

IMPROVING NEW TEACHER SUPPORTS THROUGH DISTRICT CAPACITY-BUILDING

Final Evaluation Report for CSTP's New Teacher Alliance

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Table of Contents

Executive Summary	Page <i>i</i>
I. Introduction.....	1
The New Teacher Alliance.....	1
Evaluation background.....	1
Review of recent research on new teacher induction programs.....	2
Our approach to evaluating the NTA.....	3
II. Accomplishments and Prospects for Sustainability	6
A. Summary of district accomplishments over the full grant period.....	6
B. Evidence of continuous improvement late in the grant period.....	10
C. Strategies for districts’ sustaining and improving new teacher support beyond the grant	15
D. The role and accomplishments of the Educational Service Districts (ESDs)....	17
III. Reflections on the Investment in the NTA	18
Promoting change <u>in</u> context: Building internal capacity for steady improvement	18
Situating the investment in a Center – generating educational capital for Washington.....	19
References	21
Appendix A: Framework for NTA Site Visits	
Appendix B: NTA New Teacher Survey	

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EXECUTIVE SUMMARY

The New Teacher Alliance is a major initiative of Washington's Center for Strengthening the Teaching Profession (CSTP). Funded by the Paul G. Allen Family and Gates Foundations, the initiative aims to build capacity within seven districts and two Educational Service Districts (ESDs) to provide high-quality supports that lead to effective induction of new teachers. School year 2008-09 marked the third and final year of grants to districts/ESDs after a planning year.

Inverness Research has served as the external evaluator for the NTA. We focused our study on growth of the internal capacities of the participating districts/ESDs to offer mentoring and other forms of formal and informal support to new teachers.¹ This report uses data from on-site visits and surveys both to assess incremental improvements made within the past year and to summarize overall accomplishments of the project.

Recent research on new teacher induction has focused primarily on the importance of well-selected and trained mentors in improving new teachers' experiences and performance. Two small studies have shown increased student achievement in classrooms where new teachers received intensive mentoring. Our study of the CSTP NTA has used a broader lens to examine the challenge of new teacher induction, looking at the extent to which and ways in which the NTA project might enable districts to strengthen *multiple* sources of support for new teachers. In addition to mentoring, other supports include advantageous hiring practices and quality orientation; a collaborative professional culture that values new teachers; and a strong system of curriculum, instruction, and professional development, which together create foundational workplace conditions for new teachers.

KEY FINDINGS

Summary of overall accomplishments

All seven districts made significant accomplishments over the grant period.

The five small and medium districts

- Prior to the grant, none of these districts had a dedicated support program for new teachers. In the last year of funding, all of these districts instituted a strong fall orientation, followed by a year-long structured mentoring program.

¹ Pages 3-5 detail the rationale and conceptual framework.

- With one exception (a district mired in administrative turmoil), these districts made substantial progress in moving the professional culture toward a shared mindset of supporting new teachers.
- These districts' parallel efforts to strengthen curriculum and to make teacher collaboration more systematic (e.g., through Professional Learning Communities) paid extra dividends in the form of a more supportive context for new teachers' development.

The size of the grants in relation to district size and the capacity-building design of this project, combined with strong and stable district leadership (in four of five districts), made these results possible.

The two large districts

Because grant funds were not sufficient for large districts to start mentoring programs from scratch, CSTP funded two districts that had existing programs but with unfulfilled potential as models of broader district capacity.

- Both districts had important accomplishments. Their specific outcomes were different, however, because the district contexts differed greatly in their degree of overall administrative stability, in their hiring and retention policies, in the climate created by other reform initiatives, and in the degree of functionality of infrastructures surrounding mentor programs.
- One large district was marked by administrative turmoil and reform exhaustion. This district nonetheless made early and continual improvements in hiring practices. By the final year of the grant, it had formed a strong new teacher team linked to key administrative units, as well as developed a more coherent mentoring program focusing on teaching and learning.
- The other large district began the grant period with a more cohesive infrastructure surrounding the mentoring program, and high-level administrative changes left this program relatively unscathed. The mentoring program continued to improve, shifting to a stronger focus on issues of teaching and learning (*vs.* classroom behavior management). The new teacher team also produced CDs that can be widely used for development of new teachers. A challenge facing this district has been persistent use of 1-year contracts, which dampens new teachers' morale.

Incremental improvements made late in the grant period

We used survey data to examine progress that districts continued to make during the last year of the grant. This analysis builds on and amplifies our 2008 report, which compared the experiences of teachers hired within the first two years of the project with teachers hired before the project began.²

² See data tables on pages 12 and 14.

- Overall results show that the seven districts continued on their trajectories of developing greater capacity to support new teachers. New teachers experienced more sources of support, as well as greater support in areas focused on teaching and learning (i.e., beyond classroom management).
- Supports for new teachers improved significantly in the areas of fall orientation, school professional culture, and formal mentoring.
- In addition to mentoring, nearly every new teacher received informal help from colleagues, a significant increase from earlier years.
- In the area of teaching their assigned subject matter, new teachers received significantly more support than before from informal sources and formal professional development.
- In the areas of assessing student learning and reaching more diverse students, new teachers received significantly more support than before from mentors, as well as from informal sources and formal professional development.
- Informal sources of support and school culture strongly influenced teachers in 2009 in their decision to stay in teaching.

Interview data provide corroborating evidence that many schools are placing more emphasis on common assessments and data analysis, particularly in collaborative teacher teams. Adding to the effects of mentoring, these efforts create stronger informal and formal professional growth opportunities for new teachers in areas central to student achievement.

Prospects for sustainability

The end of grant funding could not have come at a worse time, as school administrators scrambled to cut budgets and the population of new teachers met a blizzard of Reductions in Force notices. All districts emphasize the importance of continuing to strengthen principal involvement in new teacher support; this is a key to sustaining a building-level mindset of valuing new teachers. These efforts, together with ongoing work to strengthen curriculum, suggests there is some likelihood that foundational workplace conditions for new teachers will continue to improve. Further, all district teams expressed commitment to sustaining, to the extent possible, improvements made in orienting new teachers before the beginning of school.

Small and medium districts

Small and medium districts' formal mentor programs face an uncertain future due to budget instability, despite the schools' strong commitment. However, ongoing district efforts to engage teachers in collaborative work contribute to improvements in workplace culture that are sustainable and are conducive to new teacher growth.

Large districts

In one district the teachers' association remains a strong advocate for the funding of mentoring positions, though the case load is likely to rise. The other district intends to follow through on implementing a new teacher data system and new teacher support groups, and there is some hope of retaining some mentor positions. These elements of infrastructure, combined with the strong commitment of leadership teams in both districts, hold promise for sustaining at least some of the improvements made during the grant period.

The role of the Educational Services Districts

The two ESDs experienced some positive outcomes as a result of their participation in the grant, particularly in providing TAP programs that were more convenient to teachers and somewhat better linked to district support. By the end of the grant period, ESDs had also begun to play a stronger role in facilitating professional certification programs, and have begun to support National Board certification candidates. A strong limitation of the capacity of ESDs to provide support for first-year teachers is the lack of interface with new teachers' workplaces. We suggest that ESDs may turn out to be more naturally suited to supporting veteran teachers as mentors and coaches.

REFLECTIONS ON THE INVESTMENT**Building capacity in context**

The NTA was designed as a capacity-building effort. A capacity-building design works from the assumption that elements of context are strong and ever-changing actors on new ideas, and that improvement initiatives must intentionally aim to build capacities within key elements of context so those elements act to support, rather than to thwart, the target of change. The NTA program was designed to enable districts to develop the multiple capacities needed to build effective mentoring programs and also to strengthen more embedded sources of support. Recent research has affirmed the benefits of intensive high-quality mentoring. However, mentoring programs—especially in smaller and medium-sized districts—remain highly vulnerable to funding changes; the feasibility of sustaining intensive mentoring during lean budget years is likely to be low in many districts and probably near zero in small districts. Informal supports (helpful colleagues, collaborative workplace structures) and access to multiple professional development programs related to their teaching assignments are also vital to new teacher support. It is our belief that additional research should go into following new teacher support in these districts. We suggest that lessons could be learned from NTA districts about elements of teachers' workplaces and professional communities that provide supports beyond mentoring, especially when full-time mentoring is not a feasible strategy.

Situating the NTA in a Center builds educational capital for the state

This investment was not made directly in individual districts, but rather in a strong Center dedicated to the cause of strengthening the teaching profession. Both the NTA and CSTP benefited from each others' assets. Most importantly, given CSTP's role and stature, lessons learned (both practical and policy-related) from the NTA project will not dissipate with the end

of funding, but instead can generate educational capital – new knowledge, more human capital – that others in the state can use to improve new teacher supports. CSTP leaders have already influenced state policy associated with new teacher support. Furthermore, we believe that CSTP’s experience with the NTA positions it more strongly as a center – and by extension, positions Washington’s education system better – to compete for additional resources linked to strengthening the profession.

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I. INTRODUCTION

The New Teacher Alliance

The New Teacher Alliance is a major, multi-year initiative of Washington's Center for Strengthening the Teaching Profession (CSTP). It aims to build capacity within participating districts and Educational Service Districts (ESDs), and ultimately across Washington state, to provide high-quality supports that lead to effective induction of new teachers. The New Teacher Alliance (NTA) was launched in 2005 with an 18-month period of planning and resource development. This period culminated in a proposal from CSTP to the Paul G. Allen Family Foundation and the Gates Foundation for multi-year funding support for the two large districts, five small-to-medium districts, and two ESDs that submitted plans. The participating institutions received grants annually for three years, starting in 2006-07 and ending in 2008-09. CSTP leaders facilitated the districts' work by convening team members for structured work sessions, distributing resources and facilitating the sharing of resources across teams, and monitoring the nature and progress of the grantees' work through planning documents and progress reports.

