

Educator Effectiveness Grant

New Teacher Support and Development

Educator Effectiveness Grant

- In June 2015, Governor Jerry Brown and the state Legislature allocated \$500 million dollars to support educator effectiveness, primarily for our beginning teachers.
- MJUSD received a total of \$630,606 through this block grant for the purpose of providing high levels of professional development and effectively supporting beginning teachers through the induction process.
- All of the allocations from this grant must be spent by June 30, 2018.

Who receives support through the Educator Effectiveness Grant?

- Newly hired, experienced teachers
- Credential candidates
- Pre-interns, interns, and teachers with a short-term staff permit
- Mentors
- Administrators

Experienced Teachers

- These teachers have prior teaching experience from another district and also have a clear credential. They typically receive the least amount of support due to their previous experience.
- Some participate in professional development opportunities and some ask for additional support as they transition into MJUSD.

Credential Candidates

- These teachers have a preliminary credential and are ready to begin the two-year induction process through the Tri-County Induction Program. (TCIP)
- As part of the program, these teachers are assigned a mentor that meets with them at least once per week. They develop and reflect on Individual Learning Plans (ILP) and other types of formative assessment throughout the year, and participate in ongoing professional development.
- \$2650 per candidate is paid to SCSOS for induction services, which includes the mentor stipend of \$2000 per year.

Pre-Interns and Interns

- Since they do not hold preliminary credentials yet, they are not eligible for induction and therefore, do not have an assigned mentor.
- This is the group of teachers that Lisa Goodman mentors.
- In addition to having the responsibilities that *all* other teachers have, they also attend university classes in the evening, complete homework for these courses, and study for challenging assessments to demonstrate subject matter competency.

Mentors

Ongoing professional development and support was provided for:

- 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

Administrators

Informal and formal professional development was provided throughout the year to facilitate the growth of beginning and experienced teachers through TCIP Administrator Breakfasts, monthly Administrator PLC meetings facilitated by the Think Tank, and informal site-based meetings with administrators.

	2016 - 2017	2017 - 2018
Pre-interns, interns, and Short-Term Staffing Permits	21	19
Year 1 Credential Candidates	20	22
Year 2 Credential Candidates	18	13
Early Completion Option	7	
Experienced Teachers	31	15
Total Number of Newly Hired Teachers	97	69
Mentors	24	25

Expenditures from the Educator Effectiveness Grant for the 2016 - 2017 School Year

Description	Expenditures
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

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

Lisa Goodman's Role as Director of New Teacher Support and Development

- Work collaboratively with the Tri-County Induction Program Director as a liaison to support the needs of beginning teachers and mentors. Recruit, select, and match mentors with beginning teachers. This is often a shared process between the TCIP Director, the Educator Effectiveness Director and MJUSD principals.
- Participate in 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.
- Facilitate beginning teacher and mentor teacher professional development.
- Provide administrator professional development throughout the year to facilitate the growth of beginning and experienced teachers.

Lisa Goodman's Role as Director of New Teacher Support and Development Continued

- Conduct classroom observations of beginning teachers for the purpose of improving instructional practices to impact student learning (not evaluating teachers.)
- Use cognitive coaching strategies with beginning teachers and mentors.
- Assist beginning teachers in using the CSTP Continuum of Teaching Practice to examine their practice, monitor their growth over time, seek support and resources for continuous improvement and affirm their strengths and accomplishments.
- 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.
- Formally evaluate the professional development workshops to determine if the experiences actually impact teaching and learning.

Professional Development Opportunities

Summer Training

- ELA and Math curriculum training
- Creating the Classroom that Every Child Deserves
- Using Technology to Support Instructional Practices
(Includes Catapult and district-wide emergency procedures.)
- Mentor training

Professional Development Opportunities Continued

- IEP Basics
- IEP Goal Writing
- Special Education Assessment
- Illuminate - Part 1 and Part 2
- High Quality First Instruction - Part 1 and 2
- Differentiation for Effective Instruction
- Action Research - Part 1 and Part 2
- Induction candidates participated in professional learning cohorts on Love and Logic, Technology Enhancement, Student Engagement, Differentiated Instruction and Assessment, and Creating a Growth Mindset in the Classroom

Professional Development Goals for 2017 - 2018

- Based on professional development feedback and informal conversations with participating teachers, the professional development needs of our beginning teachers were met. They communicated that the professional development experiences improved their instructional practices and positively impacted student learning.
- For the 2017 - 2018 school year, additional professional development will be added and aligned with the work being done through the site-based Professional Learning Communities. (PLC) Topics include creating authentic assessments to match what is actually being taught and the desired outcomes, strategies for analyzing student assessment data and informing future instruction, and in-depth workshops on differentiated instruction and appropriate intervention, etc.

Closure

It's a beautiful thing when a career and
a passion come together.