



SCHOOL BOARD ACTION REPORT

DATE: August 6, 2019
FROM: Denise Juneau, Superintendent
LEAD STAFF: Clover Codd, Chief Human Resources Officer, clcodd@seattleschools.org
Chris Drape, PGES Consulting Teacher Program Manager,
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For Introduction: August 28, 2019
For Action: September 4, 2019

1. TITLE

Office of Superintendent of Public Instruction (OSPI) Beginning Educator Support Team (BEST) Grant Approval

2. PURPOSE

This Board Action Report details the OSPI BEST grant award that would provide \$300,000 for the Professional Growth & Educator Support (PGES) Consulting Teacher Program to support consulting teacher FTE funding for new to profession teacher support, continue novice teacher support, and support the ongoing implementation of Peer Assistance and Review (PAR).

3. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to accept the 2019-20 BEST grant in the amount of \$300,000.00 and to implement the provisions of the grant.

4. BACKGROUND INFORMATION

- a. **Background** For the past 5 years the district has received OSPI BEST grant funding to support our work with second-year teachers. Historically, the Consulting Teacher Program's SPS funding covered the capacity to work with first year teachers, and the OSPI BEST grant gave us the additional capacity to offer support to second year teachers on an opt-in basis. With our move into PAR and Foundational Coursework (Seattle Teaching 101 for new to profession teachers; Seattle Teaching 201 for teacher in their first 3 years of teaching), we now expect that all novice teachers will complete both "courses" of Foundational Coursework in their first three years of teaching. Seattle Teaching 101 includes 1:1 consulting teacher support along with five (5) professional development sessions spread over the course of the year. Seattle Teaching 201 is a six (6) module series that focuses on building teachers' culturally responsive instructional practice. The SPS School Board approved the original OSPI BEST grant when we first applied in 2014, and the 2019-20 OSPI BEST grand award includes funds that will support the continuation of our support for our novice teachers.
- b. **Alternatives** We could choose not to accept the funding. This would increase the caseloads for our consulting teachers and limit our capacity to implement PAR and the Foundational Coursework.

c. **Research** We have multiple years of data indicating the productive impact of both our first and second year support work with teachers:

1st Year Teacher Support

- 2014-15: **264 teachers served** - 92% reported meaningful impact (“significant”, or “some”)
- 2015-16: **231 teachers served** - 88% reported meaningful impact
- 2016-17: **221 teachers served** - 87% reported meaningful impact
- 2017-18: **215 teachers served** - 96% reported meaningful impact
- 2018-19: **245 teachers served** – Still calculating

2nd Year Teacher Support

- 2014-15: **48 teachers served** - 100% reported meaningful impact (“significant”, or “some”)
- 2015-16: **77 teachers served** - 94.5% reported meaningful
- 2016-17: **106 teachers served** - 89% reported meaningful impact
- 2017-18: **81 teachers served** - 90% reported meaningful impact
- 2018-19: **88 teachers served** – Still calculating

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of a one-year grant for \$300,000.

The revenue source for this motion is OSPI BEST Grant funds.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve – We have partnered with SEA along the way on our Consulting Teacher Program and PAR system and Foundational Coursework development & implementation.

Tier 3: Collaborate

This grant provides funding for work that is already part of the scope of the Consulting Teacher Program.

7. EQUITY ANALYSIS

Racial equity is the foundation of the Consulting Teacher Program work with novice teachers. We have developed a racial equity scope and sequence in our work that is integrated into our program scope and sequence, so that the work is not separate. We engage teachers in the exploration of equity, culture, implicit bias, racism and culturally responsive teaching in order to apply that learning to effectively impact student learning. The BEST grant expands our capacity to do this work by adding additional consulting teacher FTE (lowering caseloads, allowing more time with teachers) and allowing us to continue our support beyond the first year. The 2nd-3rd year support, with its deep work around components of instruction, fosters a dynamic understanding of culturally responsive teaching and what that looks like in the classroom.