Evaluation background

Inverness Research is an independent national educational research group based in California.³ Our mission is to help projects assess the quality and efficacy of their efforts, and to help funders better understand the design of their initiatives and the value of their investments. Inverness Research has served by contract with CSTP as the evaluator for the New Teacher Alliance. Our first annual report (August 2007) assessed the status of capacity for quality new teacher support within the participating districts and ESDs as of spring 2007, early in the project. Our second annual report (August 2008) examined the experiences, perceptions, and needs of new teachers as a window onto the districts' and ESDs' growing capacity to provide induction supports.

³ Inverness Research evaluated the Washington Initiative for National Board Certification of Teachers and is currently the evaluator for CSTP as a Center. Inverness Research has evaluated teacher induction programs for the National Writing Project, the Peninsula New Teacher Program in San Mateo County, California, and the San Francisco Exploratorium's Beginning Teacher Program. Dr. Laura Stokes, lead evaluator for the NTA study project, is co-author of a chapter in *Mentors in the Making: Developing New Leaders for New Teachers*, published by Teachers College Press (2006). For more information, see www.inverness-research.org.

In this report of the third and final year of funding, we document improvements made within the past year, summarize overall accomplishments made over the grant period, assess the prospects for sustainable effort beyond the project, and offer our summative reflections on the NTA project's return on investment.

Review of recent research on new teacher induction programs

The issue of new teacher induction and retention has received increased attention in the last several years, giving rise to a number of new programs and research efforts. In this section we identify recent studies that point both to challenges of evaluation and to findings that are of value to the field. Findings from this research help amplify the significance of accomplishments that NTA participating districts have made. At the same time, we believe the NTA project itself – its standards and its ambitious expectations for effective new teacher supports – and our research on the project can help fill in gaps that we see in other research on new teacher programs.

In a policy brief (2007), the Santa Cruz New Teacher Center⁴ (NTC) posited elements of high-quality induction based on “research and experience:” Optimal support for new teachers consists of a multi-year program, spanning at least the first two years of teaching and including rigorous mentor selection criteria; initial training and on-going professional development and support for mentors; pairing of new teachers and mentors in similar subject areas and grade levels; sanctioned time for mentor-new teacher interaction; and documentation of new teacher growth. These criteria give almost exclusive importance to mentoring as the key contributor to new teacher support and growth. Given the prominence of the NTC as a national leader in new teacher induction, it is not surprising that most practice and research in new teacher support has focused on mentoring as sole intervention.

In a new book-length review of research on new teacher support programs (2009), Michael Strong, director of research at the NTC, discusses the difficulty of conducting studies that connect new teacher induction and student achievement: databases linking teachers to student test scores are rare, tests change frequently and do not measure achievement in all subject areas, there are legitimate doubts as to whether standardized tests are the best measure, many factors influence student achievement, and it is nearly impossible to have control group/experimental design. In one of his own studies conducted at the NTC, however, Strong used reading achievement on the SAT9, a California assessment tool, to evaluate a structured mentoring program for elementary teachers. The treatment intervention included “strong induction support” involving structured work with a full-time-release mentor with a caseload of 15 or fewer new teachers. The students of teachers who received two years of such support showed greater achievement gains than those who had one year of such support. Further, for new teachers with two years of strong support, students achieved SAT9 reading gains at similar rates to those of more experienced teachers.

Within the auspices of the NTC, Fletcher, et al. (2005), studied the effectiveness of induction programs with different components: whether there was a formal assigned mentor, how

⁴ The New Teacher Center is recognized nationally as the leader in the area of new teacher support and induction, both in practice and research. See www.newteachercenter.org.

selective programs were in recruiting mentors, the likelihood of professional support/training for mentors, and contact time between mentor and new teacher (measured by whether or not the mentor role was full-time-release or an “add-on” to a teacher’s job, and by mentor caseload). The study compared new teachers with strong mentors to veteran teachers who had not participated in a comprehensive induction program. Results showed that strong mentor support had a positive impact on new teachers’ student achievement. Also, gains in student achievement for new teachers who had been mentored *vs.* veteran teachers without induction support showed that new teachers were, on average, as effective as fourth-year teachers.

In another recent review, Wang, et al., (2008) reviewed a number of studies that used self-reports and other qualitative measures. Some studies focused on mentoring, identifying effective practices, dispositions, and skills. Others assessed improvements in teachers’ classroom management, use of curriculum resources, and relationships with students. He notes that new teachers especially value mentoring that focuses on lesson observation and lesson-based discussions about teaching and learning of subject matter; new teachers report that these impact their practice and their students’ learning. Wang’s review suggests that “subject-specific induction programs might be important for beginning teachers’ learning – especially, learning to teach as envisioned by curriculum standards” (p. 143). The review also notes that too few studies consider the influence of school culture and informal supports, which, in addition to mentoring, are considered important to development of new teachers.

Johnson (2009), also of the NTC, used self reports to measure differences in student engagement and teacher instructional practice with teachers who experienced two types of mentoring: full-time-release mentor *vs.* a classroom teacher with mentoring added on. Teachers who received mentoring from full-time mentors were more likely to apply the professional development they had received from their mentors. Also, the students reported increases in engagement in classes where teachers experienced mentoring from full-time mentors.

The CSTP standards (which drew from prior NTC work as well as others’ research and high-quality practices in Washington districts) reflect the importance of a formal mentoring program. The CSTP standards, however, are more ambitious than the NTC criteria, calling on districts to take more comprehensive measures, such as changing hiring and orientation practices and devoting professional development resources to new teachers. In our evaluation, we have held up an even broader lens on the problem of new teacher induction – looking at the extent to which the NTA project has enabled districts to develop effective mentoring programs, to improve hiring and orientation policies, and beyond that, to strengthen the professional culture and system of curriculum and professional development that serve as foundational workplace conditions for new teachers.

Our approach to evaluating the NTA

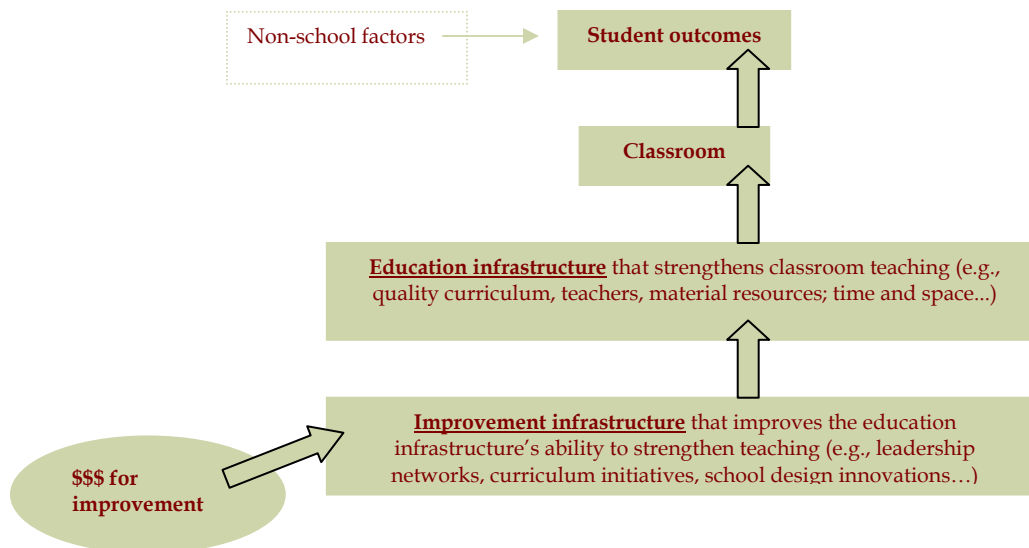
Conceptual framework

Inverness Research sees the New Teacher Alliance as an investment in the improvement of districts’ and schools’ abilities to improve their support of new teachers. Unlike the research studies discussed above, which focused tightly on mentoring and other program components as direct interventions into new teacher induction processes, we have focused more broadly on the

organizational systems (districts and ESDs) into which new teachers are being inducted and, more specifically, on the capacities of those systems to offer mentoring and other components of an induction program *as well as* to make parallel system-wide improvements that strongly affect new teacher growth, efficacy, and retention.

To expand: We hold a vision of *improvement infrastructure* for education as being one of several layers of support necessary to optimal student learning. Student achievement requires high-quality instruction. High-quality instruction requires a sound educational infrastructure of support, e.g., high-quality teachers, curriculum, teaching resources, assessments, equipment, time and space for learning. The strengthening of those elements of the educational infrastructure requires investments in infrastructure for improvement. Such investments, well upstream from the classroom, are devoted to the continual improvement of the educational infrastructure's ability to support and to strengthen teaching and learning.

Figure 1.
Investment in improvement infrastructure



The NTA was not designed merely to infuse funding into the education infrastructure for direct interventions such as mentoring. Rather, it was designed to enable NTA sites to build those internal capacities necessary to provide higher quality support to new teachers, and further, to build the capacities that enable *ongoing* improvement. That is, the NTA was designed as an improvement infrastructure, helping the districts *get better at getting themselves better* at supporting new teachers. The CSTP leaders created induction standards and exemplary cases, provided tools for district teams' sharing of resources and practices, convened teams for coordinated work sessions, monitored the teams' progress, and used independent evaluation data as formative feedback. All of these were geared to helping sites build their capacity for improved services and ongoing improvement efforts.

