MSU Internship Academy

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The Vision

NEW TEACHERS WHO ARE “LEARNER READY DAY ONE”

- Authentic experience
- P–12 / Higher Education Partnership
- Enhanced learning for students, teachers, & interns
- Revamp “helicopter” student teaching experience
Background & Design

- Personnel
  - Interns
  - Master Teachers
  - Teachers-in-Residence
  - Directors
- Planning and Development
- University course competencies via actual classroom experiences
- Better prepared teachers & better student learning
“Learner Ready” Day One

STUDENT TEACHING EXPERIENCE THAT MATTERS

- Authentic
- Focused on educator growth
- Effective classroom instruction
- Recruit the best and brightest
Connecting Theory & Practice

PARTNERSHIP PROVIDES THE OPPORTUNITY TO...

- Collaborate with university faculty
- Embed coursework into day-to-day teaching
  - Technology
  - Curriculum
  - Instruction
  - Assessment
- Spotlight district faculty
  - Teacher-in-Residence
  - Master Teachers
Embedded Curriculum

COMPETENCIES ORGANIZED INTO MODULES

- Module 1: Communication and Reflection for Success, Growth, and Improvement
- Module 2: Building Relationships
- Module 3: Student Engagement
- Module 4: Effective Lesson Planning, Design, and Adaptation for All Learners
- Module 5: Assessment for Learning
- Module 6: Enhancing Content Knowledge through Curriculum Implementation
- Module 7: Movement
Program Strengths

FEEDBACK FROM PROGRAM PARTICIPANTS INDICATED

- Relationships
- Classroom management
- Seeing the year from beginning to end
Program Challenges

FEEDBACK FROM PROGRAM PARTICIPANTS INDICATED

- University coursework
- Assignments
- Relationships
Intern Preparedness

ADEQUATELY OR EXTENSIVELY PREPARED

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<tr>
<td>92.00%</td>
<td>94.00%</td>
<td>96.00%</td>
<td>98.00%</td>
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<td>96.00%</td>
<td>94.00%</td>
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Source: Missouri State University
2015–2016 Intern Group
- 24 of the 25 interns secured a position in the field of education
- 4 were hired by their internship district

2016–2017 Intern Group
- 23 of 29 interns have already secured a position in the field of education
- 11 were hired by their internship district
- 6 are currently going through the application and interview process
What are people saying?

AFTER ONE YEAR OF TEACHING

“She is one of the best first-year teachers I have ever hired. It was apparent that her year-long experience in student teaching paid off in dividends as she was able to observe a full year within an elementary classroom. Her classroom setup was successful to help get her year started off successfully.” – Principal
Adjustments

MADE ALONG THE WAY

- People involved
- Placement Process
- Assignments
Adjustments

FOR NEXT YEAR

- Training and support for Master Teachers
  - Co-teaching
  - Coaching and feedback
- Evaluations
  - Increase informal observations
Critical Components

WE WILL NOT BE CHANGING

- Two-way communication between stakeholders
- Feedback from participants
- Multi-step placement process involving input from principals, TiRs, interns, and university faculty
Investing in Beginning Teachers

Induction:
Beginning Teacher Assistance Mentoring
Statewide RPDC Mission

- To build the capacity of educators through high quality professional learning to maximize student success.
Partnering with DESE

Support the work of the Office of Educator Quality

- Beginning Teacher Assistance Program Guidelines
- Mentor Standards
- Professional Development Committee Training
Induction

- Sustained professional development process
- Train, support, and retain new teachers
- Moving them into a professional learning program

Mentoring

- Component of the induction process
- Single person whose basic function is to help a new teacher

What are you doing in your district to provide a quality induction program for new teachers?
What is our why?

- Why is the DESE focusing efforts on beginning teachers?
- What does the data tell us about retention of new teachers?
- What is the number one reason teachers indicate they leave the profession?
- Why are we spending the time, energy, and resources to solidify new teacher support in Missouri?
### Missouri’s Public School Workforce 2010–2016

<table>
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<tr>
<th></th>
<th>SY 09 - 10</th>
<th>SY 10 - 11</th>
<th>SY 11 - 12</th>
<th>SY 12 - 13</th>
<th>SY 13 - 14</th>
<th>SY 14 - 15</th>
<th>SY 15 - 16</th>
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<tr>
<td>Total Teachers</td>
<td>71,156</td>
<td>69,249</td>
<td>68,896</td>
<td>69,025</td>
<td>69,407</td>
<td>69,859</td>
<td>69,683</td>
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<tr>
<td>First-Year Teachers</td>
<td>4,513</td>
<td>4,083</td>
<td>4,524</td>
<td>4,352</td>
<td>4,501</td>
<td>4,476</td>
<td>4,273</td>
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More data to consider …

