



SCHOOL BOARD ACTION REPORT

DATE: August 22, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Chris Drape, STAR Mentor Program Manager,
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For Introduction: September 20, 2017
For Action: October 4, 2017

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 \$275,000 for the STAR Mentor Program to continue 2nd year teacher support, fund an additional STAR Mentor, and support the implementation of the Peer Assistance and Review (PAR) pilot.

3. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to accept the 2017-18 BEST grant in the amount of \$275,000.00 and to implement the provisions of the grant.

4. BACKGROUND INFORMATION

- a. **Background** For the past 3 years we have received OSPI BEST grant funding to support our work with second-year teachers. The STAR Program's current SPS funding covers 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. This second-year teacher work includes 4 release-day professional development sessions focused on specific instructional practices, including application planning time, and follow up with mentors and colleagues in between the release-day sessions. The SPS School Board approved the original OSPI BEST grant when we first applied in 2014, and the 2017-18 OSPI BEST grand award includes funds that will support the continuation of our support for second-year teachers.

In addition to the funding for second-year teacher support, the grant award includes \$175,000 to support work with first-year teachers. Due to budget reductions in the central office for 2017-18, the STAR Program was reduce by 5 mentors (from 14 to 9). The restoration plan restored funding for 4 of those mentors, bringing the total to 13. For 2017-18 the STAR Program became eligible to apply for partial BEST first-year teacher funding. This funding will restore the final displaced mentor returning the program to 14

mentors, and will additionally support the pilot work of implementing the Peer Assistance and Review (PAR) program.

b. Alternatives

We could choose not to accept the funding, and not try to replace the displaced mentor. This would limit our capacity to implement PAR.

Not accepting the funding would also mean that we would not be able to continue our 2nd year support.

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

Restoring the displaced mentor via the grant funding will allow a somewhat lowered caseload across mentors, allowing for additional capacity to impact first year teachers.

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

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of a one-year grant for \$275,000.

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 – We have partnered with SEA along the way on our STAR Mentor Program and PAR pilot.

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

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

7. EQUITY ANALYSIS

Racial equity is the foundation of the STAR 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, applying that learning to effectively impact students and learning. The BEST grant expands our capacity to do this work by adding an additional mentor (lowering caseloads, allowing more time with teachers) and allowing us to continuing our second-year support. The second-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 second-year 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 14, instead of 13, mentors. This allows a slightly lower caseload, which in turn allows for more mentor time with teachers, productively impacting their growth, and thus, student learning. Finally, the additional funding will support the PAR pilot – focused on improving our professional growth and evaluation process with the goal of 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

NA

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on September 12, 2017. The Committee reviewed the motion and moved it forward to a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the following will happen:

For fall 2017: Recall of displaced STAR Mentor

September 2017 – June 2018:

- STAR will continue to implement 2nd year support
- STAR carries out 1st year support with smaller caseloads due to 14th mentor
- STAR mentors will implement the PAR pilot

May 2018: STAR re-applies for continuing BEST grant support

13. ATTACHMENTS

- BEST Grant Award Letter (for reference)
- STAR Program Overview
- STAR 2nd Year Teacher Development Series Overview
- Draft – STAR Racial Equity Scope and Sequence
- University of Washington BEST Study: Examining Beginning Teacher Retention and Mobility in Washington State

Drape, Christopher

From: Cheyenne Braaten <Cheyenne.Braaten@k12.wa.us>
Sent: Tuesday, July 18, 2017 2:12 PM
To: Drape, Christopher; Aramaki, Kelly
Cc: Marcy Yoshida; Tessa OConnor
Subject: BEST Grant Award 2017-2018: Seattle

Importance: High

The Office of Superintendent of Public Instruction is pleased to offer your district a BEST grant in the preliminary amount of \$275,000 for the 2017-2018 school year. Your current award is based on the teacher count submitted in your grant.

We will make final allocations after you submit you teacher count, **due October 10, 2017**. Awards may be adjusted downward if your count is lower than projected. *If your count is higher than projected, total teacher counts and available funds will determine if awards can be adjusted upward.*

Please note this grant does not cover the purchase of curriculum materials, technology, or out-of-state travel. Purchases of books must receive prior approval. The grant covers activities from July 1, 2017 to June 30, 2018.

We encourage you to register mentors to attend an OSPI Mentor Academy. Visit our [BEST Events](#) page to find currently scheduled dates, locations, and registration links. We anticipate adding more academies in November. You may hold spaces by registering under a coordinator's name and then contacting Cheyenne Braaten change names later. Cheyenne.braaten@k12.wa.us

Congratulations on the work you have accomplished thus far. We look forward to continuing to work with you as you aim to close teachers' learning gaps so that they can close their students' learning gaps.

