Informing and Empowering Program Leaders on the Intersection of Policy and Practice

Session 36D
What Is Policy?
A broad definition of... policy
Federal Policy:
The Every Student Succeeds Act
Title II (Educator Quality) Funding
Changes

- Slightly decreases federal funding for professional development activities
- Requires states to reserve 95% of their Title II allotment for sub-grants to Local Education Agencies
- A state may reserve up to three percent of the 95% for state activities for principals and other school leaders, including for: induction and mentoring programs; assisting districts in developing high-quality professional development programs for principals; and improving equitable access to effective teachers.
Allowable Activities

• **Induction** remains an “allowable activity” under Title II.

• States and districts may continue to use Title II formula funds for induction for both teachers and principals as one of numerous “allowable activities.”

• “**Evidence-based professional development**” is added as an allowable activity.
“Evidence-Based”

- ESSA’s approach to “evidence” returns much authority and responsibility to the states.

- The bill defines tiered levels of evidence (strong, moderate, promising) – modeled on the i3 program – but ESSA doesn’t actually make a distinction among these levels: all of them are considered “evidence.”

States and districts decide whether evidence on a subject is “reasonably available” when deciding how it should be required, such as in the case of the use of state Title II dollars for induction and the use of state or local Title II dollars for “evidence-based” professional development.
Investing In Innovation (i3)

• The i3 program was reconstituted as the **Education Innovation and Research (EIR)** program.

• EIR is intended to “develop, implement, replicate, and scale up testing of evidence-based innovations to improve student outcomes.”

• Like i3, EIR will include three tiers of grants based on their associated levels of evidence, but it drops federally determined program “priorities” that were a hallmark of the current program and provides greater flexibility for locally devised innovations.

• **The new program will receive less funding.** ESSA authorizes $70.5 million for each of fiscal years 2017-18 and $90.6 million in fiscal years 2019-20, substantially less than the $120 million in current annual funding for i3.
Supporting Effective Educator Development

- The SEED program was codified as one of four “Programs of National Significance” with School Leader Recruitment and Support, Technical Assistance and National Evaluation (focused on student literacy), and the STEM Master Teacher Corps.

- Its purpose is to provide teachers and principals with “evidence-based professional enhancement activities.”

- Of the approximately $70 million available annually for Programs of National Significance, the U.S. Department of Education must reserve slightly more than $50 million annually for the SEED program.
Support from the Start
Policy Criteria

1. Educators Served
2. Mentor Quality
3. Time
4. Program Quality
5. Program Standards
6. Dedicated Funding
7. Certification/Licensure
8. Program Accountability
9. Teaching Conditions
State-Funded Multi-Year Teacher Induction
State Requirements
New Teacher Induction & Mentoring
Induction Program Standards
Program Quality

Observation, Formative Assessment and Feedback/PLC
State Funding – Teacher Induction
How Policy Impacts Program Implementation

POLICY IMPACT
## Percent of New Teachers Participating in Induction

<table>
<thead>
<tr>
<th>STATE</th>
<th>% in Induction</th>
<th>State Requirement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>90.6</td>
<td>Y</td>
</tr>
<tr>
<td>DE</td>
<td>91.5</td>
<td>Y</td>
</tr>
<tr>
<td>IA</td>
<td>92.7</td>
<td>Y</td>
</tr>
<tr>
<td>LA</td>
<td>83.4</td>
<td>Y</td>
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<tr>
<td>MO</td>
<td>82.3</td>
<td>Y</td>
</tr>
<tr>
<td>NC</td>
<td>88.9</td>
<td>Y</td>
</tr>
<tr>
<td>OH</td>
<td>88.7</td>
<td>Y</td>
</tr>
<tr>
<td>PA</td>
<td>90.1</td>
<td>Y</td>
</tr>
<tr>
<td>SC</td>
<td>93.3</td>
<td>Y</td>
</tr>
<tr>
<td>UT</td>
<td>82.9</td>
<td>Y</td>
</tr>
</tbody>
</table>

Analysis of Schools and Staffing Survey data (2007-08) by National Staff Development Council; further analysis by New Teacher Center. Policy data from 2007-08 school year.
## Percent of New Teachers Participating in Induction

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<tr>
<th>STATE</th>
<th>% in Induction</th>
<th>State Requirement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA</td>
<td>62.2</td>
<td>N</td>
</tr>
<tr>
<td>HI</td>
<td>52.7</td>
<td>N</td>
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<tr>
<td>MS</td>
<td>55.3</td>
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<tr>
<td>MT</td>
<td>47.4</td>
<td>N</td>
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<tr>
<td>ND</td>
<td>42.1</td>
<td>N</td>
</tr>
<tr>
<td>OR</td>
<td>56.8</td>
<td>N</td>
</tr>
<tr>
<td>RI</td>
<td>61.8</td>
<td>Y</td>
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<tr>
<td>SD</td>
<td>40.7</td>
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<tr>
<td>TN</td>
<td>52.5</td>
<td>N</td>
</tr>
<tr>
<td>VT</td>
<td>59.4</td>
<td>N</td>
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Analysis of Schools and Staffing Survey data (2007-08) by National Staff Development Council; further analysis by New Teacher Center. Policy data from 2007-08 school year.
First-Year Teachers Formally Assigned a Mentor

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>CO</td>
<td>77.6</td>
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<tr>
<td>DE</td>
<td>95.6</td>
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<td>KY</td>
<td>93.4</td>
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<td>MA</td>
<td>89.6</td>
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<td>MD</td>
<td>79.0</td>
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<tr>
<td>NC</td>
<td>94.1</td>
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<tr>
<td>OR</td>
<td>64.8</td>
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<tr>
<td>TN</td>
<td>73.6</td>
</tr>
<tr>
<td>VT</td>
<td>80.0</td>
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ACTIVITY: Examining State Policies Using NTC’s “Support from the Start”

Part I. Review your own state’s policy summary and answer these questions. (10-15 min.)

