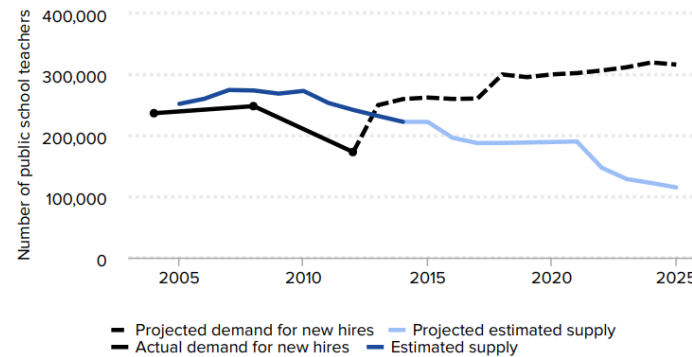
**Note:** The supply line represents the midpoints of upper- and lower-bound teacher supply estimates. Years on the horizontal axis represent the latter annual year in the school year.

## As Pandemic Upends Teaching, Fewer Students Want to Pursue It

Disruptions to education during the pandemic are turning people away from a profession that was already struggling to attract new recruits.

Part of the reason many rejected the education field was due to low pay. Teachers get paid nearly 21% less on average than other professions that require a college degree. Thirty years ago, the pay gap was just 2% less.

# Teacher Quality

## Back To College Blog

BROWSE BY: | Program | Program Type | Academic Level | Topic

How to Become a Teacher Without an Education Degree

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EDUCATION

## 5 things to know about how military veterans in Florida can teach without certification

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ascd

May 1, 2001 • 11 min • Vol. 58 • No. 8

## The Realities of Out-of-Field Teaching

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KSBY
CALIFORNIA'S CENTRAL COAST

## Teachers In Arizona No Longer Need A College Degree

# Are You Prepared for the Wave of New Teachers?

## How do we set them up for success?

Recruiting

Hiring

Onboarding

Inducting

Mentoring / Supervising

Coaching

Evaluating

Professional Learning

# Onboarding

- Onboarding typically is the **process** of integrating a new employee with a company and its culture

- In schools, it is mostly getting a new hire the tools, "paperwork," required information, and forms needed to become a member of the school community

- HR experts say that the onboarding experience for new employees is a **crucial career moment.** Positive onboarding experiences help ensure high retention

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- **Are you using technology to set a tone for your district that is safe and welcoming?**

# Inducting


new teacher induction program

- Induction is defined as a **process** by which a variety of support services are provided to newly employed teachers under the guidance of professional personnel to facilitate entry into the education profession

- New teachers need support and assessment to help them develop the skills critical to teaching success

- States typically offer guidance around induction and may or may not require induction for permanent certification

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- **Can technology be used to create customized checklists, courses, micro-credentials? Does one size fit all?**

# Mentoring / Supervising



*In Homer's* Odyssey, *Odysseus assigns **Mentor** the responsibility of watching over, protecting, and advising his son and Mentor's protégé, Telemachus.*

- New-teacher mentors generally are chosen from the pool of **experienced educators**. These are senior faculty members who have collaborative and cooperative skills and can commit time to the process

- May be a set of structured assistance and support activities or an informal buddy system

- It is designed to answer a new teacher's questions, provide emotional support, and fill in the gaps left by formal schooling

- Done well, it consists of a comprehensive, coherent, and sustained professional development program to train, support, and ultimately retain new teachers

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- **Is data used to "match" mentors to mentees? Can technology help mentors and mentees collaborate?**

# Mentoring / Supervising

## MENTOR-TEACHER LOG

| Purpose | Use this tool to track, document, and follow up on mentor-teacher interactions. | |
|---|---|---|
| Recommended time | 15-30 minutes plus preparation | |
| Materials | • Mentor-Teacher Log, below and on p. 62 <br> • Supporting materials | |
| Steps | 1. Teacher completes the Mentor-Teacher Log and shares it with his or her mentor. | Before session |
| | 2. Mentor reviews and comments on the log. | Before session |
| | 3. They discuss the log entry and determine what next steps are needed. | 15-30 minutes |
| | 4. Mentor and teacher follow up as requested or needed. They save the log as evidence of their interaction and to track support over time. | As needed |

### MENTOR-TEACHER LOG

| Teacher: | Grade/subject: |
|---|---|
| School: | Mentor: |
| Professional learning goal: | |
| Performance standard: | Date: |
| Specific successes related to this goal area. Provide supporting evidence (lesson/unit plans, student work, instructional tools, etc.): | |
| Relationship between this success and the identified goal: | |