The following paragraph was excerpted from the framework that served as our instrument for measuring the status of capacities in 2006-07, the first year of funding following the planning year. It explains the concept of capacity and the relationship of capacities to programs and outcomes.

What do we mean by **capacity**? We mean the many kinds of assets that ESDs, districts and schools build up and can draw upon to do the work necessary to achieving desired outcomes. It may be easiest to think of capacity as one of several related layers. The top layer might be the intended **outcomes**, i.e., new teachers who feel well supported, who become increasingly effective in the classroom, who identify themselves as professionals, who choose to stay in teaching, and so on. For those intended outcomes to occur, there is another layer: the **program components and activities** that produce those outcomes, i.e., high-quality mentoring, other relevant professional supports, favorable hiring and placement practices, and so on. Adhering to **standards** in the construction of program components increases the probability that those program components will produce the desired outcomes. For the program components to be built—and built at a level of quality that achieves the standards—a third layer is required: the **capacities** needed to produce the programs and structures of support. In other words, capacities of many kinds are needed to design, build, operate, and continually improve the programs that ultimately produce the desired outcomes.

Design and data sources for 2008-09, year three of funding

As a reminder: In 2006-07, we assessed the status of capacity for quality new teacher support within the participating districts and ESDs, drawing from evidence gathered during field visits to districts and ESDs. In 2007-08, we used surveys of new teachers' experiences, perceptions, and needs as a window onto the districts' and ESDs' growing capacity to provide induction supports.

In this final year, our evaluation work involved two strands of research activity: Site visits to districts for in-person interviews and document reviews, and a survey of new teachers hired for 2008-09.

Site visits. Using results of our research in 2006-07 and 2007-08, we revised and streamlined the framework we used to measure growth in district capacity (see Appendix A). We engaged CSTP and NTA directors in the revision in order to ensure that the framework reflected CSTP standards for new teacher programs and NTA program goals. We sent the framework to district teams in April and participated in a NTA meeting of all teams in early May to answer questions about uses of the framework as a self-assessment and data-generating instrument. We then visited each district in May, conducting individual interviews and focus groups with new teachers, mentors, coaches or other veteran teachers working with new teachers, principals, district administrators, and NTA team members. We spent one day in small and medium districts and two days in the large districts. (In ESDs, we conducted in-person interviews with NTA leaders rather than making site visits.) District teams prepared documentation of accomplishments and plans for sustainability in areas on the framework; these served as data that we could triangulate with self-reports in interviews and focus groups.

New teacher survey. We surveyed all new teachers that had been hired for the 2008-09 year, asking the same questions we asked on the survey conducted in 2008 (see Appendix B). (That survey had included new teachers hired over the previous five years.) For this report, we analyze incremental improvements in new teacher experiences from 2008-2009, that is, over the last year of the grant. These results amplify those we reported last year, which focused on

differences in the experiences of teachers hired before the program began and teachers hired during the program.

Reporting within the project. For each district we prepared a detailed memo offering our view of their significant accomplishments, and identifying areas we believe they need to focus on to continue supporting new teachers and to strengthen their programs. For Spokane, Highline, and Toppenish (the largest three), we included individual analyses of cross-year survey results. (The other districts were too small to make individual analyses possible without compromising respondents' identities.) We sent copies of all the memos to the CSTP and NTA directors.

II. ACCOMPLISHMENTS AND PROSPECTS FOR SUSTAINABILITY

In this section we begin by holding up two lenses on improvements that districts made in the support of new teachers as a result of their NTA participation. Section A summarizes the “big picture” of overall accomplishments in districts, highlighting what is in place now that was not in place before the project. We comment on how NTA participation contributed to positive changes and also on how features of district context shaped the outcomes. For this section, we rely primarily on qualitative data gathered during our May 2009 site visits, but also taking into account what we observed in previous years. Section B zeroes in on incremental improvements that appeared across the districts from 2008-2009, as evidenced by surveys of new teachers. As is common in projects of short duration, such as the three-year period of the NTA, improvements can “ramp up” in the later years as participating organizations move from earliest stages of capacity-building to manifesting the improvements toward which they have been working. Whereas our August 2008 report analyzed differences in the support provided by new teachers before and during the NTA program, the 2009 survey measured *additional* improvements over the final year of the grant.

Then in Section C, we discuss prospects for sustainability in districts' efforts to continue supporting new teachers, and even to continue building their capacities to improve those supports. Our discussion here is tempered by the knowledge that as districts were developing strategies for sustainability without the grant funds, they were simultaneously facing state budget cuts more drastic than any that they could recall—budget cuts that would likely result in their losing the very teachers they had so carefully supported in this last year.

Finally, in Section D, we examine the results of the ESDs' participation and reflect on their role.

A. Summary of district accomplishments over the full grant period

For purposes of discussion, we divide the seven districts into two groups by size, because the context feature of size, more than any other, distinguished both grant-making decisions and outcomes. The first section reports accomplishments of the five small and medium districts, and the second section summarizes the progress in Spokane and Highline, the two very large districts.

Small and medium districts

Dramatic changes made in these districts reflect significant increases in district capacity and represent substantial returns on a three-plus year investment:

Before the grant, none of the small or medium districts had a dedicated support/induction program. In 2009, the last year of funding, all instituted a solid fall orientation and year-long structured mentoring program, and all have put in place plans to sustain at least some level of these same supports beyond the grant, even in the face of drastic cuts in state funding. Moreover, several of the districts changed their mentor selection practices to increase the likelihood that new teachers would have mentors who shared a similar teaching assignment and/or whose classrooms were very nearby, and would be able to meet with their mentors before the first day of school. These districts also imposed more formal expectations about mentors meeting regularly with new teachers. These changes reflect feedback we provided as part of our annual evaluation work.

Furthermore, before the grant, all but one of these districts exhibited a traditional “sink or swim on your own” cultural mindset toward new teachers. Now, while there are small pockets where a traditional culture of isolation persists in a specific department or team, all districts have made observable shifts in their professional cultures toward a mindset characterized as “we want you to succeed because we want our whole school to succeed; we are all in this together, and so we will help you.” In one district, we learned that new forms of intentional helping had extended to *all* teachers, including veterans, who were compelled into new positions – grades, subjects – by a significant restructuring effort. Again, these changes reflect NTA leaders’ growing awareness that informal help from colleagues and workplace culture are important contributors to new teacher development.

We believe that several factors made these accomplishments possible:

- The size of the grants was significant in proportion to the scale of these districts, compelling and permitting staff time (attention) that was otherwise not available.
- The several years of the grant – a planning year and three funded program years – were sufficient to enable districts of this size to plan, initiate changes, make corrections and incremental improvements, and also sustain the broad communications effort needed to build a shared vision and begin to make cultural shifts.
- It was significant that this was not just a grants program dispersing funds, but also an intentional capacity-building project that involved formation of research-based standards for new teacher support, technical assistance and data distribution, reporting requirements that held districts accountable to standards, use of independent evaluation for formative purposes, and well-designed meetings that supported cross-talk and sharing of resources. These small and isolated districts made great use of these shared resources to increase their capacities to build programs of support.
- Districts’ and schools’ ongoing parallel efforts to strengthen their subject matter programs and develop teachers’ skills for collaborative work (using a Professional Learning

Community model) also helped contribute to improved support for new teachers when those efforts were deliberately linked to the work of the teams that were leading the new teacher induction work.

- In all districts except for one mired in administrative turmoil, strong district leaders with a good understanding of the importance of new teacher support – even in districts with relatively low turnover and few new teachers on a regular basis – was a critical component in creating cultural shifts. In some districts, persistent efforts to engage principals through training and to include new teacher issues on regular meeting agendas led to positive changes within schools.

We have one concern about the mentoring programs in two of the five districts, where few of the teachers serving as mentors (working with one or two new teachers as an add-on to their full-time teaching role) have taken advantage of the formal training.⁵ There does not appear to be any urgency among the mentors or administrators to rectify this. We believe that mentor training offered more locally or on a more flexible schedule might promote greater participation. We note that mentor training is shown in the research to be important.

We believe the accomplishments of these small and medium districts have much to contribute to field knowledge about effective new teacher support. As we have noted in the past, small districts are structurally unable to provide mentoring from full-time release teachers; thus, they cannot replicate a key component of support identified in research. However, with consistently high-quality leadership, small districts can be more effective than large districts in focusing effort on changing the professional culture and the structure of teachers' collaborative work so that new teachers have, in addition to an assigned mentor, more informal support and a more intentionally collaborative work environment within which to grow.

Large districts

The leaders of CSTP knew that the available grant funds were not sufficient to help the two large districts go from zero program to effective support. Thus, they invested grant funds strategically in districts that had established mentoring programs but which had unfulfilled potential as sustainable programs and as models. The outcomes of these grants were almost guaranteed from the beginning to look different from the outcomes of grants to the smaller districts. Furthermore, the outcomes of the grant turned out to be quite different across the two districts because the two districts acted as very different contexts for the work that the grant supported. The districts differed considerably in the degree of overall administrative stability over the course of the grant, in the degree of functionality of the administrative structures surrounding the existing mentor programs at the beginning of the grant, the nature and intensity of curriculum development taking place in the districts, their hiring and retention policies for new teachers, and – during the course of the grant – differences in the organization and stability of the teams that were formed to lead the new teacher support work.

⁵ In one district, several teachers were trained but a change in the mentoring model – a change that is generally for the better – has put some untrained teachers into that role.