1. Write down your thoughts or comments as you review the policies within your own state. (Does anything come as a surprise to you? If not a surprise, share how you became aware of these policy requirements.)

2. How does the district in which you work adhere to these mandates?

3. In what ways does the district in which you work go beyond state mandates to support new teachers?

4. What are the reasons your district has been a leader in this area?

5. If your state is a policy leader on new teacher support, can you describe what has happened (or who have been the main stakeholders) to enact such policies?

6. If your state is not a policy leader, what might be the reasons for lack of such policy support?
ACTIVITY: Examining State Policies Using NTC’s “Support from the Start”

Part II. Group Discussion (30 min.)
Working with elbow partners (where possible, work with others from your district):

1. Discuss your answers to the questions in Part I.

2. Using *the interactive tool provided*, write your collective answers so that they show up on the screen in the room.

3. As participant answers to the questions are shared on the screen, discuss at your tables the strategies that could be used to inform or address improving policies at the state and district levels.

4. Let’s summarize!
Keeping Informed Over the Next Few Months
JOIN THE BLOG! We will provide you a password-protected policy blog page on our intranet site (not publicly accessible) where you can ask us questions, communicate with one another, and help to keep one another informed over the next 4-6 months as state ESSA plans are finalized!

Questions to ask once back in your districts
Below are some questions to guide you over the next few months to keep up with changes that may occur at the national and state levels related to the Every Student Succeeds Act, funding streams, and how they may affect your district.

1. Has my state already completed its ESSA plan? If so, how was my district involved in developing the portions of the plan that address new teacher support, either directly or indirectly:
   - Mentoring and induction
   - Equitable distribution of teachers in hard-to-staff schools
   - School improvement plans for persistently low achieving schools in my district
   - School leadership
   - Teaching and learning conditions
2. If your state has not finished its ESSA plan, here are some questions you can ask to find out more details:

a. Visit your state department of education and/or state board of education website and locate the group or committee that has been tasked with creating the state ESSA compliance plan.
   i. Has my district had representation in the group that is designing the plan? If not, how can we attend these meetings and become involved?
   ii. How far along in the design process is the state group?
   iii. What are the state plans to address these components of ESSA:
       1. Mentoring and induction
       2. Equitable distribution of teachers in hard-to-staff schools
       3. School improvement plans for the persistently low-achieving schools in my district
       4. School leadership training and support
       5. Teaching and learning conditions
3. Has your state prioritized new teacher support as part of the expenditure of the (5 percent) state set-aside portion of Title II?

i. Are these details available on your state department of education’s website or the U.S. Department of Education website?

ii. If not, who could you contact to find out this information? A key staffer at the state department or state board? A school district association? The teachers union?

Please contact us on the NTC Policy Blog site with questions, and we will be glad to assist you!
Feedback

• Please complete the session evaluation via the Symposium 2017 Mobile site.

• Session evaluations are located under the Session and Conference Evaluation link and sorted by Track and then Session Number.

• Session evaluations can also be found under the Workshop and Session Information link.

• Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

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The following slides provide some of the highlights from various research related to new teacher support practices, both internal and external to NTC.

Appendices
Increased Student Achievement

A federally funded, randomized controlled trial found that new teachers who received two years of comprehensive induction support produced greater student learning gains in mathematics and reading compared to peers who provided less intensive support (Glazerman, S., et. al., 2010).

Increased Teacher Retention & Growth

Research evidence suggests that comprehensive, multi-year induction programs reduce the rate of new teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning.

A $1 investment in high-quality induction yields a return of $1.66 after five years through reduced teacher turnover costs and greater teaching effectiveness (Villar & Strong, 2007).

Case in Point
Evidence suggests NTC-trained mentors provide more intensive in-person support than control teachers received

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016
PRELIMINARY RESULTS, COMPARISON STUDY
TREATMENT N=234; CONTROL N=192
Case in Point
Evidence suggests NTC-trained mentors provide more instructionally focused support than control teachers received.

DATA SOURCE: SRI INTERNATIONAL EVALUATION, 2016
PRELIMINARY RESULTS, COMPARISON STUDY
TREATMENT N=234; CONTROL N=192
Case in Point

After 2 years of NTC support, new teacher retention in a district increased 31%, from 72 percentage points to 94 percentage points.

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
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<tbody>
<tr>
<td>Pre-NTC 2009-10</td>
<td>72%</td>
</tr>
<tr>
<td>Post-NTC 2012-13</td>
<td>94%</td>
</tr>
</tbody>
</table>

DATA SOURCE: BELLWETHER CONSULTING, 2013
COMPARISON STUDY
N=1,410 NEW TEACHERS IN 2012
IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC-supported new teachers learned more compared to students whose new teachers received traditional new teacher support.