## OBSERVATION TECHNIQUES

| Purpose | Use this tool to provide mentors and mentees a variety of observational tools with which to examine classroom practice. | |
|---|---|---|
| Recommended time | Variable | |
| Materials | • Mentor-Teacher Log, pp. 61-62 <br> • Video recording of a classroom session <br> • Observation Techniques, pp. 64-66 <br> • Desk Template for Teacher-Student Interaction, p. 66 | |
| Steps | 1. Reviewing Observation Techniques and Desk Template for Teacher-Student Interaction, the coach or teacher leader explains that mentors observe classrooms using a variety of tools to assist mentees in examining their classroom practice. | 5-10 minutes |
| | 2. With the coach, the mentors review and practice various observation techniques using a video recording or live classroom. | As needed |
| | 3. The coach and mentors discuss and address questions about specific types and purposes of observation techniques. | During each practice and review session |
| | 4. The coach stresses the importance of matching the observation tool with the mentees' professional learning goals and desired input about their practice. | As needed in each practice and review session |

# Coaching

- Instructional coaching involves a **trained expert**—be it an external coach, leader, teacher, or peer—working with teachers individually to help them adopt new teaching practices and to provide feedback. This is their job! It is non-evaluative

- They specialize in a content area, pedagogy, or a specific skill area (e.g. technology) and provide professional learning sessions. They are more likely to work with individual teachers on specific needs. Co-teaching and observing with feedback are key
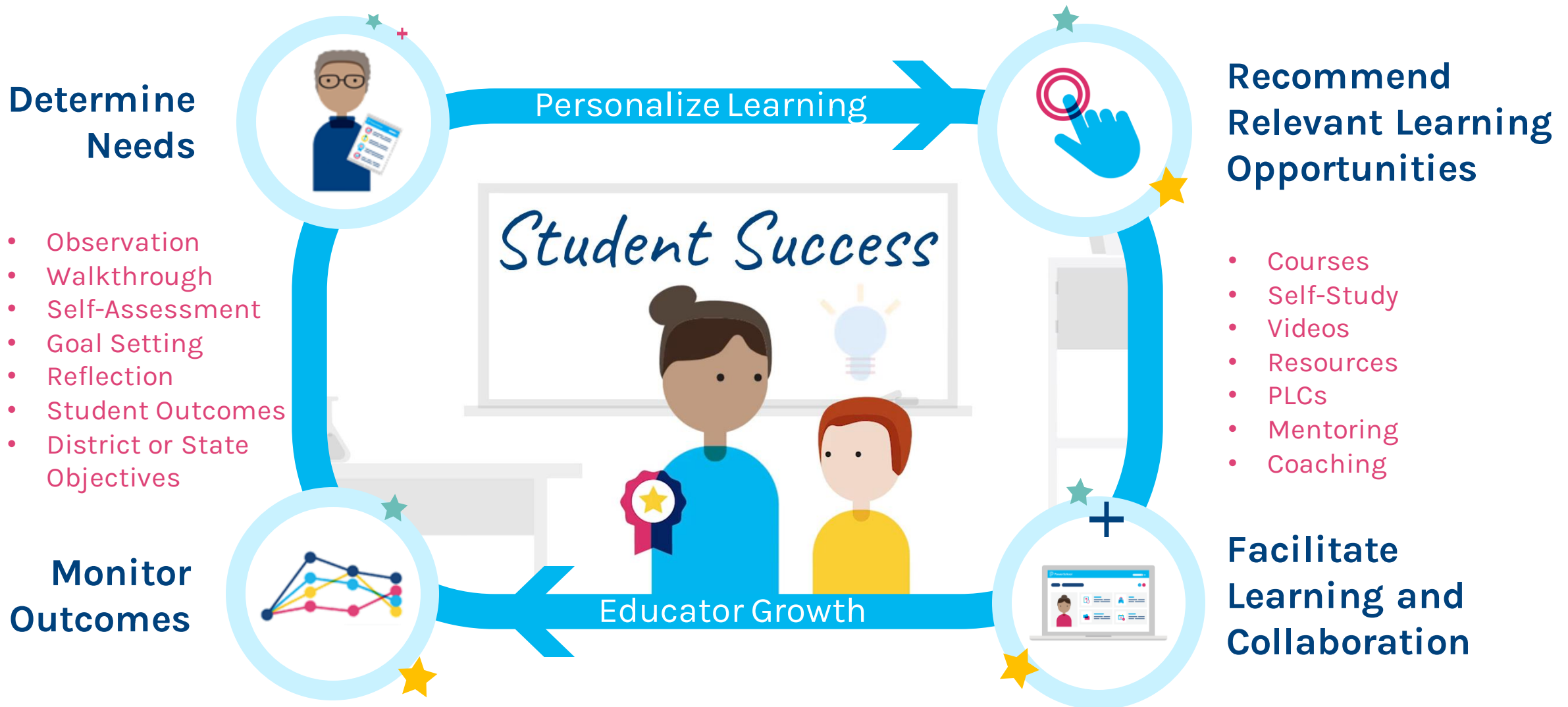
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- **The emphasis in coaching is more collaboration than observation. Is there a better technology to facilitate collaboration?**

