

# Using CaLED Funds to Strengthen & Sustain Your Educator Workforce

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September 27, 2017



# Moderator



**Tara Kini**

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*Director of State Policy*

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Learning Policy Institute

@ms\_kini

# Webinar Agenda

1

**Introduction to CalED & How Applicants Can Access Data to Demonstrate Your Need**

Tara Kini, *Learning Policy Institute*

2

**Sustainable Funding for Teacher Residencies**

Karen DeMoss, *Bank Street Sustainable Funding Project*

3

**Regional Collaboration in Action: Kern Urban Teacher Residency**

Kristina LaGue, *CSU Bakersfield*;

Brandon Ware, *Bakersfield City School District*

4

**Evidence-Based Strategies for Teacher & Leader Recruitment and Retention**

Anne Podolsky, *Learning Policy Institute*

5

**Developing Strong School Leaders Through High-Quality Administrator Induction & Mentoring**

Kim McKenzie, *Shasta County Office of Education*;

Margaret Arthofer, *Association of California School Administrators*

6

**Q & A**

# CaLED Gives Positive Consideration to Applicants with:

1. A demonstrated need for teachers authorized to provide instruction in **special education, mathematics, science, or bilingual education**.
2. A demonstrated need for **school leadership development**.
3. A demonstrated **record of working with current science, technology, engineering, and mathematics (STEM) professionals** to obtain a teaching credential to work in schools in need of STEM teachers.
4. **Serving unduplicated pupils**, as defined in Section 42238.02.
5. Operating within a **rural** area.
6. Operating using a high number of teachers with **emergency permits** to staff classrooms.
7. Applying as part of a **consortium** of local educational agencies.
8. A demonstrated need to improve **equitable access** of all pupils to effective educators.
9. A **geographic location** that will promote an equitable distribution of grants statewide.

# CaLED Gives Positive Consideration to Proposals to:

1. Recruit, train, and support new or existing educators to earn a credential that authorizes the holder of the credential to provide instruction in special education, mathematics, science, or bilingual education.
2. Provide activities to support the development of principals and other school leaders.
3. Provide high-quality new teacher and principal induction and mentoring.
4. Engage in regional collaboration with postsecondary educational institutions, as defined in Section 66010 of the Education Code, or other local educational agencies.
5. Participate in recruitment and hiring activities in coordination with the California Center on Teaching Careers.

# What data can you use to demonstrate the need for CalED funds?

## Locally collected data

- Teacher turnover & experience
- School leader turnover & experience
- Educator recruitment & replacement costs
- Vacancies in math, science, special ed, bilingual
- Availability & accessibility of induction for teachers & school leaders, percentage of teachers/leaders with preliminary v. clear credentials

## California Commission on Teacher Credentialing Data Dashboards

- Emergency-style permits (by subject)
- Number of teachers who lack full certification (by subject)

# Statewide & Local Data: CTC Dashboards

How to Use Dashboards

Data Download Guide

Glossary

Data Notes

Search by Subject Area

2015-2016  
**9,943**

Total Interns/Permits/Waivers

2015-2016  
**38.1%**

% Change from Prior Year

2015-2016  
**38.3%**

Interns

2015-2016  
**58.9%**

Permits

2015-2016  
**2.8%**

Waivers

Document Type

Fiscal Year

County

School District

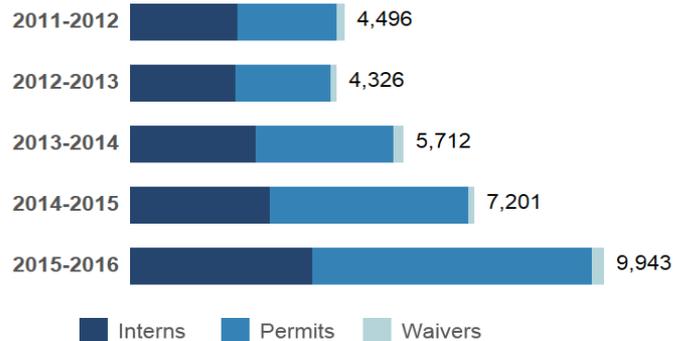
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## Teaching Interns, Permits, Waivers by Year