Progress in one district was quite slow in some areas until the final year because of frequent turnover in high-level administrators and lack of coordinated, multi-level leadership for the new teacher issue; an overall climate of overwhelm because of district and school participation in many simultaneous reform projects in a context of high-stakes accountability; and the challenge of re-designing and re-culturing the established mentoring program. In this district's case, it was probably more difficult and time-consuming to change the management and design of the mentoring program that was in place than it would have been to build a new mentoring program where there was none before. By 2009, however, substantial improvements were evident; there are now signs of greater coherence, improvement in new teacher supports, and also sustainability. Hiring and orientation have dramatically improved, building on improvements in hiring that began early in the project. There is a new coordinated leadership team that brings together leaders in the Human Resources and Teaching and Learning departments. This new administrative structure, which took time to develop because of turnover and restructuring, provides a better chance of continuity and sustainability. The mentoring program went from structurally being a small island of individuals not connected to the administrative and policy system, to a program that is part of a coordinated effort linked to the new team.

While the experience of new teachers still depends on the quality of individual mentoring and of the professional communities in specific workplaces, our data show that new teacher supports are improving notably. Both interviews and survey results in 2009 suggest that new teachers are experiencing improvements in the following areas, compared to teachers surveyed and interviewed just one year ago:⁶

- being hired early enough to be prepared for Day 1
- having access to formal supports for growth, including mentoring
- having clear information about year 1 evaluation
- having opportunities to plan teaching with colleagues
- having opportunities to examine student work with other teachers
- being observed by their mentor or another teacher of their choice

While 42% of new teachers in this district said their mentor was helpful in 2008, 66% reported their mentor was helpful in 2009, a 24% increase.

On the whole, the raised priority of new teacher issues and improvements in the management of new teacher supports are clearly apparent in this district. In this turbulent context, these are significant accomplishments. At the same time, the newness of the accomplishments within these district conditions, combined with drastic budget cuts, lend a degree of fragility to the mentoring program and other components of new teacher support.

The other large district also experienced high-level administrative turnover during the grant period; however, the leadership team for new teacher support kept growing stronger and did not suffer from the turbulence. Mentoring existed before the grant and continued to improve during the grant period. For example, in 2008 46% of teachers surveyed in this district said their

⁶ These reflect survey items where teacher responses were statistically significantly higher in 2009 than in 2008; they are corroborated by interview data.

mentor was helpful or very helpful; one year later in 2009, 84% of new teachers said their mentor was helpful or very helpful.

Mentors report that in the last few years, mentor meetings (both one-on-one and group or cadre meetings) have become more “mentee-centric,” meaning they are more focused on providing opportunities for new teachers to network and learn from one-another. In addition, mentors report that while they continue to offer support with classroom management and survival skills, they are increasingly working with new teachers on their practice and examination of student work, particularly through “learning focused conversations.” In some schools, mentors are working more closely with coaches to focus on teaching and learning of subject matter. On surveys, 37% of new teachers in 2008 reported observing their mentors teach; in 2009, this figure had risen to 60%. And in 2008, 64% of new teachers said they observed other teachers, and this rose to 89% in 2009.

One principal made this comment about a teacher on her staff who worked with a coach and a mentor this last year:

The coaching cycles, and the mentor, have greatly increased the competency of a [new] teacher on my staff. This teacher has become more like a 3-4 year teacher in the first year... The mentor was able to take this teacher's skills much farther than the teacher could have on her own. Gaining that sense of confidence – that takes three years at least.

This comment points to the potential that exists in this district to provide a level of support consistent with that in Fletcher’s study (2005), where students of new teachers experienced achievement gains similar to those of veteran teachers. At the same time, we note that the quality of new teacher support can be made vulnerable by increases in the mentors’ caseloads that come from budget changes, which range from 12 to 18 teachers per mentor (some mentors include 2nd-year teachers among their mentee group).⁷ The effectiveness of supports also continues to be compromised by the district’s persistent use of one-year contracts for new teachers. This, combined with a leave-of-absence policy that results in changing schools and late hiring, dampens new teachers’ morale and militates against the benefits of mentoring.

Significantly, the NTA grant created an opportunity for the strong team to develop new resources for professional development classes for new teachers. These resources are in the form of CDs that can be used across the district, providing flexibility of use at different times and for individuals or groups. Importantly, these resources on CD can be distributed to districts across the state, adding to the educational capital⁸ generated by the grant to this district.

B. Evidence of continuous improvement late in the grant period

Results of new teacher surveys in 2008 (year 2) and 2009 (year 3) show that supports for new teachers continued to improve late in the project.

⁷ Strong’s research (2009) suggests caseloads should be 15 at a maximum for full-time mentors.

⁸ By educational capital, we mean assets that the education system can take up and use for future improvement efforts. We discuss this concept further in the concluding section.

Background: We surveyed teachers in spring of 2008 who had been teaching for one to five years. Because NTA funding for districts began in 2006-07, teachers who were in years 1 and 2 of their careers in 2007-08 had the benefit of experiencing NTA-supported improvements in programs for new teachers. Our report of 2008 discussed results of the survey, showing the positive impact of the NTA program on teachers hired in 2006-07 and 2007-08, compared to teachers in the same districts hired earlier.⁹

Using the same questions, we surveyed first-year teachers in 2009, year 3 of NTA funding (see Appendix B). We compared their responses to teachers surveyed in 2008 who had been hired in years 1 and 2 of NTA funding. Our purpose was to document incremental improvements in the program by comparing survey results in year 3 (2009 survey) to years 1 and 2 (2008 survey). Results of this analysis amplify the earlier finding that NTA-supported programs are providing improved supports for teachers.

The table below shows all items on the new teacher survey where results for 2009 first-year teachers are statistically significantly better¹⁰ than results for new teachers in 2008. The improvements shown below are important in several respects. First, we have learned from our own research¹¹ on the NTA that new teachers have a need for better orientation to their assignments and workplace routines, as well as help from both colleagues and their principals. Further, we know from our own and others' research that new teachers gain more benefits when they meet more frequently with their mentors and observe them teaching.

⁹ This report does not repeat findings from that report; rather, it adds results of the 2009 survey, showing improvements between 2008 and 2009.

¹⁰ For most questions, a "better" result is reflected by significantly more respondents assigning or 4 (agree) or 5 (strongly agree) on a 5-point scale, with reference to the statements listed in the first column. For questions with different scales, we indicate the scale in the columns where the % responses are listed.

¹¹ Discussed in our 2008 report.

Table 1.
Improvement from 2008-2009 in facets of new teacher support and experience

Areas of support	2008	2009
	% agree and strongly agree (4s and 5s)	% agree and strongly agree (4s and 5s)
Orientation		
I was well oriented to the school's educational philosophy ("these are our expectations for students," "this is what we believe about effective teaching").	58%	72%
I received adequate information about my district's/school's program for new teachers, and expectations for my participation.	68%	80%
Culture		
There was a positive relationship between teachers and administrators.	63%	74%
When I needed more materials, I was able to get them quickly.	53%	74%
The principal was involved in a positive way in teacher support and teacher growth.	65%	83%
Informal supports (e.g., good relationships, offers of help when needed) were available to me as a new teacher.	82%	93%
Formal mentor		
Do you have a formally assigned mentor who was specifically assigned to assist you because you are a first-year teacher?	91% yes	100% yes
On average, how often have you met with your assigned mentor?	48% twice a month or more	56% twice a month or more
Overall, how helpful is your assigned mentor?	24% extremely helpful (score of 5)	39% extremely helpful (score of 5)
	56% extremely helpful or a lot of help (4 and 5 combined)	62% extremely helpful or a lot of help (4 and 5 combined)
Experiences during the first year		
Help figuring out the "nuts and bolts" at my school (paperwork, communicating with parents)	46% yes	61% yes
Opportunities to observe other teachers	50% yes	71% yes
Observations of my teaching by my assigned mentor or another teacher of my choice	68% yes	80% yes
Opportunities to work on my TAP professional growth plan with other teachers from my school	13% yes	32% yes
Union provided information on re-hiring rights	18% yes	41% yes
Future plans		
Likelihood of leaving the profession within five years	67% unlikely or very unlikely to leave	81% unlikely or very unlikely to leave

Specific sources of support for multiple aspects of new teachers' work

Our survey asked about four overall sources of support: mentoring from an assigned mentor, other structured professional development opportunities, informal supports from colleagues, and the overall culture of their school. Comparison of the value of the four sources of support for different aspects of new teachers' work shows improvements from 2008 to 2009. These improvements were concentrated in informal sources of support and formal professional development. Given the proportion of overall responses that come from the two large districts, this result is noteworthy in that it shows that with focused attention on areas beyond formal mentoring, even large districts can increase informal supports available to new teachers. Formal professional development included special programs for new teachers – such as special monthly support groups run by mentors – as well as other professional development available to any teachers.

The tables in this section show what sources of support helped teachers in different aspects of their work (in columns). We have divided the specific areas of support into categories marked by colored rows: classroom management, teaching and learning subject matter, effectiveness with students, and staying in the profession. Blue highlighting shows statistically significant improvements from 2008 to 2009.

We discuss results for each area below the table.