# Driving Educator Effectiveness



**Determine Needs**

- Observation
- Walkthrough
- Self-Assessment
- Goal Setting
- Reflection
- Student Outcomes
- District or State Objectives

Personalize Learning

**Recommend Relevant Learning Opportunities**

- Courses
- Self-Study
- Videos
- Resources
- PLCs
- Mentoring
- Coaching

Student Success

**Monitor Outcomes**

Educator Growth

**Facilitate Learning and Collaboration**

# Professional Learning Continuum

- Compliance, Career, Recertification
- Data Informed
- Educator Effectiveness
- Personalized Learning Modes

**In-Service** → **Professional Development** → **Personalized Learning**

# "One Size Fits All" Professional Development

- Legislated Topics: ex. Child Abuse Reporting, Common Core

- Safety: ex. First Aid, Blood Born Pathogens

- Procedural: ex. Student Behavior Management, IEPs

- Programmatic: ex. New program or textbook adoption

- Training

- Wellness, personal interest

- Usually tracked by completion or hours

- Delivered in "sit 'n' get" model, online, large group

- Career, recertification, train the trainer
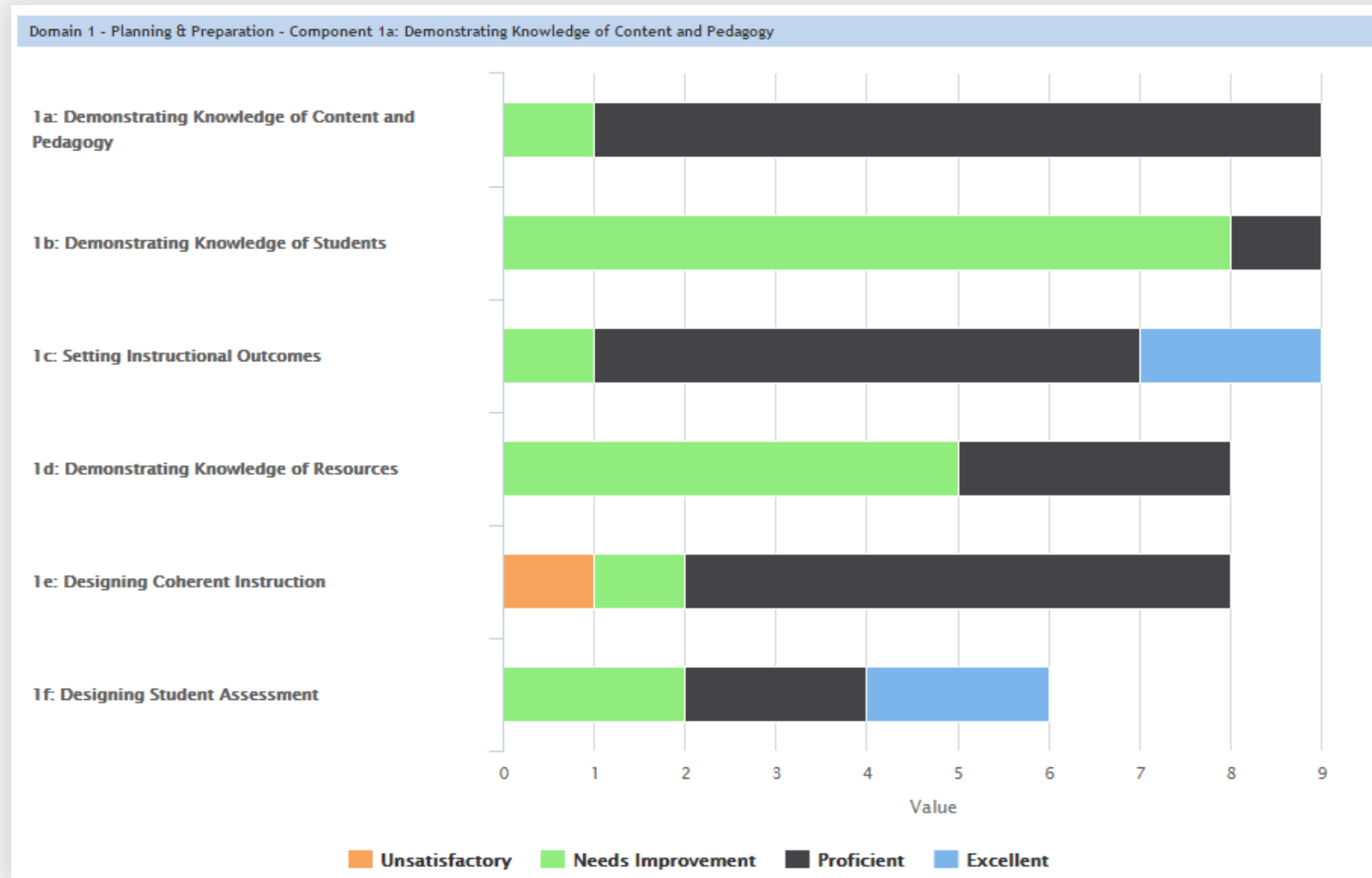
**Outcome:** *Compliance*