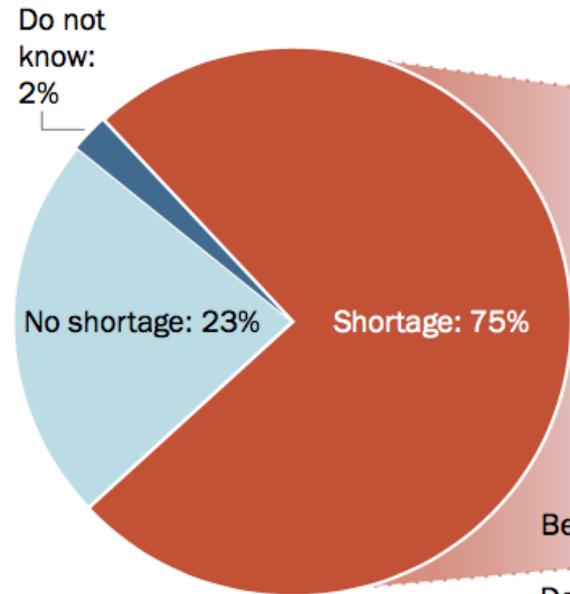
## Teaching Interns, Permits, Waivers by County and School District

County	School District	Document Type	Fiscal Year	Total	% Change
Alameda	ACADEMY OF ALAMEDA	Interns	2015-2016	1	
		Interns	2015-2016	1	
		Permits	2015-2016	2	
	ALAMEDA CITY UNIFIED SCHOOL DISTRICT	Interns	2012-2013	1	
			2013-2014	4	300%
			2014-2015	6	50%

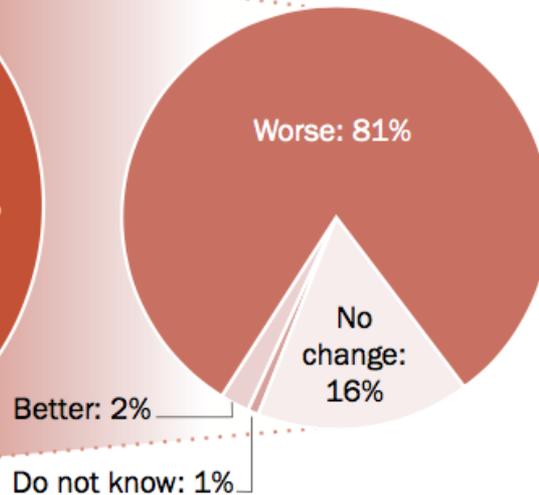
# Statewide Survey Data

## Teacher Shortages Are Getting Worse

Percent of Districts Reporting Shortages



Percent of Districts with Shortages Reporting Change in Shortages



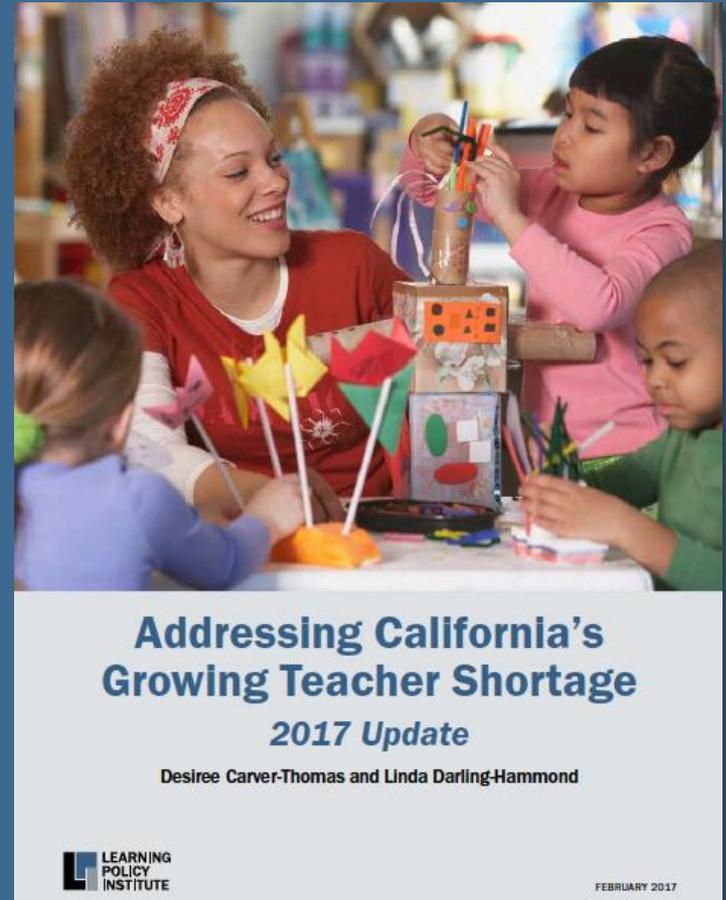
## Major Shortage Areas:

- Special Education (88%)
- Mathematics (58%)
- Science (57%)
- Elementary (37%)
- Districts with most high-need students (83%)

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).

[https://learningpolicyinstitute.org/sites/default/files/product-files/California\\_Teacher\\_Shortages\\_Persistent\\_Problem\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/California_Teacher_Shortages_Persistent_Problem_BRIEF.pdf)

**PIPs, STSPs, and  
waivers have  
quintupled since  
2012–13.**



Source: <https://learningpolicyinstitute.org/product/addressing-californias-growing-teacher-shortage-2017-update-report>

# The Costs of Teacher Turnover

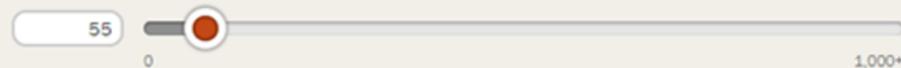
## 1. How many teachers left your school or district?

Enter a Number

Let Us Help You

Enter the number of teachers who left last year

Don't know? Use the tab above to let us help you calculate an estimate.



## 2. What's the cost of replacing a teacher?

Use the slider to estimate the cost of replacing a teacher in YOUR school or district. As you think about the costs, remember to factor in all expenses and person hours related to processing a teacher's exit, as well as costs to recruit, hire, and train new teachers. [Read more.](#)

Enter the cost of replacing a teacher for your school or district



Don't know? Use one of our district estimates:

- Rural District     Suburban District     Urban District

Estimated Cost of Turnover \*

**\$1,155,000**

Cutting turnover in half would save

**\$577,500**

\* Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

# Panelists



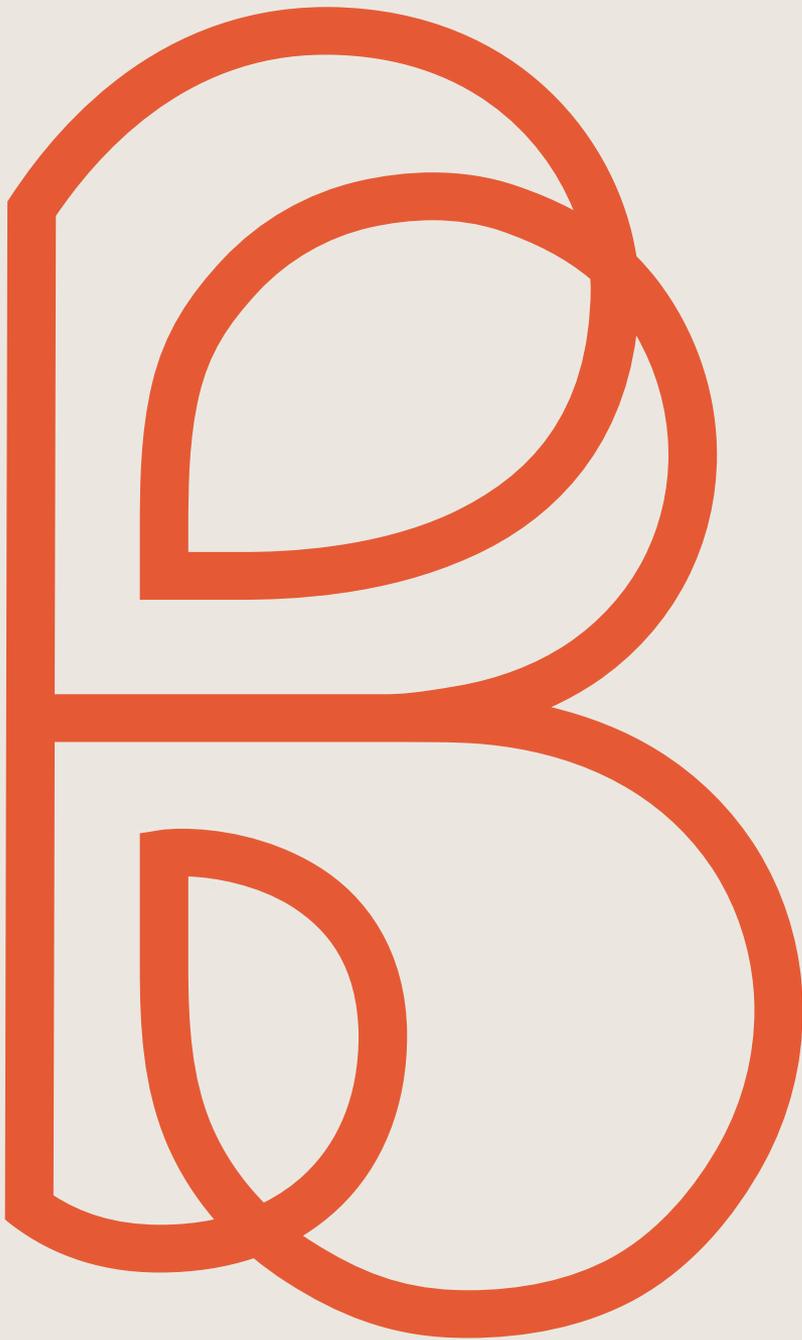
## **Karen DeMoss**

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*Director*

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Sustainable Funding Project, Bank  
Street College



# *Introduction to the Sustainable Funding Project*

at Bank Street College

# Imagine an educational system that works for everyone

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## **Districts**



Have access to diverse, promising candidates who understand the needs of the district—and are ready to lead a classroom on day one.

## **Aspiring Teachers**



Can afford to focus on clinical practice during year-long teaching residencies with an experienced teacher.

## **Providers**



Have access to high quality placement sites, incentives to attract promising, diverse candidates into the teaching profession, and the ability to use their expertise to improve the P-12 education system.

## **Schools**



Have stronger organizational learning opportunities for teachers, who play meaningful roles in the profession by partnering with providers to mentor and co-teach with candidates.

## **Students & Families**



Always have well-prepared, effective teachers leading their classrooms.

## **Communities**



See their schools as places of strong partnerships focused on the public good.

*It's not just a dream. It's possible.*

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***Research shows that sustainable funding for quality teacher preparation can help make the dream a reality.***

# Impacts of Sustainable Funding for Quality Preparation

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## Districts



Recurring costs associated with rapid teacher turnover—recruitment, personnel procession, and certification tracking—decrease.

## Aspiring Teachers



New teachers can afford to join the profession through an intensive, extended clinical residency that prepares them to succeed from day one in the classroom.

## Providers



Providers have stable cohorts of teacher candidates and become partners in districts' teacher development philosophy and strategy.

## Schools



The teacher development continuum offers meaningful leadership and learning opportunities for all teachers, building a stable, professional culture in schools.

## Students & Families



Students have less need for remediation (summer school, retention, tutoring), and the achievement gap diminishes.

## Communities



Taxpayers realize long-term savings and increased quality of life for their communities.

# Our Teacher Preparation Vision

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*In every state, in every district, the norm is for candidates to matriculate through high-quality, sustainably funded preparation programs.*

## **High-Quality**

### **Principle #1**

Preparation providers ensure teacher candidates are diverse, committed, and effective.