Table 2.
Source of support for aspects of new teachers' work

Which of the four sources of support (see columns) were most valuable for the following aspects of your work?	Mentor		Formal professional development		Informal sources		School culture	
	2008	2009	2008	2009	2008	2009	2008	2009
Classroom prep and management								
Preparation in setting up and planning for my first day of teaching	28%	32%	16%	25%	58%	91%	32%	47%
My effectiveness at managing a classroom	70%	66%	46%	51%	57%	95%	66%	45%
Teaching and learning subject matter								
My knowledge of how to teach my specific subject area	31%	29%	63%	90%	61%	69%	29%	23%
My ability to incorporate state Grade Level Expectations (content standards) into my curriculum and teaching	36%	36%	58%	73%	45%	64%	36%	36%
My ability to teach my assigned instructional program and materials	43%	39%	62%	75%	65%	91%	39%	38%
My knowledge of general instructional strategies	51%	59%	71%	93%	54%	81%	59%	36%
Effectiveness with students								
My effectiveness in teaching students with different abilities and backgrounds	32%	46%	62%	73%	52%	84%	46%	49%
My ability to assess student learning in multiple ways	38%	48%	58%	90%	49%	64%	48%	43%
Staying in the profession								
My decision to stay in teaching	43%	46%	18%	17%	65%	81%	46%	70%

Classroom preparation and management. The results show that new teachers in 2009 received more help than teachers in 2008 for getting ready for day 1, and that these increases came from three of the four sources of support. Also, while 2009 mentors helped teachers with classroom management at about the same rate as in 2008 (about 2/3 of new teachers found mentors helpful on this), nearly every new teacher (95%) received help from informal sources in 2009.

Teaching and learning subject matter. In our report last year, we expressed some concern that fairly high proportions of teachers said they received little help that focused directly on teaching and learning their assigned subjects. Results from 2009 show substantial improvement here. Both informal sources (helpful colleagues, collaborative work structures) and formal professional development provided significantly stronger support in these areas than they did in 2008. We note, however, that mentors did not provide significantly more support in these areas than they did the year before.

Effectiveness with students. The table shows that in 2009, new teachers reported receiving more support from mentors, formal professional development, and informal sources in the areas of assessing student learning and reaching more diverse students. Interview data corroborates this development: we learned during our site visits that schools are starting to place more emphasis on common assessments and data analysis, particularly in collaborative teacher teams.

Improvement in two of these broad areas – teaching and learning subject matter, and effectiveness with students – stands out as especially important. While teachers need to gain general management skills and comfort with the nuts and bolts of their new jobs, those are not sufficient areas of support for new teacher growth as professionals. It is vital that new teachers receive support for the core work of effectively teaching particular subject matter, in order to promote student learning.

Staying in the profession. The table shows that informal sources of support and overall school culture were stronger influences on teachers' decision to stay in teaching in 2009 than in 2008. This is a remarkable result, given the demoralizing prospect of job loss because of budget cuts.

C. Strategies for districts' sustaining and improving new teacher support beyond the grant

One rationale for CSTP's taking a capacity-building approach to the design of the project was to increase the prospects for sustained programs and continuing improvement beyond the grant. When grants only pay for innovative components appended to a system and have no effect on the system itself, the components disappear when the funding disappears. Further, in the case of new teacher support, much of what is important to new teachers is not easily "bought" with grant funds but rather is embedded in the workplace contexts. These include a sounder operational infrastructure for teaching and learning (well-set up classrooms with quality curriculum and materials within well-administered school organizations) and stronger (more knowledgeable, more collaborative) professional culture. Accordingly, CSTP leaders pressed districts in the final year to focus not only on program components and quality, but also on sustainability.

During our Spring 2009 data-gathering site visits for the NTA, news of drastic budget cuts was hitting the districts. Nearly every one of the dozens of new teacher we interviewed was receiving Reduction in Force notices (which they call "getting RiF'd"); mentors were uncertain whether the leadership roles could be supported in 2009-10; and administrators were facing cuts that, for many of them, were unprecedented. Given these dramatic circumstances, we found it impressive that district leaders expressed commitment to a sustained focus on the support of new teachers and that they had plans in place. On the other hand, it was disheartening to hear, both from new teachers and their supportive colleagues, that very few new teachers expected to be able to keep their jobs. Even if they could stay in teaching, they felt almost certain to be moved to another grade, school or district. To a teacher moving into her second year, in a school that has newly taken on the responsibility of providing help and support, this can't help but be disruptive. These interviews put into high relief the fact that Reductions in Force policies and practices hit the most vulnerable element of the profession – motivated new teachers – the hardest.

Large districts

In one large district the positive and mutually supportive relationship between the district and the Teachers Association almost guarantees that at least some mentor positions will continue to be funded, though caseloads are likely to rise. Further, according to those we spoke with, the newly designed and expanded orientation process for new teachers will become a permanent fixture of the district. As noted above, the professional development resources on CD will continue to be available for use by groups and individuals for new teachers' professional development.

In the other large district, the future of funding for mentors was less certain at the time of data collection, although there was hope for support at least at a minimal level. However, the much stronger and more coordinated team responsible for new teacher support is very likely to persist, and will focus on multiple other elements of support, including better data collection to monitor new teacher conditions and support meetings for new teacher groups.

Small and medium districts

As discussed above, NTA teams in the small and medium districts were able to engage staff broadly to attend to the needs of new teachers where very little was being done before. While all of these districts initiated mentor programs and had the strong intention to sustain them, the period of budget uncertainty meant they did not know to what extent they could actualize their visions for sustaining mentoring practices; that is, they did not know whether they could afford to add even a small stipend for mentoring onto a full-time teacher's position.

Smaller districts' concurrent efforts to improve and align curricula across grade levels, and to engage teachers in collaborative work to improve practice, helped to create better working conditions for new teachers during the grant period. These kinds of improvements are sustainable because they contribute to an overall more conducive context for new teacher growth and efficacy. Further, these smaller districts created structured settings for professional dialogue in which all teaching staff examine issues of teaching and learning. Leaders in these districts envision these groups serving deliberately as contexts for new teacher learning and support. No district administrators believed the budget cuts would threaten these collaborative work structures because they are so deeply embedded into both practice and policy.

Throughout the NTA program we heard a persistent message that principals are very important to new teachers, but that principals are far too busy to pay enough attention to them. Some districts involved principals more than others, but most succeeded in arguing for the importance of attending to new teacher development and support. In some cases, district leaders worked directly with new teachers as part of new teacher orientation days, or other professional development work, in the case of small districts. These changes in administrator mindset and practice are likely to be sustainable if it becomes intrinsically rewarding for the administrators, and if the teams responsible for managing new teacher support are able to hold administrators' attention on this part of their job.

On the whole, then, it appears that district leaders' intentions for sustaining positive attention to new teachers remain very strong. The combination of budget cuts and loss of grant funds

imperils the components of new teacher support that require direct funding – primarily mentor time, special support meetings for new teachers, and high-quality orientation experiences. It seems highly likely, however, that districts can sustain embedded collaborative work structures. Our evidence suggests that these, along with more available informal supports from colleagues, can help compensate for diminished mentoring resources.

D. The role and accomplishments of the Educational Service Districts (ESDs)

In interviews, leaders of the two ESDs told us that the NTA grant enabled them not only to strengthen their TAP programs but also to expand their vision of their role in teachers' career development. In 2008-09, the two ESDs aspired to begin providing a "pathway of support" for teachers at important points on a career trajectory, from recruiting new hires, to supporting first-year teachers, to facilitating professional certification, to facilitating National Board certification. Depending on the capabilities and interests of districts in their regions, the ESD either worked in partnership with districts or tried to serve teachers who were in small districts without programs. Program leaders at the ESDs reported these results:

- Recruiting and hiring. The ESDs have found themselves unable to interest local districts in a regional approach to recruiting and hiring.
- Support of first-year teachers. ESDs continued to offer TAP-funded programs to new teachers in districts that did not support in-house TAP programs. They increased participation by holding meetings closer to the districts where teachers worked, rather than at the ESD central office. In some districts the new teachers had assigned mentors, and the ESDs made an effort to involve them in program sessions. In ESD 105, an administrator from one district attended some sessions for the purpose of helping strengthen the link between TAP and her district's support. The ESD TAP coordinator is seen as playing a positive role in helping to educate administrators about the needs of new teachers and also in improving teacher retention.
- Facilitating professional certification (ProCert). When the state eased restrictions on the structure of ProCert programs, the ESDs were able to play a stronger role in facilitating certification. Both ESD 105 and 113 have developed partnerships with universities and districts and are supporting active cohorts of ProCert candidates in several regional districts who have not formed their own partnerships with universities.
- Supporting National Board candidates. The ESDs have also begun to support NB candidates, drawing from the expertise of local NBCTs as facilitators. While the ESD leaders would like to sustain this activity, they are concerned that it is not financially feasible.

We offer these reflections on the ESD role:

We have become skeptical over the course of the grant about the potential of the ESDs to provide optimal support to first-year teachers. Even the most competently taught TAP programs remain structured as courses that bring teachers together, off their campuses, for bi-weekly or monthly after-school sessions. Because of this design, ESD TAP programs have little

built-in interface with workplace conditions and professional culture. We know from our own research and others' that these conditions strongly impact new teacher development, and thus they are important targets of improvement. Even when ESD TAP leaders educate administrators, they have little inherent ability to promote district capacity-building in these broad areas. Thus in our estimation, ESD TAP programs have institutional conditions that limit their efficacy in providing first-year teachers the support they need.

We want to emphasize that this observation is not meant as a comment on the quality of instruction in the TAP classes. By all reports, the ESDs have strengthened the programs, bringing them more into alignment with CSTP standards as well as making them more convenient for teachers. Rather, we are commenting on the structural differences between ESDs and districts, and the importance of districts and schools in taking responsibility for building the multiple organizational capacities needed to serve their new teachers well.

With the state's decision in 2009-10 not to fund new teacher support through a census-based TAP program, the ESD role in direct support of new teachers is likely to diminish naturally – except of course in those areas where ESDs compete successfully for new state funds. The ESD leaders told us that after these three years of effort, they are forming a stronger conviction that a more appropriate regional role for them may be to support mentors and coaches – that is, the veterans who also need ongoing professional development – rather than new teachers. Our observations over the period of the grant would make us tend to agree. We note, for example, that mentors in some small districts resist participating in the state's mentor academies. We can imagine ESDs sponsoring more localized professional development workshops and support networks for mentors.