8. STUDENT BENEFIT

Approval of the grant funding will allow us to continue our work with novice teachers to improve their instructional practice – directly impacting student learning in positive ways – and will allow us to assign the caseload of first year teachers across a larger team of consulting teachers. This allows a somewhat lower consulting teacher caseload, which in turn allows for more consulting teacher time with teachers, productively impacting their growth, and thus, student learning. Additionally, the funding will support the implementation of Foundational Coursework with novice teachers beyond their first year – focused on institutionalizing racial equity through established work on culturally responsive practice impacting teacher practice, and thus student learning.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Per Policy No. 6114, Gifts, Grants, Donations and Fundraising Proceeds, acceptance of grants over \$250,000 must be approved by the Board.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on August 19. The Committee reviewed the motion and moved the item forward for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the following will happen:

For fall 2019: We will maintain our current consulting teacher FTE

September 2019 – June 2020:

- Consulting Teachers will carry out 1:1 1st year support and Seattle Teaching 101.
- Consulting Teachers will continue to implement novice teacher support through Foundational Coursework: Seattle Teaching 201.

May 2020: Consulting Teacher Program re-applies for continuing BEST grant support.

13. ATTACHMENTS

- BEST Grant Award Email (for reference)
- SPS Professional Growth & Educator Support Consulting Teacher Program Overview (for reference)
- Seattle Teaching 201 -Foundational Coursework Series Overview (for reference)
- University of Washington BEST Study: Examining Beginning Teacher Retention and Mobility in Washington State (for reference)

From: cheyenne.braaten@k12.wa.us
To: [Drape, Christopher](#); [Codd, Clover](#)
Subject: BEST Preliminary Award - 2019-20
Date: Wednesday, July 31, 2019 1:40:37 PM

The Office of Superintendent of Public Instruction is pleased to offer your district a BEST grant in the amount of \$300,000 for the 2019-2020 school year. As in past years, BEST is awarding partial funding.

CAUTION: This email originated from outside of the organization. Please don't click links, open attachments, or reply with confidential details unless you are certain you know the sender and are expecting the content.



SPS Professional Growth & Educator Support Consulting Teacher Program



Overview of Professional Growth & Educator Support (PGES):

Seattle Public School Educators believe that education is a civil right. Our Professional Growth and Educator Support System (PGES) is transparent, collaborative, and equitable. The system is designed and managed by those who work closest with students. The purpose ensures professional learning is fair, growth oriented, and centered on quality student learning for all.

Our PGES Consulting Teacher program enacts the district's commitment to build the instructional and reflective practice of new to profession teachers. We frame that commitment in our SPS Foundational Beliefs document:

- Teaching is intellectually complex, difficult, and demanding work, and ~~that~~ the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results. This requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting, applying. The Danielson Framework provides the structure that guides this inquiry.

Our work with teachers extends from that belief. Additionally, we affirm that effective mentoring/coaching relationships create a safe environment where educators can openly share their struggles, authentically articulate their thinking, and bravely take risks to improve their teaching practice. Trust is essential to creating these mentoring/coaching relationships. When the new educator is confident in the consulting teacher's intention and discretion, there is a higher level of honesty and investment in the relationship (Washington State Standards for Mentoring, 2017).

The consulting teacher support is an important component of, and a critical building block in, closing opportunity gaps and institutionalizing racial equity – and institutionalizing racial equity *is* the work of the consulting teacher program.

Highlights of PGES Consulting Teacher Support:

Each new to profession teacher will be paired with a Consulting Teacher (CT) whose role is to provide support and appropriate challenge to foster teacher growth and student success through the following:

- Conferencing – Act as a *trusted* sounding board, help clarify goals, observe classroom lessons and support reflection on practice.
- Consultation – Suggest strategies, options, materials, help navigate through district norms, procedures, and the evaluation cycle.
- Collaboration – Co-plan, co-teach, and attend selected meetings, conferences, and professional development; set up and reflect on scheduled visits and observations to other schools.
- Coaching – Discuss data, provide global and specific feedback, videotape and reflect on lessons.
- Fostering Cultural Responsiveness – Support teacher growth through a racial equity lens.
- Assessment – Provide specific feedback related to growth toward readiness to exit consulting teacher support based on components of the Danielson Framework for Teaching.