### **Principle #2**

Preparation providers ensure teacher candidates understand human development, content, and pedagogy.

### **Principle #3**

Clinical practice offers year-long pre-service co-teaching (“residencies”) in an effective environment.

### **Principle #4**

Districts and providers have deep partnerships that meet candidates’ and students’ needs.

## **Sustainably Funded**

### **Secure**

Money streams withstand leadership changes.

### **Public**

Access to dollars doesn’t rely on grants, philanthropy, or individual funding.

### **Adequate**

Funding allows candidates to fully engage in their learning experiences, mentors to focus on their roles, and districts and providers to deliver quality programs.

# Models for Residency Programs

There is no single approach to building a residency program at any level. Local context and structures can play into both the program and funding structures that you might consider—for example, what are the requirements for subbing in the district? Can undergraduates sub during their junior year? Finding the best options for your district and provider communities requires thinking outside of the box. Below are some of the examples of this creative thinking that we have encountered across the country.

## 4-year undergraduate

**\$** Substitute “banking”  
After school reallocation

**Year 1** 30 credit hours

**Year 2** 30 credit hours  
Tutoring before/after school

**Year 3** 30 credit hours  
2 days/week subbing

**Residency**

30 credit hours  
10 days subbing before/after  
college semester  
**1st semester:**  
5 days/week co-teaching  
**2nd semester:**  
4 days/week co-teaching  
1 day/week subbing

## 1-year graduate

**\$** Paraprofessional and  
PD reallocation

**Summer** Rigorous summer training  
program prior to full time  
co-teaching in classroom

**Residency** Masters-level coursework  
in evenings  
Full-time co-teaching  
alongside veteran teachers  
for 5 days/week with a  
provisional license

**Post-grad** Full-time teacher of record  
with a Masters and full  
licensure

## 2-year graduate

**\$** District needs-based  
reallocation

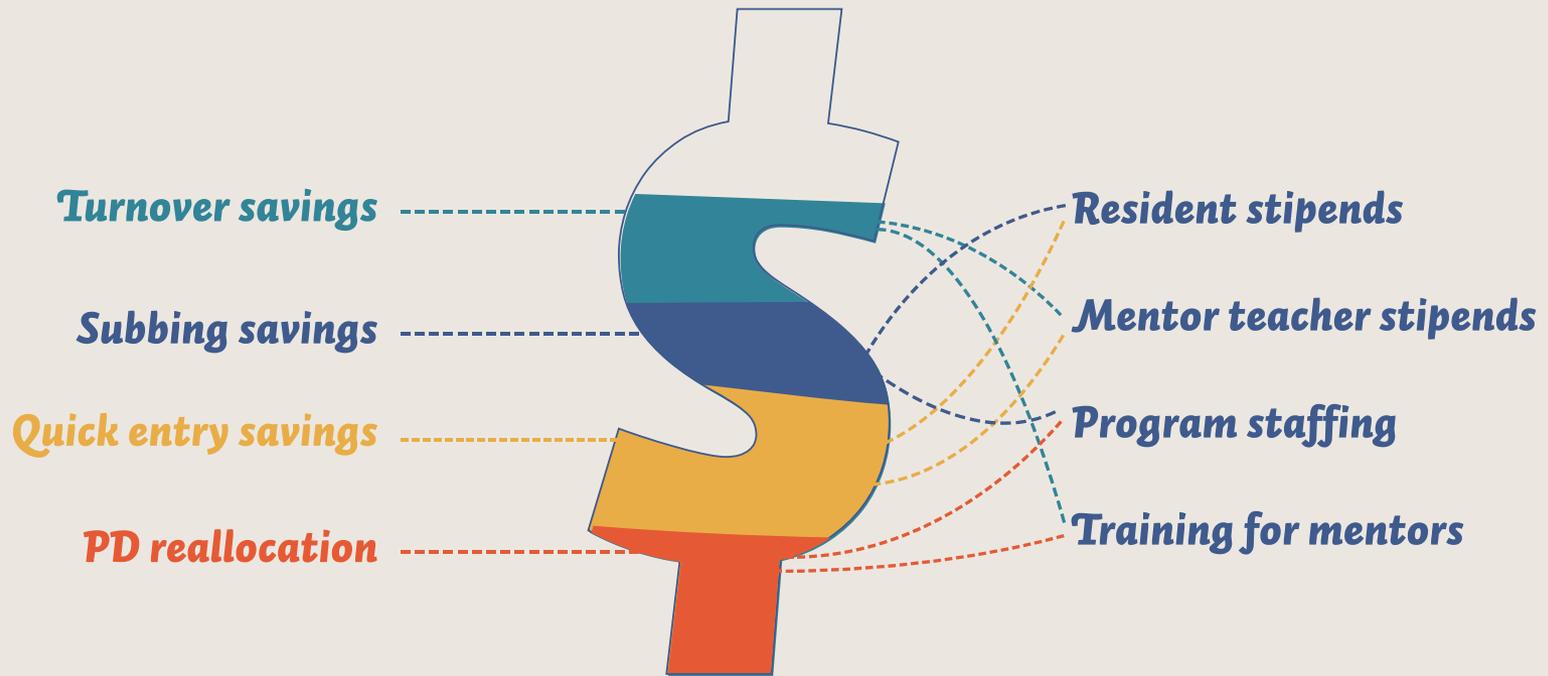
**Year 1** Full-time Masters  
coursework