III. REFLECTIONS ON THE INVESTMENT IN THE NTA

Clearly the NTA has produced direct benefits in the form of better induction experiences for more new teachers than before. Here we offer reflections on less direct but no less important benefits accrued from investment in the New Teacher Alliance.

Promoting change in context: Building internal capacity for steady improvement

One reason many reform efforts have been perceived as failures is that they were envisioned as discrete innovations that could be implemented in districts or schools as if the district and school contexts were passive, stable stages that could support new actors and structures. By contexts, we mean existing habits and practices of districts and schools as organizations, occupational norms and practices of teachers individually and collectively, as well as broader state policies, and local community values and demographics. A capacity-building design, in contrast, works from the assumption that these elements of context are strong and ever-changing *actors* on new ideas, and that improvement initiatives must intentionally aim to build capacities within key elements of context so that they act to support, rather than to thwart, the target of change.

The New Teacher Alliance, with its capacity-building design, made demands on grant recipients to do more than append a mentoring program onto existing operations or improve an

existing mentoring program. Rather, the NTA demanded that districts also re-think their priorities, re-structure their management of the new teacher issue, and infuse elements of new teacher support into other efforts to strengthen teaching and learning. Differences in outcomes across individual districts and districts of different sizes are a good reminder that context really matters. The prospects are bleak for a sustained level of funding adequate for high-quality mentoring. However, because these districts worked on multiple fronts to create stronger cultural conditions for teachers, there is evidence to suggest that they will be more able to continue supporting new teachers than if they had received grants only to install a mentoring program.

In fact, it is our belief that additional research should go into following new teacher support in these districts. As noted above, most current research focuses on intense mentoring programs that involve release of teachers as full-time mentors. We do not question the value of mentoring. We do, however, suggest that lessons could be learned from NTA districts about elements of teachers' workplaces and professional communities that provide supports beyond formal mentoring, especially when full-time mentoring is not a feasible strategy. The research base in this area is too thin. Following progress in these districts would yield further evidence of the efficacy of a capacity-building approach to grant-funded programs.

Situating the investment in a Center: Generating educational capital for Washington

We think it is significant that this investment was not made directly in individual districts, but rather in a strong Center with long-term commitment to the cause of strengthening the teaching profession. First, the NTA benefited dramatically from being able to draw from the assets – or educational capital – that CSTP had accumulated over its five-year life,¹² including relationships with leading educators around the state and the deep reservoir of human capital represented by the network of National Board certified teachers. CSTP leaders drew from this and its broader reservoir of knowledge and institutional relationships to develop CSTP's research- and practice-based standards for districts, to identify model programs and publish teaching cases for the participating districts and for the field, and to sponsor conferences on mentoring and other forms of leadership that help strengthen supports for new teachers.

More importantly for the future, CSTP's role in the Washington education landscape, as well as its experience with communications, means that lessons learned from the NTA project can help inform the entire state. These include practical lessons for districts and schools, as well as lessons for policy-makers. We note that CSTP leaders have already influenced state policy associated with new teacher support. We note also that the Toppenish district was able to draw from what it learned in the project and, as part of a regional consortium, to compete successfully for a state BEST grant – the only one in that area of the state.

Furthermore, CSTP's experience with the NTA positions it more strongly as a center – and by extension, positions Washington's education system better – to compete for additional resources linked to strengthening the profession. The Secretary of Education's new *Race to the Top*

¹² See our analysis of educational capital generated by CSTP, which fuels its own work and is also available to other educational improvement efforts in Washington: http://www.inverness-research.org/abstracts/ab2008-10_Rpt-CSTPatFive-CaseforInvestment-final12-08.html

initiative, for example, aims to support states that demonstrate the capacity to recruit, develop, retain, and reward teachers. Lessons learned from the NTA function as educational capital that CSTP and Washington education more broadly can draw upon for future improvement efforts.

In sum, we believe the NTA project – the way it was situated in a strong center dedicated to strengthening the profession, and the way it was designed and managed – has potential to serve as a model for other funders and other states.

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APPENDIX A – FRAMEWORK FOR NTA SITE VISITS

Inverness Research

SUMMATIVE ASSESSMENT OF DISTRICT CAPACITY TO PROVIDE HIGH QUALITY SUPPORT FOR NEW TEACHERS

Framework for Site Visits, May 2009
CSTP New Teacher Alliance

Inverness Research is the evaluation research group for CSTP's New Teacher Alliance. Inverness's responsibility is to assess the returns on the multi-year investment in the NTA and present reports to districts, to CSTP, and to the funder. Research in 2009 involves a final site visit to each district. This document is the framework for site visits. This framework will also serve as the basis for district reports to the NTA.

Dimensions of Capacity

Based on site visits in 2006 and 2007 and results of the new teacher survey in 2008, we have streamlined the framework. The Spring 2009 Framework includes the following dimensions:

- I. CONTEXT SURROUNDING NEW TEACHERS
 - A. Professional culture
 - B. Curriculum and support for instruction

- II. DEDICATED INFRASTRUCTURE OF NEW TEACHER SUPPORT
 - A. Vision and leadership
 - B. Defined new teacher support program
 - C. Policy and other mechanisms for sustainability

On each page of the framework, we define the relevant dimension and then include a worksheet to record your results. For easy reference, we also include specific elements of new teacher support that CSTP asked districts to consider as a focus for 2008-09. **However, we want to emphasize that for evaluation purposes, this framework asks about what you have accomplished with the full three years of funding.** The "bullets" under each dimension are not meant as a checklist or to limit your identification of accomplishments made, but rather are to help you link your improvements to the goals of the grant.

Using This Framework

For **each** dimension of capacity, please provide the following information on the worksheet provided. Do not limit yourself to new accomplishments made during this year, but rather, show what your district has in place now that was not in place before the grant. We can rely somewhat on verbal reports from the team, as well as triangulation with interview/focus group data, but please include documentation wherever possible.

1. Specific improvements made. What aspects of that dimension are in place in 2009 that were not in place prior to 2006?

2. Evidence of their benefits to new teachers. What evidence is there that the improvements/changes in those areas are accomplishing their purposes? (Include partial progress.)
3. How the improvement will be continued. What is in place to ensure that these specific changes will last beyond the CSTP grant?
4. Challenges or obstacles to additional improvements. What have you been unable to improve or strengthen? What are the issues or obstacles? Please note: We assume that lack of funding is a serious issue, and we also know that funding does not always remove obstacles. Please indicate what issues there are other than funding and explain what is being done to address them.

EXAMPLE WORKSHEET

I. A. Professional Culture

Specific improvements made over the 3 years of the grant	<p>*New teacher orientation day now includes a talk by the district superintendent that promotes a focus on powerful learning for all students as the centerpiece of the district's mission. <i>[documentation: orientation schedule]</i></p> <p>*In [named] schools, grade-level teams [or departments, or PLCs] are expected to devote one meeting a month to joint examination of student work or assessment data. <i>[documentation could include type of data made available to teams]</i></p> <p>*Principals [or others] have provided training/coaching on protocols for examining student work. <i>[documentation: copy of protocol]</i></p> <p>*Within each team, teachers who are new have been assigned an informal mentor/buddy to support their active participation if their formal mentor is not already a team member. <i>[documentation: roster of assigned pairs]</i></p>
Evidence of their benefits to new teachers	<p>*In two middle schools, math teams have used assessment data to target students at risk of failure in algebra and are collaborating to improve their learning opportunities. <i>[documentation: team documents if any]</i></p> <p>*On a climate survey conducted by the district, 56% of new teachers say they feel included and supported in their PLCs. 67% of new teachers report that they receive advice and encouragement from their principals. <i>[documentation: survey results]</i></p>
How the improvements will be continued	<p>*The administration has put in place that curriculum-development and alignment work in the future will involve development of formative assessments. <i>[documentation: policy statements if any]</i></p> <p>*Math chairs have proposed to the district to send them to a Curriculum Topic Study workshop to embed into their school-based professional development.</p>
Challenges or obstacles to additional improvements	<p>*There is a concern that diminished funding will cause the district to eliminate released time for team meetings.</p> <p>*The district office has not been able to distribute formal assessment data in a manner that teacher teams feel is timely or user-friendly.</p> <p>*There are some schools [or teams] that are not yet sharing student work and assessment results across classrooms; teachers have cited privacy concerns and issues with the protocols.</p>

Note: The district NTA team is to complete the framework before the Inverness visit.

For information on setting up the site visits, please refer to the email message you received from Inverness Research in mid-March. Or feel free to contact the Inverness Research team member who sent you the email:

Jenifer Helms: jhelms@inverness-research.org

Laura Stokes: lstokes@inverness-research.org
Judy Swanson: 4qualityschools.org

The Framework

I. CONTEXT SURROUNDING NEW TEACHERS

A. Professional Culture

General

Overall shared focus on achievement of all students. District and school administrators, mentors, and other teachers espouse formally and informally the understanding and belief that all students can achieve, and they cultivate a mind-set of “no excuses.” Districts, schools, and departments/grade levels have established formal and informal systems of student assessment that provide data and support to interpret the data.

Habits of professional dialogue, collaboration, reflection, learning, and growth. School-level professional learning communities follow norms and processes enabling teachers (new and experienced) to examine classroom practices, engage in reflective data-informed dialogue about teaching and learning, solve problems and manage conflict. These habits are embedded in both formal (sponsored by district and/or schools) and informal (teacher-initiated) work.