OVER

Support you will receive in your first year of teaching:

- August New Teacher Orientation (2019-20: August 19-21)
- Regular 1:1 work with a consulting teacher
- Regularly scheduled and drop-in classroom visits and debriefs
- Foundational Coursework - Seattle Teaching 101: Large group professional development sessions tailored specifically for new teachers and their growth
 - End of Sept, Mid Oct (in-service day), End of Oct, Mid Jan, Early Mar
- Opportunities to connect with other new teachers
- Trustworthy support with teacher-identified problems of practice
- Collaborative assessment of practice and identification next steps for ongoing instructional growth
- Various learning-focused activities including:
 - Site Visits - Observation of Exemplary Teachers
 - Video-Taping and Reflective Conversations
 - Goal Setting and Evaluation Support and Training
 - Evidence/Data Collection and Analysis Support and Training
 - Family Communication Support
 - Instructional Technology Support and Training (grades, attendance, Schoology, etc.)
 - Year-end reflection

OVER

Seattle Teaching 201 – Foundational Coursework



Seattle Teaching 201 Series Description:

Seattle Teaching 201 (ST 201) is a course that frames SPS foundational beliefs (see reverse) about racial equity and culturally responsive practice in order to lay out a vision of what such effective instruction means and looks like in Seattle Public Schools. The course engages those foundational beliefs as the “**why**” and incorporates three resources as texts for that work:

- The *Danielson Framework* functions as the “**what.**”
- *Skillful Teacher and Culturally Responsive Teaching and the Brain* function as the “**how.**”

When: For the 2019-20 school year, the Seattle Teaching 201 schedule will be:

Date	Time	Module	Topic	Location
Thu Aug 22 or Sat Sept 14	8:30-3:30	Module 1	Foundational Beliefs and Academic Mindset	Garfield High School Commons
Fri Aug 23 or Sat Sept 21	8:30-3:30	Module 2	Relationships for Racial Equity	Garfield High School Commons
Fri Oct 11 or Sat Oct 12	8:30-3:30	Module 3	Management for Racial Equity	John Stanford Center Auditorium
Wed Jan 29 or Sat Feb 1	8:30-3:30	Module 4	Engagement for Racial Equity	John Stanford Center Auditorium
Thu Mar 19 or Sat Mar 21	8:30-3:30	Module 5	Assessment for Racial Equity	John Stanford Center Auditorium
Thu May 7 or Sat May 9	4:30-7:30 9:00-12:00	Module 6	Responsiveness for Racial Equity	John Stanford Center Auditorium

Expectations and Other Details:

In order to build practice as we envision, we expect you to attend each of the 6 modules. For Modules 1 & 2, ideally you would attend the August days so that you have had a chance to explore those ideas prior to the start of school. We realize that in some cases there is conflicting SPS professional development, so we have added the Saturday make-up sessions in September. For the rest of the series there is a weekday or Saturday option.

In addition to the six whole-group sessions, there will be collaborative application, extension and reflection work that happens in between the 201 sessions listed above. We will explore this in more detail when we launch the work.

You will be paid for the module time when it falls outside of the paid work-day (or will be provided substitute coverage, if during the school day). Upon successful completion, you will be eligible for up to 48 clock hours or can choose the option of earning university credit for the course.

Seattle Teaching 201 is in ESS, and you should sign up for each of the 6 module sessions.

If you have questions about Seattle Teaching 201, contact
Chris Drape (cjdraper@seattleschools.org) or Drew Dillhunt (akdillhunt@seattleschools.org).