**Summer** Districts hire candidates for  
full-time residencies in  
high-needs areas for Year 2

**Residency** Full-time co-teaching  
alongside veteran teachers  
for 5 days/week with  
continued coaching from  
provider

**Post-grad** Residents commit to 3 years  
of teaching in the district

# Building a Funding Pool



# Cost Savings to Support High Quality Teacher Preparation

Every year, teacher turnover creates vacancies that districts need to fill with high-quality candidates. In many cases, teachers leave shortly after entering the profession—creating a revolving door for hiring in the district. Instead of getting better at filling recurring openings, we should improve our systems so that we retain the teachers we do hire. We can do that by making sure they are prepared to succeed in their jobs before they step into the classroom.

**If a district hires 300  
new teachers per year...**



**24**  
resign  
**x**  
**\$20K**  
per person

National urban averages indicate that 24 of these hires will resign in their first year of teaching.

According to national averages, \$20,000 is spent on each of these resigning teachers, totalling \$480,000.

**\$** **480,000**  
total annual cost.

**Imagine instead** if that

**\$480,000**

were used to provide aspiring teachers with the best preparation possible.

**48**  
aspiring teachers  
could each benefit  
from

**\$10K**  
towards a quality  
preparation  
program

These dollars would create an exciting opportunity to build needed programs.



**Well- prepared teachers who  
stay in the classroom longer.**



**By investing saved dollars in preparation for teachers who will stay in the classroom, the district can decrease the numbers of new teachers hired each year and create a more stable staffing environment for the system.**

# Reallocating Quick-Entry Funding to a Residency Program



## Definition: Quick-Entry

Pathways aspiring teachers can take that require little or no clinical practice before becoming a teacher of record.

Many districts rely on quick-entry programs to fill teaching vacancies, but these teachers often have little preparation for taking over a classroom. Districts can reduce dependence on quick-entry programs and prepare teachers to teach effectively on day one by using gap funding to support an initial cohort of residents, decreasing teaching vacancies and moving towards a pipeline of quality, home-grown teachers.

A district starts to conceptualize this model knowing that

**100 quick-entry**

teachers will be filling vacancies.



During transition, we need to keep 100 teachers in the classroom.

The district uses gap funding for a yearly additional cohort of

**25 residents.**

## Year 1

Teaching:  
**100 quick-entry**



Preparing:  
**25 residents**



Gap Funds:  
**25 residents**

## Year 2

Teaching:  
**75 quick-entry**  
**25 residency-trained**



Preparing:  
**50 residents**



Rollover Funds:  
**25 residents**

## Year 3

Teaching:  
**50 quick-entry**  
**50 residency-trained**



Preparing:  
**75 residents**



## Year 4

Teaching:  
**25 quick-entry**  
**75 residency-trained**



Preparing:  
**100 residents**



## Year 5

Teaching:  
**100 residency-trained**



**100 residents**



**100 residents**  
funded with dollars rolled over from quick-entry programs.



**In 5 years, the district has transformed its teacher pipeline.** 100 residency-trained teachers are in the classroom, 100 new residents are training alongside veteran teachers to fill vacancies next year, and schools are no longer reliant on quick-entry programs.