Marcy Yoshida

Program Coordinator, Beginning Educator Support Team (BEST)

Educator Effectiveness Office

Office of Superintendent of Public Instruction (OSPI)

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marcy.yoshida@k12.wa.us

www.k12.wa.us/BEST/default.aspx

www.k12.wa.us

STAR Mentor Program – What Administrators Need to Know

The purpose of Seattle's STAR Mentor Program (Staff Training, Assistance, and Reflection) is to:

- *support new teachers as they launch their classroom work,
- *productively challenge them to grow in their instructional practice, and
- *focus on racial equity as the foundation of our work with teachers.

Levels of STAR Support:

New to profession teachers will receive one full year of confidential 1:1 mentoring support that includes at least 30 hours of support. This work focuses both on teacher-identified problems of practice, as well as program-planned experiences, including regular classroom visits and debriefs, co-planning, video tape reflection and analysis, analysis of student work, and the opportunity to visit experienced teachers' classrooms. In addition, we offer the **New Teacher Development Series**, group professional development sessions over the course of the year that focus on key Danielson component learning, racial equity, and TPEP understanding.

New to district teachers (who have teaching experience prior to Seattle) can request short-term support (up to 9 hours/3 months) for a specific aspect of practice that the experienced teacher would like support in (such as understanding district systems, particular aspects of curriculum or instruction that are new for them, etc.). We support short-term requests as we have capacity.

2nd Year Teachers can choose to participate in the **STAR 2nd Year Teacher Development Series**, extending STAR work into the second year of teaching with a specific focus on Domain 3/Instruction. It includes 4 release days, each day focused on a specific component of the Danielson framework, and includes pre and post sessions to discuss application of practice and impact on student learning.

Administrator role in the STAR mentoring work

There are number of ways that you play an important role in our work with new teachers. STAR mentors will contact you at the start of the year regarding the new teachers they will work with. **While our work with teachers is confidential, we do value and invite your insight/input into our work with teachers.**

This connection and communication happens in a variety of ways:

1. **Initial Admin/Mentor Meeting:** Early in the fall the mentor(s) working in your building will contact you to discuss the context of the teacher's work, any instructional focus your building will be engaging in, and any other information that will support the mentor's work.
2. **First Observation Connection:** Mentors will coordinate, via their teachers, to connect with you regarding feedback from your first formal observation with teachers. As possible, mentors will join you and the teacher for the post-conference in order to support teachers in acting on your feedback. If joining the conference is not possible, they will communicate with you about the feedback you provide to the teacher.
3. **Mid-Year Check-in:** Around the mid-point of the school year mentors will contact you to gather your feedback on teacher growth, and/or areas of needed focus related to your ongoing observation of individual teacher practice.
4. **Spring Observation Connection:** Similar to the process with the fall conference, mentors will connect with you regarding feedback from your second formal observation with teachers.

Additionally, mentors will notify you each time they work with a teacher, describing the content and focus of the sessions.

New Teacher Identification

While we have established a teacher-identification process with HR, if you have a new teacher in your building who has NOT been contacted by the STAR program, please forward the name/teaching context to Chris Drape – STAR Program Manager @ cjdraper@seattleschools.org; or call 2-0774.

Seattle Public Schools STAR Mentor Program 2nd Year Teacher Development – 2017-18

Purpose:

Our work with 2nd year teachers is specifically designed to support and appropriately challenge teachers to grow in their instructional practice, with a focus on racial equity.

The program will focus on Danielson Domain 3 – Instruction, with 3c – Engaging Students in Learning – as our organizing component. Throughout this work we will also support teacher learning and growth in lesson planning and reflection after instruction. This exploration will involve analysis of National Board and video case materials, exploration of Danielson components, connection to teacher practice, and application planning. **In between each release day session teachers will pursue opportunities to collaborate and discuss their application, focusing on the impact on student learning.**

Teachers will:

- Deepen their understanding and ability to engage students in learning (3c) by exploring:
 - Communicating with Students (3a)
 - Questioning and Discussion Techniques (3b)
 - Using Assessment in Instruction (3d)
 - Demonstrating Flexibility and Responsiveness (3e)
 - Lesson Planning (1e)and
 - Reflection Teaching (4a).
- Apply that learning to specific instructional plans with students
- Identify intended student learning and means to measure that learning
- Reflect on the extent which students learned, and plan next instructional steps

STAR 2nd Year Teacher Development – 2017-18 Schedule:

September/October – Initial connecting... establishing the context

October 12 (Thu) – Full Release Day (8:00-4:00) @ JSC:
Engaging Students in Learning (3c), Communicating with Students (3a) + Reflection

November – Collaborative Mentor/Peer work (tbd)

December 7 (Thu) – Full Release Day (8:00-4:00) @ Original Van Asselt:
Using Assessment in Instruction (3d) + Lesson Planning (Danielson 1...) + Reflection

December/January – Collaborative Mentor/Peer work (tbd)

February 8 (Thu) – Full Release Day (8:00-4:00) @ Original Van Asselt:
Questioning and Discussion Techniques (3b) + Lesson Planning + Reflection

February/March – Collaborative Mentor/Peer work (tbd)

March 22 (Thu) – Full Release Day (8:00-4:00) @ Original Van Asselt:
Demonstrating Flexibility and Responsiveness (3e) + Lesson Planning + Reflection

April – Collaborative Mentor/Peer work (tbd)

Each release day session focuses on application of a specific Danielson component. Teachers will plan the component into their instruction, including identifying what the impact on student learning will be, and how to measure that impact. The follow up work with colleagues will allow for reflection on this application, and next step planning from that reflection.

