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)
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

<table>
<thead>
<tr>
<th></th>
<th>Full-Time NTD</th>
<th>Part-Time NTD</th>
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<tbody>
<tr>
<td><strong>Model</strong></td>
<td>Full-time mentors who each support 14 novice teachers in BPS and spend 2.5 hours each week with each teacher</td>
<td>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.</td>
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<tr>
<td><strong>Selection</strong></td>
<td>Selected centrally by joint BPS/Boston Teachers Union</td>
<td>Current teachers who are selected by school personnel sub-committee</td>
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<td><strong>Support</strong></td>
<td>Receive intensive professional development provided by the New Teacher Center</td>
<td>Receive intensive professional development provided by New Teacher Center and Full-Time NTDs</td>
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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)

- Not at all or Hardly at all
- Quite a bit
- A great deal

All new teachers
Several key findings

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

<table>
<thead>
<tr>
<th>Teacher A</th>
<th>Low ratings on weekly-face-time, amount of conferencing and familiarity with grade level</th>
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<tbody>
<tr>
<td>Teacher B</td>
<td>High ratings on weekly-face-time, amount of conferencing and familiarity with grade level</td>
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</table>

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

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

• New teachers said the following NTD practices were the most important for improving their practice
  o Classroom management
  o Lesson planning
  o Developing repertoire of teaching strategies
  o Differentiated instruction
  o 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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