# Reallocate Resources to Fund a Residency Program



School districts can adjust existing funding streams to support teacher candidates during their residency year. In partnership with a local institute of higher education, districts can structure programs to include subbing days for residents, afterschool classes taught by aspiring teachers, and opportunities for professional development and co-teaching that benefit both candidates and mentor teachers. When a residency program is sustainably funded, district, school, and preparation provider leadership see productive collaboration between and within institutions.

An average-size district of about 190 teachers spends



Sub \$400,000 on substitute teachers



AT \$660,000 on assistant teachers



PD \$2,250,000 on prof. development



\$220,000 on after school

If that average-size district reallocates...



...\$393,000 will be available to fund residencies.

At \$15,000 per resident, the district could fund 26 residents.

# “Banking” Substitute Teacher Dollars Model

There is an opportunity for districts to save dollars spent on substitute teachers, after school, or assistant teachers by having teaching candidates fill these roles during their preparation, while the district ‘banks’ those saved dollars toward the living stipend to be paid to the teacher candidate during their residency year.

**A 4-year undergraduate teacher preparation program runs for 36 weeks total, over the course of two semesters that are aligned with the K-12 calendar. Requirements for the local district state that substitute teachers must have a minimum of 60 college credits.**

## Junior Year



**Candidates substitute...**

- 5 days** before the start of the semester
- 2 days** per week during the semester
- 5 days** after the end of the semester

## Senior Year



**Candidates substitute...**

- 1 day** per week and co-teach the remaining 4 days

**At a sub rate of \$80/day, those 118 days total**

**\$9,440**

**that the district “banks” to create a pool of money used to support residents.**

## Residency



**Candidates complete a full-time, year-long residency in a school with financial support.**

**82** subbing days + **36** subbing days = **118** days of “banked” sub dollars

# Quality, Cost-Effective Residency Models

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## **In Quality Models...**

***Cohorts of residents work in the same site, building teacher leadership and mentoring skills across the school.***

***Preparation program faculty are embedded in schools, supporting schools improvement and learning from practicing accomplished teachers.***

***Candidates develop a sense of professionalism as a result of being fully integrated into the school for a full year.***

***District have a say in who is eligible for residency supports—and get to know would-be hires over the course of a year of teaching.***

# Quality, Cost-Effective Residency Models

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**Candidates develop a sense of professionalism as a result of being fully integrated into the school for a full year.**

**District have a say in who is eligible for residency supports—and get to know would-be hires over the course of a year of teaching.**

## **In Cost-Effective Models...**

**Residents are placed in schools as cohorts, creating efficiencies in supervision and depending partnerships between providers and schools.**

**Preparation programs redirect field experience supports, clinical administration, and faculty to work directly with residency sites.**