University of Washington BEST Study

Want new teachers to stay? Invest in mentoring, study says

May 11 2017

As public schools in Washington and other states across the country contend with teacher shortages in some areas and an influx of first-time teachers, a [new study](#) from the University of Washington College of Education provides evidence that mentorship matters in retaining beginning teachers.

The study by UW's [Center for the Study of Teaching and Policy](#) was prepared at the request of the [Office of the Superintendent of Public Instruction](#) and compared the retention and mobility trends of beginning teachers in Washington school districts participating in the state's [BEST \(Beginning Educator Support Team\) teacher mentorship program](#) to those in districts that did not participate.

In examining teacher movement from the 2010-11 to the 2014-15 academic years, BEST participation was associated with a decreased likelihood of beginning teachers moving within the district and half the likelihood of moving out of district, compared to beginning teachers who were not in BEST-funded districts.

The study also examined a subset of 14 districts funded by BEST in 2013 and 2014 that were identified by OSPI as having a full-fledged induction program. Some of the characteristics of a full-fledged program include summer orientation and ongoing professional development for new teachers and their mentors.

Beginning teachers in BEST-funded districts with full-fledged induction programs had statistically significantly lower rates of exiting the Washington teaching workforce one year later than beginning teachers in all other districts. On average, approximately 10 percent of beginning teachers working in all other districts are predicted to exit the teaching workforce one year later, compared to approximately 6 percent of their peers working in BEST-funded districts with full-fledged induction programs.

“These findings support what education advocates are saying: mentorship matters,” said report co-author [Margaret Plecki](#), professor of education. “The evidence is clear that continuing efforts aimed at comprehensive mentoring and support of teachers new to the profession can be effective in reducing beginning teacher attrition.”

The results were statistically significant, researchers noted, even when controlling for other factors that could have had an effect on teacher retention such as geographic region, school poverty level and district size.

Since the inception of the BEST program, the proportion of beginning teachers located in BEST districts ranged from 7 to 32 percent of all beginning teachers statewide between 2009-10 and 2014-15, and increased to 54 percent in 2015-16. The majority of BEST-funded districts (53 percent) received funding for only a single year.

“Studying the BEST program is complicated because of the variation in the number of districts and teachers funded from one year to the next,” said report co-author [Ana Elfers](#), research associate professor, but reaching statistical significance means researchers have higher confidence in the relationship between BEST and retention. “That’s a pretty high bar to meet.”

The authors identified additional statistically significant factors associated with beginning teacher retention and mobility statewide. Full-time beginning teachers are half as likely to exit as part-time beginning teachers, and high school beginning teachers are more likely to exit or move out of district than beginning teachers in elementary schools.

More new teachers raises stakes for mentoring

Researchers who examined the BEST program also conducted two other studies published earlier this year: a [workforce study on state teachers](#) and a similar [study on principals](#).

A major takeaway from the teacher workforce study was that the number of new teachers working at Washington schools has increased dramatically since 2010, Plecki said.

In the 2010-2011 school year, 3,387 state teachers were starting either their first or second year. By the fall of 2015, that number had more than doubled—to 6,918 teachers. The first years of teaching are important in the long-term retention of teachers, with about one in five (21 percent) beginning teachers in Washington exiting the workforce after five years, either temporarily or permanently.

With a greater proportion of new teachers in Washington’s classrooms, getting more to stay in the profession is essential to ensure public schools are adequately staffed by skilled educators. If the same results seen in BEST districts were extended across the entire state, it could mean retaining hundreds more new teachers every year.

“The need for efficient and effective teacher induction, mentoring and support programs is more pronounced than we’ve faced in the past,” Plecki said.

Gov. Jay Inslee’s budget proposal to the Washington State Legislature included \$50 million to expand the BEST program and put it on track to provide mentors for all new teachers by the 2020-21 school year and to make mentoring a full-time career option. The governor also proposed expanding the program to new principals, but it’s uncertain whether additional BEST funding will be incorporated into the legislature’s 2017-19 budget bills.