

New Teacher Support and Development

Educator Effectiveness Grant

Background Information

On June 16, 2015, Governor Jerry Brown and the state Legislature agreed to allocate \$500 million dollars for programs to enhance educator effectiveness in California, which is the largest amount to be dedicated for the purpose of teacher preparation and effectiveness the state has seen in many years. This grant provides teachers with professional development and support they need to fully and successfully implement the new standards and latest form of assessment. These funds reinforce a culture of support for teachers in California and are actually the first step towards rebuilding the professional development infrastructure that was diminished during the years of budget cuts.

Before the recession, California spent hundreds of millions of dollars on a range of programs to support new teachers, primarily the Beginning Teacher Support and Assessment program (BTSA), as well as to help teachers in need of improvement – Peer Assistance and Review (PAR). But, beginning in 2008-09, the state eliminated dedicated funding for these programs in order to give districts more flexibility over their budgets and because of this, support programs for teachers and some forms of professional development were cut back.

The funds earmarked for teacher effectiveness through this block grant are intended to help districts provide a higher level of professional development and help new teachers get the most out of their induction program, which includes training teachers to be mentors and coaches to other teachers.

Information about the Educator Effectiveness Block Grant

The California Department of Education (CDE) apportioned funds to eligible LEAs in two installments. The first apportionment reflecting approximately 80 percent of each LEA's entitlement was released in December 2015. For the Marysville Joint Unified School District, this allocation was in the amount of \$504,485. Remaining funds were released in March 2016, which totaled \$126,121 for MJUSD, bringing a total entitlement of \$630,606. The 2015–16 calculated funding rate was approximately \$1,466 per FTE. For MJUSD, this was based on 430 certificated staff FTE. LEAs were given three years to spend the funds, and all allocations must be expensed by June 30, 2018.

Conditions for Receiving Funds

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

1. Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
2. On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

Implementation Plan Description

The Educator Effectiveness facilitator will work directly with Karen Chiechi from the Tri-County Induction Program (TCIP) through the Sutter County Superintendent of Schools and Marysville Joint Unified School District administrators to recruit and select high quality mentors to support beginning teachers during their first two years of teaching. Qualifications for mentors must include, but are not limited to:

- Knowledge of the context and content area of the beginning teacher's assignment.
- Demonstrated commitment to professional learning and collaboration.
- Possession of a clear teaching credential and minimum of three years of effective teaching experience.
- Ability, willingness, and flexibility to meet the beginning teacher's needs for support.

Ongoing mentor professional development and support will be aligned with training received through the TCIP program to ensure that mentors have an understanding of and can apply skills in:

- Cognitive coaching and mentoring
- Reflection and goal setting
- Use of appropriate mentoring tools
- Best practices for adult learners
- Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning communities
- Program processes designed to support new teacher's growth and effectiveness
- Other areas determined as needs through mentor feedback

A district beginning teacher support and professional development program will be created to align with and enhance the current induction program offered through TCIP. This program will support MJUSD beginning teachers through:

- Building on the skills and knowledge gained during the preliminary preparation program.
- Providing multiple opportunities to promote growth in the California Standards for the Teaching Profession (CSTP) through the development of professional growth goals and creation of individualized learning plans, defining measurable outcomes, providing opportunities to reflect on progress and the effectiveness of instruction, analyzing student assessment results related to the measureable outcomes and using this data to further inform the repeated cycle of planning and instruction.
- Participation in summer and monthly professional development opportunities informed by theory and research and directly related to the CSTPs including engaging and supporting all students in learning, creating and maintaining effective environments for student learning, understanding and organizing subject matter for student learning, planning instruction and designing learning experiences for all students, and assessing students for learning.
- Providing the tools, resources, and support needed to differentiate instruction based on the diverse needs of MJUSD students and address the specific expectations that are unique to our district.
- Offering opportunities for beginning teachers to practice and refine effective teaching practices for all students through focused cycles of inquiry.
- Strengthening the beginning teacher's professional practice and contributing to the candidate's future retention and success in the teaching profession.
- Connecting with and becoming part of the larger MJUSD professional learning community.

