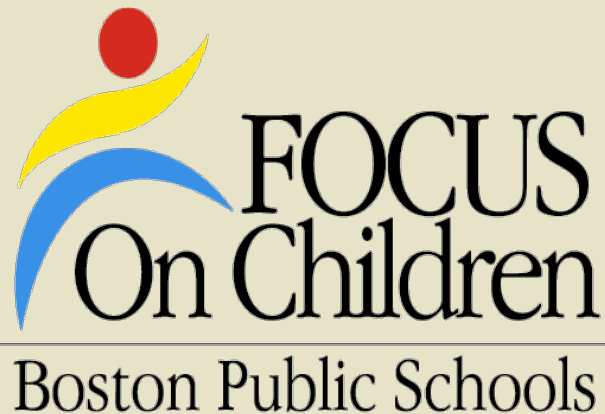


New Teacher Development Program

*--Using data to identify promising
practices*

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Statement of Problem

- High rates of new teacher attrition in the Boston Public Schools and accompanying costs
- Inconsistent teacher quality across the district
- Need to retain talented and experienced teachers
- Lack of adequate school-based support



Components of New Teacher Development Program

1. New Teacher Institute
2. Professional development specifically crafted for novice teachers
3. New Teacher Developers (Mentoring)*
4. School-Based Administrator Induction “Toolkit”



New Teacher Development Program (NTD)

- Classroom-based support for novice teachers
- Standards-based model centered around the *Dimensions of Effective Teaching*
- Fulfills a requirement for Professional Licensure
- Intensive and ongoing professional development for all New Teacher Developers
- 100% of first year teachers receive support from an NTD (approximately 1,600 teachers since 2006)



Mission-New Teacher Development Program

To accelerate the academic success of BPS students by providing rigorous instructional mentoring to novice teachers.



How do New Teacher Developers support novice teachers?

- Provide non-evaluative observations and feedback using standards based model based on the *Dimensions of Effective Teaching*
- Help with classroom management, curriculum, and lesson planning via classroom based supports
- Coaching support on analyzing student work
- Reflect on practice with novice teacher and provide assistance to develop long-term professional development goals
- Facilitate Beginning Teacher Seminars and Advancing Practice Seminars



New Teacher Developers

	Full-Time NTD	Part-Time NTD
Model	Full-time mentors who each support 14 novice teachers in BPS and spend 2.5 hours each week with each teacher	Current full-time teachers who spend up to 2.5 hours beyond their teaching time with each of up to two new teachers in their building.
Selection	Selected centrally by joint BPS/ Boston Teachers Union	Current teachers who are selected by school personnel sub-committee
Support	Receive intensive professional development provided by the New Teacher Center	Receive intensive professional development provided by New Teacher Center and Full-Time NTDs



Data Sources

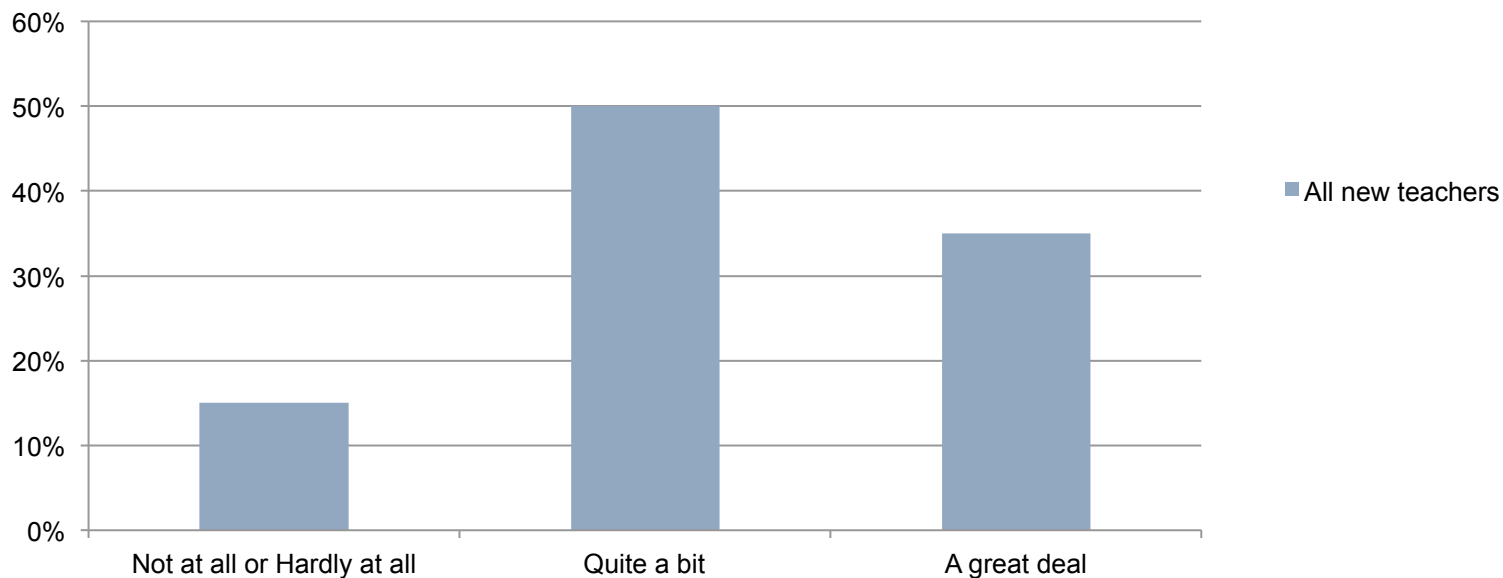
- End-of-year “induction survey” administered to all new teachers
 - 98% response rate
- Electronic data collection system to gather information on mentor /beginning teacher interactions



Several key findings

- **Overall new teachers believe that their NTD improved their teaching practice regardless of the kind of NTD (full or part – time)**

**My work with my NTD has led to improvements in my teaching
(data from 2009-10 & 2010-11)**





Several key findings

- **Various NTD methods that impact a new teachers perception of the NTD's effectiveness**
 - Weekly face –to-face meetings
 - How much time was spent conferencing
 - Whether or not the NTD was familiar with the grade level being taught by the new teacher



Low ratings on weekly-face-time, amount of conferencing and familiarity with grade level

2.8 out of 4 when rating extent to which NTD improved practice



High ratings on weekly-face-time, amount of conferencing and familiarity with grade level

3.6 out of 4 when rating extent to which NTD improved practice



Several key findings

- New teachers said their NTDs **used the following practices the most**

- Classroom management
- Goal setting
- Job related stress
- Emotional support
- Observation of Instruction

- New teachers said the following NTD practices were the **most important for improving their practice**

- Classroom management
- Lesson planning
- Developing repertoire of teaching strategies
- Differentiated instruction
- Using student assessment to guide instruction



Using data to make informed decisions— What next?

- Advocate for additional support to 2nd year teachers
- Provide more professional development to NTDs in the areas that teachers believe lead to improvement in their practice.
- Assign mentors based on grade level of new teacher and NTD's experience when possible
- Answer other questions--What mentor practices are associated with improved teacher practice and student achievement?



Thank you!

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