Specific to new teachers

Valuing of and involvement of new teachers. School faculties visibly embrace new teachers as valuable members, taking initiative to support them in informal and formal ways. New teachers are involved as *contributors* to the broader professional community while simultaneously *protected* from commitments that would cause new teachers to reduce their focus on classroom instruction. There are supports for new teachers to make use of assessment data for instruction and supports for mentors in working with new teachers on uses of data.

Self-reflection strategies for new teachers. New teachers are trained and supported in using strategies for continual self-assessment of their growth and effectiveness in the classroom. The strategies help teachers reflect on how well they are meeting the needs of their particular students and how they can improve instruction to increase learning for all their students. They are also compatible with movement toward the ProCert.

CSTP focuses for 2008-09

- *Put student learning and data at the center of teaching and learning*

A. Professional Culture – WORKSHEET

Specific improvements made over the 3 years of the grant	
Evidence of their benefits to new teachers	
How the improvements will be continued	
Challenges or obstacles to additional improvements	

I. CONTEXT SURROUNDING NEW TEACHERS, cont.

B. Curriculum And Support For Instruction

General

Shared vision of effective teaching. There is a clearly communicated vision of effective classroom practice that meets the learning needs of all students. This vision is shared across roles (administrators, teachers).

Strong curriculum. Across all subject areas and grade levels, there is well-specified curriculum and adequate amounts of high quality teaching resources (texts, other materials).

High quality professional development. Teachers have ongoing professional learning opportunities specific to their teaching assignments and student learning goals, including strengthening of content knowledge and subject-specific pedagogies. This includes strategies for meeting the needs of groups of students who are often underserved in schools, including ELL students, students of color, and students in poverty.

Specific to new teachers

Supports geared to new teacher's classroom assignments. New teachers hear consistent messages about the nature of high quality instruction. New teachers receive curriculum guides and adequate materials and teaching resources well before the school year. New teachers receive adequate orientation to the curriculum and grade level expectations for their assignments. New teachers receive professional development related to teaching and learning of their assigned subject matter/curriculum.

CSTP focuses for 2008-09

- *Make changes in assignment language, observation schedules and procedures*
- *Create flexible orientation modules that address the needs of late hires*

B. Curriculum And Support For Instruction – WORKSHEET

Specific improvements made over the 3 years of the grant	
Evidence of their benefits to new teachers	
How the improvements will be continued	
Challenges or obstacles to additional improvements	

II. DEDICATED INFRASTRUCTURE OF NEW TEACHER SUPPORT

A. Vision and leadership

Shared vision of new teacher support and induction. District leaders foster a vision of teachers as professionals involved in career-long trajectories of learning, mastery of teaching, and professional activity/leadership. Leaders have articulated and built agreement around a definition of “new teacher induction” and a related vision of what such induction involves, both during and beyond the first year. This vision is shared across all schools and roles, and takes into account high-quality standards for new teacher induction, as well as other principles important to new teacher development.

Knowledge about best practices in the support of new teachers. Those responsible for designing and carrying out new teacher support have ready and broad access to knowledge resources adequate to creating, implementing, and strengthening a high quality new teacher support system. Knowledge resources include people, publications, events, and groups that can provide research and practical wisdom. Leaders identify and form relationships with knowledgeable institutions and external resources (e.g. networks, consultants, universities, professional development associations, ESDs) in the service of supporting new teachers. This is especially important for small districts that may not have internal capacity to comprehensively address new teachers’ needs.

Leadership throughout the system. As part of the CSTP project, there is a **designated and resourced team** responsible for new teacher support throughout the district. The team includes a “point person” who has the authority to make effective induction of new teachers a priority and can access external resources. An effective team includes membership from both district offices and schools, has a strongly shared vision, works well together, is motivated, and brings complementary roles and skills to the development of supports for new teachers. (In small districts, multiple leadership roles may be combined under a single person’s purview, and/or leadership from outside the district (i.e. from the ESD) may supplement district leadership.) **Principals** ensure the support of new teachers in their schools by being motivated, knowledgeable, and actively involved in distributing resources and establishing priorities. The principals strengthen the professional culture of support for new teachers and facilitate positive mentor-new teacher relationships. Principals provide helpful feedback and encouragement to new teachers. The **superintendent and HR staff** are committed to policies that support effective hiring, orientation, other induction support, and retention of new teachers, and to providing resources necessary to building effective programs. The **local teacher association** leaders contributes to the support of new teachers, for example, by advocating for manageable teaching assignments and extra-curricular workload, and for access to professional development. Association leaders work collaboratively with other school and district leaders to create supports benefiting new teachers.

CSTP focuses for 2008-09

- *Create a connection between mentoring, professional certification and assessment of learning in order to develop a seamless induction model*
- *Ensure that Professional Growth Plans address this Assessment for Teacher Growth*
- *District will work with the education association on collaborative strategies for supporting beginning teachers*
- *Create principal support structures for mentors and novice teachers*
- *Provide training for all principals on induction and district expectations*
- *Involve principals in induction planning and activities*

A. Vision and leadership – WORKSHEET

Specific improvements made over the 3 years of the grant	
Evidence of their benefits to new teachers	
How the improvements will be continued	
Challenges or obstacles to additional improvements	

II. DEDICATED INFRASTRUCTURE OF NEW TEACHER SUPPORT, cont.

B. Defined new teacher support program

A clear, high quality “curriculum” of support for new teachers. There is a clear, well-articulated “new teacher development curriculum” that specifies the content, scope, and sequence of dedicated new teacher support. It includes the extent to which the substance of the program is congruent with CSTP standards and research on effective new teacher support. It also includes the extent to which the program differentiates support for teachers based on individual teacher needs.

Skilled veteran teachers as mentors. There are readily available experienced teachers who are skillful in the classroom, knowledgeable about the grade level/subject matter of the new teachers, and committed to supporting their new colleagues. If there are too few skilled veterans within new teachers’ schools, other strategies are used to identify veteran teachers who can serve as mentors. There are designated roles for mentors, as well as other experienced teachers assigned to help new teachers. Districts and schools provide training, adequate resources and support for mentors and others who work with new teachers.

Program assessment. There are mechanisms in place for assessing the current state of support for new teachers in the district and in specific buildings. This includes means of gathering multiple kinds of data and perspectives on what types of supports teachers are actually experiencing, and the relevance, quality, value, and contributions of those supports to their improvement as teachers.

Assessment of growth in new teachers’ classroom practice. There are effective mechanisms for documenting new teachers’ classroom practices as they evolve over time. This includes the will and ability to create confidential means of assessing new teachers’ practice so that information is used to improve the supports that new teachers receive, rather than for evaluative or punitive purposes. It also includes ways to assess new teachers’ growing ability to have a positive impact on student learning.

CSTP focuses for 2008-09

- *Anticipate and create an infrastructure that supports new hires*
- *Develop policies that ensure high-quality mentors and instructional coaches are hired based on proficiencies, not years of teaching experience*
- *Collaborate with other partnering districts and the ESD to address the need of having mentors available in similar curricular areas more systematically and comprehensively*
- *Create release time guidelines for mentors and novice teachers*
- *Assist new teachers in creating Professional Growth Plans that guide their learning in the first five years and beyond*
- *Ensure district support and availability for a connected Professional Certification Program*
- *Guide new teachers through determining where to achieve Pro Cert*
- *Build district or ESD supported models where novice teachers can receive their Professional Certificate*

B. Defined new teacher support program--WORKSHEET

Specific improvements made over the 3 years of the grant	
Evidence of their benefits to new teachers	
How the improvements will be continued	
Challenges or obstacles to additional improvements	

C. Policy and other mechanisms for sustainability

District and school policies and decision-making. There are improved policies relevant to the standards and practices of induction and retention of new teachers. These include favorable policies for hiring, placing, and evaluating new teachers. School- and department-level decision-making (e.g., for teacher assignment to courses, distribution of resources) is congruent with district policies and the program of new teacher support.

Congruence between district induction program and state policy/certification requirements. District and school supports for new teachers help them move toward the ProCert, for example through effective partnership(s) with ProCert programs in universities, as well as the presence of clear communication with new teachers about these programs and opportunities. Teachers' professional growth plans (through TAP) are congruent with their plans for obtaining Professional Certification.

Steady focus on ongoing improvement. The district sustains the priority for new teacher support over time. This includes explicit strategies and structures for *continually improving* the operations of new teacher support, and for *sustaining support efforts* when faced with staff turnover or budget constraints.

CSTP focuses for 2008-09

- *Create policies that support new teachers and improve their possibility of success*
- *District will establish board policy confirming the significance of support systems for novice teachers*
- *Create a policy that secures multiple paid days for new teacher orientation and requires participation*
- *Establish a policy that mandates orientation for late hires*
- *Create policies that ensure support for the Pro Cert process and training in district initiatives for new teachers*
- *Review policies to assess appropriateness on mentor/coach selection and address release time for new teachers and mentors*
- *Create a system of support that will be in place as projected retirements occur*
- *Determine what systems are in place if induction team left the district*

C. Policy and other mechanisms for sustainability – WORKSHEET

Specific improvements made over the 3 years of the grant	
Evidence of their benefits to new teachers	
How the improvements will be continued	
Challenges or obstacles to additional improvements	

APPENDIX B – NTA 2009 NEW TEACHER SURVEY

The survey form begins on the following page.