## What can that look like?

Nontraditional means formal and informal environments

- PLCs
- Coaching, video annotation
- Personalized learning networks (PLNs)
- Competency-based PD
- Data teams, lesson study
- Professional learning portfolios
- Micro-credentials, digital badging
- Social: Twitter edchats, Pinterest, huddles, channels
- EdCamps
- Online courses, MOOCs
- Other online content (ASCD, McREL, portals, etc.)

**Outcome:** *Student & Teacher Growth*

# Data-Informed Professional Learning



Domain 1 - Planning & Preparation - Component 1a: Demonstrating Knowledge of Content and Pedagogy

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessment

Value

Unsatisfactory   Needs Improvement   Proficient   Excellent

Teacher Data

Outcome: *Student & Teacher Growth*

# Data-Informed Professional Learning

## Professional Development Plan

**Change Objective:**

LE4: Student-centered classroom: shift role to facilitator and involve students more directly in their learning.

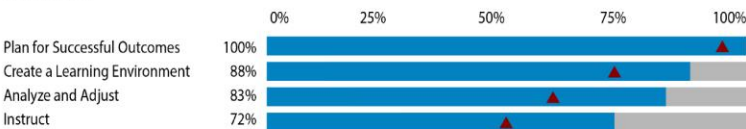| Actions | Start Date | End Date | Potential Obstacles |
|---|---|---|---|
| Partner with mentor teacher who leads a constructivist classroom | 9/1 | 2/1 | Difficulty finding mutually agreeable times for observations and discussions |
| Take a multi-day workshop on coaching students in a constructivist classroom | 10/1 | 11/20 | Ability to get feedback on coaching students in own classroom |
| Join constructivist classroom study group | Ongoing | | Finding peer group and time |
| Design a collaborative learning activity where students work in groups & jointly evaluated | 11/10 | 12/1 | Diff. developing appropriate & meaningful guidelines for evaluations |
| | | | |

## Score Summary

CH
BECAUSE TEACHERS MATTER MOST

This section displays your results for *Teaching Skills*. Your total score represents the total percent correct across all items. Competency scores are also displayed and sorted from most to least positive. Use this section to compare your scores to all teacher candidates.

Teaching Skills    Total Score    83%

Your total score is **83%** correct. This means that you scored better than 79% of all teacher candidates.

| | |
|---|---|
| Plan for Successful Outcomes | 100% |
| Create a Learning Environment | 88% |
| Analyze and Adjust | 83% |
| Instruct | 72% |

▲ **All Teacher Candidates**

Your total score for **Plan for Successful Outcomes** is **100%**. You scored better than 95% of all teacher candidates.

Your total score for **Create a Learning Environment** is **88%**. You scored better than 70% of all teacher candidates.

Your total score for **Analyze and Adjust** is **83%**. You scored better than 60% of all teacher candidates.

Your total score for **Instruct** is **72%**. You scored better than 51% of all teacher candidates.

## Outcome: *Student & Teacher Growth*

**Successful Teachers... Successful Students!**

# Questions?

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