EDUCATOR
ADVANCEMENT
COUNCIL

CONSOLIDATED RESULTS OF SURVEY MONKEY

AND EAC SPONSORED LISTENING SESSION ON

SUPPORTING NEW EDUCATORS

Prepared for review by the EAC Work Group on Supporting New Educators

September 17, 2018

A. CRITICAL ELEMENTS What concrete recommendations relative to elements of effective supports and mentoring for novice teachers and/or administrators would you put forward for consideration by the EAC Work Group?

1. Require program leads from networks and convene them regularly to help design best practices that disseminate out to individual projects. Engage this group in creating and sharing professional learning resources, defining the role of the mentor and hiring rubrics (possible certification process), as well as monitoring program effectiveness through data gathering and evaluation.
2. Consider a tiered system of supports for novice teachers and administrators differentiated by individual need and school/district context using survey data when available to guide practice.
3. Provide both in-school and district support/mentoring.
4. Integrate teacher health centered supports as well as emphasize on instructional practices with mentoring services.
5. Maximize resources that COSA, OALA, Leading for Learning, etc. to redesign supports for novice administrators.
6. Maximize interest and resources that educator preparation programs can bring to the table and engage them in redesign.
7. Ensure equity lens and culturally relevant pedagogy and practices are key in the supports offered to all novice teachers and administrators.
8. Ensure that the users of the system help define their needs and effective practices.
9. Use a program improvement approach and study what statutes and/or administrative rules work in the current system and which ones need revisiting or refining to offer local flexibility within an effective practices framework, e.g. mentor selection/workloads, mentor training, hours of mentoring, differentiatied needs for year 1 and 2, caseload for new teachers, etc.
10. Support new administrators with implementing evaluation processes that help teacher grow.

A. EMPLOYMENT CONDITIONS. What concrete recommendations relative to employment conditions for novice teachers and administrators would you put forward for consideration by the EAC Work Group?

1. Call new educators, mentors, union leadership and district administration to the same table in order to discuss the issues and find mutually agreeable solutions. Explore retention data of new educators and look for correlations between hiring practices, school placements, work loads, employment conditions, and impact on continued employment or those exiting the profession. Conduct empathy interviews to gain insight and data to understand issues better and make meaningful changes to continuously improve current systems.
2. Provide PD for administrators on best practices for hiring and placement and communicate these recommendations to school boards.
3. Pay attention to how school culture is shared with novice teachers.
4. Design an onboarding toolkit for districts that would also enable them to modify to fit their own contexts. Include a list of what a beginning teacher's classroom should include and needed time to set up classrooms initially.
5. Minimize preps and itinerant schedules for novice teachers.
6. Set new educators up for success by creating well-balanced classes of students for them and protecting new teachers from inappropriate assignements, too many duties, the most challenging conditions or situations.
7. Develop a state method of conducting exit interviews and pay attention to patterns and trends that may indicate specific ways to improve employment conditions for new educators.
8. Provide extra collaboration time for novice teachers as well as administrators with their peers and providing time for mentees and mentors to meet (may require a sub or extra planning time).

B. ATTENTION TO EQUITY What concrete recommendations would you put forward for consideration by the EAC Work Group relative to ensuring mentors can help all novice teachers and administrators create supportive learning environments for racially and linguistically diverse students? What needs are specific to ethnically or linguistically diverse novice educators?

1. Engage districts in reviewing their hiring process and practices to ensure there are no barriers to racially and linguistically diverse candidates. Pairing mentees with mentors of similar race and ethnicity should be a priority.
2. Draw from the field's expertise to provide tools/skill development for administrators to support educators of color including attention to diverse perspectives, neoliberalism, unpacking power/privilege and school beliefs, courageous equity-driven leadership, eliminating micro-agressions, creating inclusive school/district cultures and addressing racial battle fatigue.
3. Create a statewide cohort/network of teachers of color and mentors who can help problem solve at state and local level and who can draw upon the cultural wealth of the local communities and leaders.
4. Focus explicitly on initial and ongoing professional learning needs of all mentors to unpack belief systems, develop trust with mentees, visit successful programs implementing equity driven practices, focus on student-centered experiences, etc.
5. Consider a tool or data to gather on effectiveness of mentors and mentor program for supporting teachers of color, examine experiences of current teachers of color, implement exit surveys, identify where success is occurring and where there are high rates of attrition of teachers of color.

C. EQUITABLE ACCESS STATEWIDE What concrete recommendations would you put forward for consideration by the EAC Work Group relative to ways the state can provide statewide equitable access to mentoring and support for teachers and administrators new to the profession without reliance on competitive grants?

1. Convene representatives from ODE, EAC, COSA, ESDs, Chalkboard, OEA, District Leaders, Mentors, Teacher Leaders, Stand for Children, HECC, RAC, Higher Education, etc. to use their district data to develop a plan that represents all stakeholders and unifies vision and resources moving forward. Minimize possibly splitting the pie too many ways and creating ineffective models while addressing local needs.
2. Gain a better understanding of the current model, including the actual costs of mentoring a teacher/administrator and the Return on Investment (ROI) given current attrition rates.
3. Develop a system that combines EAC, ESD, and district funds to support a mentoring program. In terms of programming – regionalize mentoring programs through natural hubs; e.g. ESDs.
4. Rather than have districts submit a plan to match the money; request that they develop and submit a plan and then decide funding appropriately.
5. Support districts through the EAC on best practices and how to leverage funds that districts/ESDs/consortiums. Identify structures, systems and strategies already in place to build a mentoring and induction system that meets their mission, goals and priorities.
6. Leverage educator preparation programs interest in supporting their graduates.
7. Tie mentoring and induction funding to the comprehensive needs assessment and the Talen Development domain in ORIS, the expectation in districts would be that mentoring and induction is part of the structure in a district not an add-on.
8. Examine and communicate the impact of COSA's services on administrators' first three years and engage with COSA leaders to examine how they would further develop supports for novice administrators.