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<tr>
<th></th>
<th>After 1-3 Years</th>
<th>After 1-5 Years</th>
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<td>Percent of First-Year Teachers who left the classroom</td>
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<tr>
<td>After 1-3 Years</td>
<td>47.8%</td>
<td>57.3%</td>
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<td>48.2%</td>
<td>57.8%</td>
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<td>31.9%</td>
<td>46.0%</td>
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<td>28.3%</td>
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*N/A means “data not yet available.” For example, for those who were first-year teachers in 2015, the percentage that leaves in the first three years will not be known until 2017, when three full years have passed.
For those who were first-year teachers in 2015, the percentage that leaves in the first three years will not be known until 2017, when three full years have passed.
Why Teachers Leave the Profession

Figure 27
Types of Reasons Given by Teachers for Leaving the Profession

- Dissatisfaction: 55%
- Family/Personal Reasons: 43%
- Retirement: 31%
- To Pursue Another Job: 31%
- Financial Reasons: 18%

Note: These five factors combine survey questions into common categories (see Table 1). Percentages do not add to 100 because teachers can select multiple reasons.

Source: LPI analysis of the Teacher Follow-Up Survey (TFS), 2013, from the Schools and Staffing Survey, National Center for Education Statistics.

A Coming Crisis in Teaching, Learning Policy Institute, September 2016
Supporting Missouri’s Beginning Teachers

- Driving Documents...
  - Beginning Teacher Assistance Program Guidelines
  - New Teacher Induction and Mentoring Standards
7 Essential Principles of Effective Educator Evaluation

1. Measures educator performance against research-based proven practices
2. Differentiated levels of performance
3. Probationary period
4. Measures of growth in student learning
5. Meaningful and descriptive feedback
6. Training for evaluators
7. Results and data informs decisions regarding personnel, employment, and policy
Principle # 3
Probationary Period

1. Complies with the Missouri statute indicating the first five years are probationary
2. Includes two years of required mentoring
3. Aligns mentoring support to the state mentor standards
4. Includes confidential, non-evaluative support
5. Focuses on important practices particularly significant for new practitioners, with appropriate pacing
Essential Induction Components

1. Capable instructional mentors
2. Effective principals
3. Multiple support structures
4. Strong program leaders
5. Ongoing program evaluation

Capable Instructional Mentors

- Demanding and complex job
- Requires a specific set of skills, knowledge, and disposition
- Requires a process for mentor training
- Requires resources and protocols to ensure consistency

1. Mentoring Program Standards

2. Effective Principals

- An effective principal’s influence on new teachers cannot be overestimated
- Effective principals create an environment where new teachers thrive
- Effective principals enact standards-based supervision and evaluation practices
- Effective principals have the skill to provide meaningful feedback

A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.
3. Multiple Support Structures

- Support *beyond* principal and instructional mentor
  - Coaching
  - Peer observation
  - Systems processes
    - Curriculum, Assessment, and Instruction
    - Student behavior management
    - Teacher Collaboration
    - Interventions and Prevention

Regional Support

Nine Regional Professional Development Centers (RPDC)

- Beginning Teacher Assistance
- Mentor Training
- Professional Development Committee Training
Phases of 1st Year Teacher’s Attitudes Towards Teaching

- Anticipation
- Survival
- Disillusionment
- Rejuvenation
- Reflection
- Anticipation
Beginning Teacher Assistance Guidelines

https://dese.mo.gov/sites/default/files/5-CSR-20-400-385-Final-Approved-BTAP.pdf
4. Strong Program Leaders

- Administrators and teacher leaders who understand the potential of comprehensive teacher induction (PDC)
- Leaders with vision that reaches beyond teacher’s beginning years
- Systems thinking

Missouri Professional Learning Guidelines for Student Success

https://dese.mo.gov/educator-growth-toolbox/professional-learning

- **Section One** - The Mission, Mandates and Regulations for Professional Learning
- **Section Two** - Professional Learning Roles, Responsibilities and Standards
- **Section Three** - Professional Development Committee Budget
- **Section Four** - The Planning, Implementation and Evaluation of Professional Learning
- **Section Five** - Resources
5. Ongoing Program Evaluation

- Surveys
- Data of teacher satisfaction and retention
- Continuous improvement cycle
Missouri Mentoring Program Standards

- Cultural Environment Introduction
- Systematic and Ongoing Program Review and Evaluation
- Individualized Plan
- Mentor Selection
- Mentor Training
- Mentor Responsibilities
- Mentor and New Teacher Observations
“The RIGHT THING to do”...

- Research Based
- Common Sense
- An Investment
New Teacher Induction as an Investment

- District
- Building
- Student
Critical Questions

- As school leaders and teachers, what should we *do differently* to make sure the next generation of teachers gets a great start?

- As school leaders and teachers, how might *induction approaches be critically examined* to not only attract qualified candidates but keep them in the profession or in the district?
Critical Questions

- Are we ready to design a career induction program?
- Are we “setting them up to succeed”?
Closing Reflection

Please reconnect with your shoulder partner from earlier and share one thing you can do to enhance your induction process in order to support, train, and retain your new teachers.

“It is the teacher...what the teacher knows and can do that is the most significant factor in student achievement.”

Harry Wong