Racial Equity Outcomes

Know – Key Terms (know what these terms mean):

- Equity (National Equity Project definition)*
 - Reduce the predictability of who succeeds and who fails
 - Interrupt reproductive practices that negatively impact some people over others
 - Cultivate the unique gifts and talents of all people
- Implicit Bias
 - Supposed positive biases have negative consequences
 - Everyone has biases whether they are aware of them or not
 - Biases are formed by society, media, and the power structure that exists (I.e. the school system).
 - Consciousness about pervasiveness and impact of biases on them
- Culture (Tree)
 - Surface culture
 - Shallow culture
 - Deep culture
 - Collectivism vs. individualism
- Racism
 - Race is a social construct.
 - It was created to disproportionately benefit white people and put them into a position of power primarily to help them economically.
 - Racism can either be expanded, continued or interrupted
 - We live in a racist soup. We breathe racist air. Reducing bias is key to reducing racism, but won't eliminate it.
- Culturally Responsive Teaching (p. 15)– Hammond
 - CRT is primarily about building information processing
 - CRT creates independent learners who can accelerate their own learning
 - Posters or story problems of surface culture do not constitute culturally responsive teaching
 - Relationships are the vehicle to social/emotional connections

Understand (recognize how these ideas are present in my classroom):

Equity: I understand that...

- Reducing the predictability of who succeeds and fails in my classroom moves towards social justice.
- Teachers should interrupt reproductive practices that negatively impact historically vulnerable and marginalized students.
- Celebrating the unique gifts and talents of every student provides a space where equity can be attained.
- Equity means equity of expectations, challenging activities, and high expectations.

Implicit Bias: I understand that we each have bias that impacts our interactions with our students and their learning.

Culture: I understand that...

- “Establishing” a culture for learning means more than replication of my own cultural context in the classroom.
- There is a difference between collectivism and individualism, that impacts how students experience the classroom and how I lead the classroom.
- relationships (teacher-student, student-student, teacher-family) create increased engagement and equity in the classroom.
- Focusing on shallow and deep culture as opposed to surface culture benefits student connection to the classroom.

Racism: I understand that...

- Racism manifests itself in the classroom and the community and how it can impact student behavior.
- Your position of power impacts how parents and students view you.
- Reinforcing stereotypes will lead to an increased disconnect with the community.
- Fear of calling home leads to failure in creating connections.
- Regardless of intent, a teachers' impact may still be damaging and reinforce racism.

Culturally Responsive Teaching: I understand that...

- Accelerating student learning creates independent learners.
- Student strengths, funds of knowledge, and gifts they bring to the classroom enhances classroom community and student engagement.
- Student voice in a classroom leads to increased engagement and the creation of independent learners.

Do (Given what I know and understand, here is how I will respond in my classroom):

What will it look like when we're done with all of this? What are actually measurable?

Equity: I will...

- Plan differentiated instruction based on knowledge of students to ensure success and growth (1b, 1c, 1e)

Implicit Bias: I will...

- Identify (then question myself in) situations when implicit bias shows up - (4a)

- Pause and respond to my bias, instead of reacting to perceived student behavior (2a-2d, 3a, 4a, 4c)
- Speak to someone (mentor or trusted member of the community) when confronted with biases. (4a, 4c)

Culture: I will...

- Enact the windows and mirrors metaphor in order to influence classroom design (Hammond p. 145) (1b, 2a-2d, 4a)
- **Build a strong classroom community** that engages/supports all students (2a...)

Racism: I will...

- Recognize and acknowledge my role in a racist educational system and personally interrupt it (1b, 1c, 1e, 2a-2d 3a, 3c, 4a, 4c)

Culturally Responsive Teaching: I will...

- Create independent learners (moving from dependence through a gradual release of responsibility) (1c, 1e, 2b, 3c)
 - (Through Collectivist activities, Consistent structures that allow for chew/processing time)
- Act on student strengths, funds of knowledges, and gifts they bring to the classroom (1b, 2a)
- Recognize how students experience the classroom they inhabit (1b, 2c, 3a, 4a)
- Collaborate with students to build their voice into the classroom (1b, 2b, 3a, 3c)

Hammond's rubric?

Coaching toward Cultural Responsiveness - how can we use this in shaping our work (with integrity toward her development of it)?

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.