Response rates and *ns* from the seven districts:

District	2009 Response rate		
	Invites	Responses	Rate
Cle Elum-Roslyn	2	2	100%
Highline	75	31	41%
Mary M. Knight	2	2	100%
Raymond	3	2	67%
Rochester	5	3	60%
Spokane	62	18	29%
Toppenish	15	12	80%
Total for 2009	164	70	43%

District	New teacher respondents both years		
	2008	2009	Total
Cle Elum-Roslyn	2	2	4
Highline	75	31	106
Mary M. Knight	2	2	4
Raymond	4	2	6
Rochester	7	3	10
Spokane	45	18	63
Toppenish	27	12	39
Total for 2009	162*	70*	232

** 2008 n of 162 includes teachers hired in both 2006 and 2007. 2009 n of 70 includes teachers hired in 2008 only.*

2009 NEW TEACHER SURVEY

CENTER FOR STRENGTHENING
THE TEACHING PROFESSION (CSTP)
NEW TEACHER ALLIANCE

Inverness Research New Teacher Survey – April 2009

Survey Validation Code:

This survey is designed for first year teachers. If you have received this survey in error, please check below, then scroll to the end of the survey and submit it now. Thank you.

This survey was sent to me in error

YOUR CURRENT TEACHING ASSIGNMENT AND TEACHING HISTORY

In what school district are you teaching?

- Cle Elum-Roslyn
- Highline
- Mary M. Knight
- Raymond
- Rochester
- Spokane
- Toppenish

YOUR FIRST YEAR OF TEACHING

When were you hired?

- | | | | | |
|--------------------------|--------------------------|---|--|--|
| Last spring | Last summer | Within two weeks
before school started | Fall, after the school
year began | Later in the year,
winter or spring |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Were administrators and/or teachers from your school part of the team that hired you?

- | | | |
|--------------------------|--------------------------|------------------------------|
| Yes | No | <i>Don't
know</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Was there a teacher at your school who had a teaching assignment similar to yours?

Yes No

Was there another teacher in your district who had a teaching assignment similar to yours?

Yes No

To what extent do you agree with the following statements about your first year’s experience getting started, especially hiring and orientation? *[NOTE—FORMAT OF COLUMNS SHOWING RESPONSE SCALE WERE AFFECTED BY TRANSLATING WEB VERSION OF THIS ON-LINE SURVEY INTO WORD DOCUMENT FOR THIS REPORT.]*

	Disagree strongly	Disagree	Mixed	Agree	Agree strongly
I believe that my preservice program prepared me adequately to begin my first teaching position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care was taken in my hiring to make sure there was a good match between me and the community in which I would be teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was hired early enough so that I would be ready to meet my students on the first day of the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was introduced to and received curriculum materials so I could start teaching on Day One.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was well oriented to my teaching assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was well oriented to the school’s educational philosophy (“these are our expectations for students,” “this is what we believe about effective teaching”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received adequate information about my district’s/school’s program for new teachers, and expectations for my participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements about the culture of the your school?

	Disagree strongly	Disagree	Mixed	Agree	Agree strongly
There is a positive relationship between teachers and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are positive relations between the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I need more materials, I am able to get them quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a positive climate at my school related to student learning and the potential of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive support at the school for caring about students’ overall well-being, and not just their academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Before the start of the school year	During the first week of school	Later in the first month of school	During the second month of school	After the second month of school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On average, how often have you met with your assigned mentor?

Never	Less than once a month	About once a month	About twice a month	Weekly	Daily
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often has your assigned mentor observed you teach?

Never	1-2 times	3-4 times	5-6 times	7 or more times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often have you observed your assigned mentor or other teachers teaching?

Never	1-2 times	3-4 times	5-6 times	7 or more times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your assigned mentor: *(Check all that apply.)*

- Located at the same school?
- Teaching the same (or very similar) grade level?
- Teaching the same (or very similar) subject area(s)?
- Released from teaching to mentor all or part of the day?

Overall, how helpful is your assigned mentor?

Not helpful at all	Of little help	Of some help	A lot of help	Extremely helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most helpful thing you have done with the mentor?

Other Supports and Barriers During Your First Year

Is there anyone other than a formal mentor who has been a particularly helpful resource to you during your first year (e.g., has been a source of information, supportive, available and willing to help)?

Yes No

If you answered yes to the above question, who is that informal mentor? (Check one.)

A teacher in my school with the same/similar assignment

A teacher in my school with a different assignment

A teacher in another school with the same/similar assignment

An administrator at my school

A district curriculum or subject-area specialist/coach

My department chair

Other (who?)

Several people have been helpful; I cannot identify one person who has been particularly helpful

What supports has the union/teaching association representative provided to you? (Check all that apply.)

Information on my contract

Information on rehiring rights

A sense that I was valued and honored by the association

Protection from unwanted extracurricular responsibilities

Other (please describe)

To what extent have the following factors been barriers to your receiving sufficient support in your first year? (Check one in each row.)

	Not a barrier at all	A minor barrier	Somewhat of a barrier	A barrier	NA – Does not describe my experience
No other teacher in my subject area has been available to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It has been difficult to secure substitute teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My principal has provided little support to me as a new teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support has been only available during the school day, which would have meant I had to leave my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had to travel some distance to receive support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not had time to take advantage of support that was available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have hesitated to ask others for support when it was not openly offered to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not had a positive relationship with my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not had information about sources of support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following experiences have you had in your first year? (Check all that apply.) Which would you have liked to have had – or to have had more of -- in your first year? (Check all that apply.)

	Experiences I had in my 1st year	Experiences I wanted/wanted more of
Help setting up my classroom	<input type="checkbox"/>	<input type="checkbox"/>
Help figuring out the “nuts and bolts” at my school (paperwork, communicating with parents)	<input type="checkbox"/>	<input type="checkbox"/>
Support sessions with other new teachers	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to plan and debrief with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to analyze student work with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to observe other teachers	<input type="checkbox"/>	<input type="checkbox"/>
Observations of my teaching by my assigned mentor or another teacher of my choice	<input type="checkbox"/>	<input type="checkbox"/>
Time to plan and debrief instruction with my assigned mentor or another teacher of my choice	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring and advice from my principal	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to meet with university faculty from my pre-service program	<input type="checkbox"/>	<input type="checkbox"/>

	Experiences I had in my 1st year	Experiences I wanted/wanted more of
Opportunities to work on my TAP professional growth plan with other teachers from my school	<input type="checkbox"/>	<input type="checkbox"/>

Which supports have been the most valuable in each of the following areas? (Check all that apply.) (If you have not had a mentor, formal professional development, or informal support, indicate so with a check in the first row, and then skip that column.)

	Mentor	Formal professional development	Informal support	My school culture
<i>NA/ I have not had this kind of support</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation in setting up and planning for my first day of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My decision to stay in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My effectiveness at managing a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to teach my assigned instructional program and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My knowledge of how to teach my specific subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My knowledge of general instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My effectiveness in teaching students with different abilities and backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to assess student learning in multiple ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to incorporate GLEs into my curriculum and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My work on my TAP professional growth plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In summary, to what extent has each of the following contributed to increasing your overall effectiveness as a first year teacher?

	Not at all	Slightly	A moderate amount	A great amount	Not applicable
Formal mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal support from other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from my principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all	Slightly	A moderate amount	A great amount	Not applicable
Professional development specifically for new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you checked "Other," please describe:

What have been the most important supports and experiences you have had during your first year of teaching?

What would have made your first year substantially better?

YOUR PLANS FOR THE FUTURE

How likely is it that you will leave the teaching profession in the next five years?

Very unlikely	Somewhat unlikely	Somewhat likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you expect to stay in teaching for the next five years, how long would you expect to stay in the classroom?

5-10 years	10-20 years	My entire career
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you plan to do next year? (Please select only one.)

- Teach at the same school
- Teach in another school in the same district
- Teach in another district in Washington
- Teach in another state
- Leave teaching to work in an education-related field
- Leave teaching to work in another field
- Leave teaching for child-rearing or other personal reasons
- Other (please describe)

If you expect to stay in teaching, do you aspire to engage in teacher leadership (e.g., as a coach, mentor, professional development specialist) at some point in your career?

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Definitely not | Probably not | Maybe | Probably | Definitely |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you expect to stay in teaching, do you aspire to move into administration?

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Definitely not | Probably not | Maybe | Probably | Definitely |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you are likely to leave the teaching profession in the next five years, what are the main reasons?

MORE ABOUT YOU

What is the subject area of your primary teaching assignment? (Please select only one.)

- Pre-kindergarten or kindergarten
- Elementary Education (multiple subjects)
- Mathematics, computer science
- Science (life, earth, physical)
- English literature, language arts
- Reading
- ESL, bilingual education, newcomer education
- Social studies, history

- World languages (Spanish, French, Japanese, etc.)
- Dance, art, music, drama
- Health, fitness, physical education
- Business, vocation, and technical education
- Special education (early childhood, elementary, secondary, gifted)
- Other (please specify)

What grade(s) are you teaching? (Check all that apply.)

- Primary (K-2)
- Upper elementary (grades 3-5)
- Middle school (grades 6-8)
- High school (grades 9-12)

What is your gender?

- Female** **Male**
-

What is your race/ethnicity? (Check all that apply.)

- African American
- Asian-American
- Hispanic
- Native American
- White
- Other (please specify)

Are you aware that your district is participating in the New Teacher Alliance, sponsored by the Center for Strengthening the Teaching Profession (CSTP), to improve support for new teachers?

- Yes** **No**
-

What other information would you like to share about your experience as a new teacher or about new teacher support?

Thank you. If you would like to be included in the drawing for one of three \$100 Amazon.com gift

certificates, please provide your name and email address. This information will not be used for any other purpose.

Name:

Email:

Re-type email:

Thank you!

Powered by SurveySolutions XP: Conduct your own [internet survey](#)