

California Educator Excellence Summit
Leveraging Existing Resources to Improve New Teacher Support
Developing Your Plan

1. Gather Background Information

Guiding Questions	SUHSD Examples	Your Notes
Number of students? Growing or slowing?	14,500 students, growing	
Number of school sites?	13	
Number of teachers overall? New teachers? Achieving/clearing credentials?	500+ teachers, 120 new to district (30+ interns, 71 induction) Keep file of late hires who will need to clear credentials.	
Who officially supports new teachers?	TSA for new teacher support, individual support providers/mentors/coaches as required for intern/induction programs	
What is the current focus of new teacher support?	Induction (aka BTSA), shifting to broader vision	
What is your personal goal for new teacher support?	To provide support to all new teachers without requiring additional funds (initially)	

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2. Articulate a New Teacher Support Philosophy

Guiding Questions	SUHSD Examples	Your Notes
What philosophy would you like to broadcast concerning new teacher support?	All new teachers need support; differentiated based on need	
Do new teacher support personnel role(s) need to evolve? If so, how?	TSA role changes to provide overall guidance, problem solving, allowing mentors, coaches, administrators, and others to provide targeted support	
What do you already know about the dynamics/priorities of other stakeholders? How does this affect your new teachers? Who else do you need to consult with in order to gather more information?	<p>Priorities among various stakeholder groups overlap, sometimes conflict.</p> <p>Example: principals must make initial choices for retention by mid-year. Induction program doesn't begin to address focus CSTPs until late in first semester. Ed Services wants everyone trained immediately on district instructional initiatives (GRR/CM, etc.). Behavior management issues (important to principals) falls through cracks. Need to talk with principals, coaches, COE induction program, union, others to align priorities.</p>	

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3. Identify Steps that Require Little Additional Expenditure

Guiding Questions	SUHSD Examples	Your Notes
<p>Which other staff could benefit from building knowledge or awareness and sharing best practices?</p> <p>Which venues already exist for gathering info and sharing best practices?</p>	<p>Meet with site & district administrators, coaching staff, curriculum support specialists, technology specialists, site secretaries, union leadership through individual meetings, venues such as instructional council, steering committees, coach collaborations.</p>	
<p>What “reality check” pressures do your evaluators and new teachers need to take into account?</p>	<p>Assess individual principal priorities for new teacher retention, discuss priorities with new teachers. Work with new teachers to shift strategies as needed to meet principal priorities.</p> <p>Work with district administrators to remind principals of hiring realities and implications for making retention choices.</p>	
<p>What kinds of orientation, PD, and other formal support systems are already in place?</p> <p>Are existing opportunities differentiated?</p> <p>What is the current timing of existing support? What might be optimal?</p>	<p>5-day new teacher orientation before school year begins, extensive required PD for GRR/CM, common assessment, implementing ELD standards.</p> <p>PD required for all new teachers, regardless of incoming experience.</p> <p>First semester heavily loaded with training, pulling teachers out of classroom, conflicting with credential requirements. Would prefer a differentiated, tiered plan based on individual teacher’s readiness/needs.</p>	

<p>What other resources exist at your site, district, COE, or community that could support new teacher needs?</p> <p>How can you bring these resources into the mix?</p>	<p>Instructional coaching staff at each site, union staff (with focus on student learning as a priorities), curriculum support specialists, COE PD, Chamber of Commerce, etc.</p> <p>Meeting to discuss common goals. Get commitment to specific actions.</p>	
<p>What ways could you better communicate about resources available to new teachers?</p>	<p>Google site, periodic blast emails, postings on induction program learning management system, Google Classroom, targeted personal visits.</p>	
<p>Are there ways to empower teacher leaders such as mentors/coaches to intervene with struggling teachers?</p>	<p>One-on-one meetings to discuss strategies for difficult conversations, enlist principals in identifying struggling teachers and directing coaching staff to assist.</p>	
<p>Can you articulate needs to induction/intern providers?</p> <p>Who currently provides intern/induction programs?</p> <p>What other options might be available?</p>	<p>Identify which programs have teachers at our sites. Meet with COE induction program to identify areas of need.</p> <p>Pilot programs with other induction programs.</p> <p>Consult with admin about other internship options.</p>	

<p>Which staff members are involved in the new teacher hiring paperwork?</p> <p>Do they hold key information that could be useful?</p> <p>How could you access this information?</p>	<p>Form strong working relationship with credential technicians/secretarial staff, receiving copies of contract and credentials for all new hires.</p>	
<p>Is there a mechanism for collecting and analyzing basic information about new teachers? If so, do you have access to this information? If not, how would you go about setting up such a database?</p>	<p>Created new teacher database, entering info as contracts are signed. Add categories and sheets to track various types of new teachers, key activities, special notes. Easily sortable in a variety of ways.</p>	

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4. Determine How Extra Funds Could Be Used

Guiding Questions	SUHSD Examples	Your Notes
Does each school site have a consistent budget and expectations for new teacher support activities?	Collate info from each site and share best practices with principals. Provide baseline level of support for expected activities.	
Are there ways to help late hires or other teachers who might otherwise “fall through the cracks”?	“Lite” orientation to provide basic info and problem-solving strategies. Website with key orientation and resource information accessible to new teachers. Seek funding for a mentor for each new teacher.	
Are there printed resources, online courses, or live PD topics that would address needs of a large group of new teachers? Book clubs or discussion groups? COE-based PD? Who might have funding to support this?	Orientation materials made available to new hires. Investigate NTC Coursera. TLC Book club. COE PD free to induction participants, not too expensive for others.	
Do you have teachers with special credential clearing needs not addressed by our traditional intern/induction programs? How might you serve these teachers better?	CTE/Adult Ed credentials—seek new source of credential clearing and district financial support. Old Level 1 Ed Specialist credentials that can’t be cleared by our current programs—district support for induction component of programs.	

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5. **Choose Where to Begin:** Review your notes from the planning guide.

- What ONE step can you begin to implement immediately?

- What would you need to do in order to implement this step?

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