Role of the Educator Effectiveness Facilitator

During the two year process, the Educator Effectiveness facilitator will:

1. Work collaboratively with the Tri-County Induction Program Director, Karen Chiechi as a district liaison to ensure that the MJUSD Educator Effectiveness program is aligned and augments the mandated induction program. Recruiting, selecting, and matching mentors with beginning teachers will be a shared process between the TCIP Director, the Educator Effectiveness facilitator, and MJUSD principals.
2. Participate in the TCIP trainings and seminars for beginning teachers and mentors as a tool for developing a better understanding of the current expectations and support systems offered within the mandated induction program.
3. Facilitate beginning teacher and mentor teacher professional development before the school year begins and monthly throughout the school year. Professional development

workshops will not be offered during the months that the required TCIP seminars take place.

4. Provide administrator professional development throughout the year to facilitate the growth of beginning and experienced teachers.
5. Conduct classroom observations of beginning teachers for the purpose of improving instructional practices to impact student learning (not evaluating teachers.)
6. Use cognitive coaching strategies with beginning teachers and mentors to facilitate focused cycles of inquiry including planning, reflecting, and applying what was learned in the process.
7. Assist beginning teachers in using the CSTP Descriptions of Practice to examine their practice, monitor their growth over time, seek support and resources for continuous improvement and affirm their strengths and accomplishments.
8. Assist teachers in utilizing classroom action research to examine current practices, engage in professional dialogue, conduct inquiry through action research, create action plans, collect and analyze student data, reflect on what was learned, and apply this knowledge to inform classroom practices.
9. Formally evaluate the professional development workshops to determine if the experiences actually impact teaching and learning.

Proposed Budget Based on 55 Beginning Teachers (Year 1 and Year 2) and 20 Mentors

This proposed budget was approved by the MJUSD Board of Trustees on February 23, 2016.

Description	Total Proposed Budget Allocation
Educator Effectiveness Facilitator Salary with Benefits	\$333,833
Summer Professional Development for Beginning Teachers (26 teachers projected)	\$71,136
Summer Professional Development for Year 2 Beginning Teachers – (29 teachers projected)	\$49,590
Summer Professional Development for Mentor Teachers – (20 mentors projected)	\$43,890
Monthly Professional Development for Beginning Teachers (Year 1 and Year 2 - 55 teachers)	\$34,200
Monthly Professional Development for Mentors – (20 mentors projected)	\$22,800

Materials and Supplies	\$30,006
Indirect Costs (7.16%)	\$45,151
Total	\$630,606

Overview of the Ongoing Support Provided and the Professional Development Offered During the 2016 – 2017 School Year

During the 2016-2017 school year, there were 97 newly-hired teachers that were able to receive professional development and mentoring through the Educator Effectiveness Grant. Of these candidates, 20 of them participated in the Year 1 Induction Program, 18 were Year 2 Credential Candidates, and 7 participated in the Early Completion Option (ECO) Induction Program. 19 mentors were selected and trained to support our 45 beginning teachers on a weekly basis. In addition to this, 21 teachers were considered interns or pre-interns possessing short-term staff permits and received mentoring from Lisa Goodman since they were not yet eligible for a mentor through the Tri-County Induction Program. The remaining 31 teachers came to MJUSD with previous experience in another district and received limited support based on their knowledge, experience, and level of mastery involving instructional practices and their impact on student learning.

There were 12 professional development opportunities presented in two hour sessions throughout the school year. These included: Creating the Classroom That Every Child Deserves, Using Technology to Support Instructional Practices (Catapult and emergency procedures were included in this training), IEP Basics, Illuminate – Part 1 and Part 2, IEP Goal Writing, Special Education Assessment, High Quality First Instruction – Part 1 and Part 2, Differentiation for Effective Instruction, and Action Research Part 1 and Part 2. Induction candidates were also participants in professional learning cohorts and were engaged in seminars such as Love and Logic, Technology Enhancement, Student Engagement, Differentiated Instruction and Assessment, and Creating a Growth Mindset in the Classroom. Other informal professional development experiences also took place as the need evolved with individual teachers through a small group setting or during mentoring.

Actual Expenditures from the Educator Effectiveness Grant for the 2016 – 2017 School Year

Description	Total Proposed Budget Allocation
Educator Effectiveness Facilitator Salary with Benefits	\$160,148

Induction Services Paid to SCSOS including Mentor Stipends -\$2,650 per candidate	\$106,000
Professional Development for Mentors	Included in the amount paid to SCSOS
Materials and Supplies	\$1,569
Indirect Costs (7.16%)	\$ 19,582
Total	\$287,299

Actual Expenditures from Title II Funds for the 2016 – 2017 School Year

Professional Development for Beginning Teachers (Year 1 and Year 2)	\$41,648
Substitute Salaries for Teacher Observations	\$2,813
Total	\$44,461