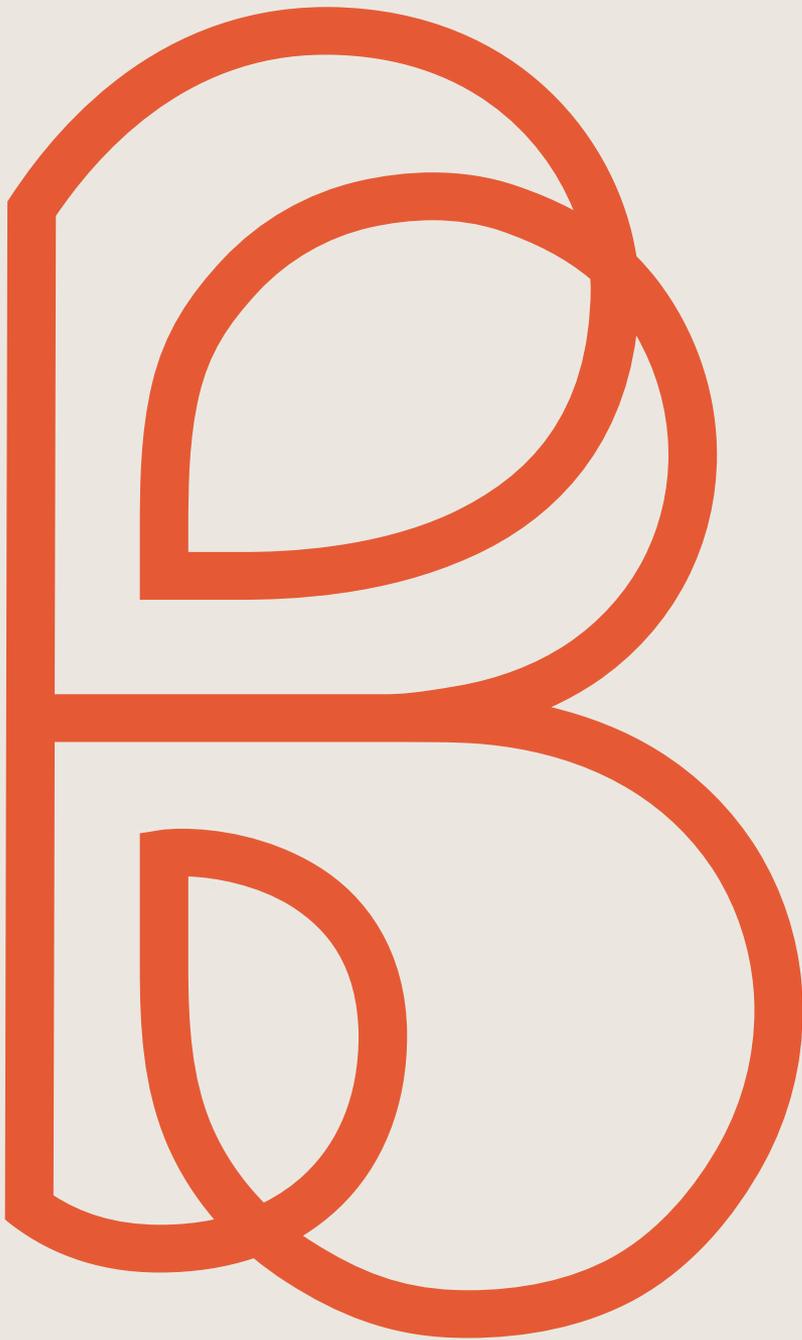
**Residents receive stipends (just like medical residents do), saving 40%-50% in Social Security, Medicare, and benefits costs.**

**Schoolwide Title I sites pool resources across all federal programs (IDEA, ESSA, Perkins) to create comprehensive, cost effective models of school improvement.**

# Shared Resources

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- 1** Language from prior SFP federal grant submissions mapped to the CalED RFP
- 2** Research summary
- 3** *The ESSA Opportunity for Residencies*
- 4** *For the Public Good: Quality Preparation for Every Teacher*
- 5** SFP vision animation
- 6** SFP partnership animation
- 7** SFP Publications - two reports to be added tomorrow, 9/28



# Questions? Comments?

Karen DeMoss, [kdemoss@bankstreet.edu](mailto:kdemoss@bankstreet.edu)

Sign up for project reports and updates at

[www.bankstreet.edu/sfp](http://www.bankstreet.edu/sfp).

Email us at [sfp@bankstreet.edu](mailto:sfp@bankstreet.edu).

# Panelists



## Kristina LaGue

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*Professor and Department Chair of Teacher Education*  
California State University, Bakersfield

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## Brandon Ware

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*Coordinator of Curriculum,*  
Bakersfield City School District

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@\_mr\_ware\_



9001 Stockdale Highway,  
Bakersfield, CA 93311

# CaLED Webinar



1300 Baker Street,  
Bakersfield, CA 93305

## Key Components of the Kern Urban Teacher Residency

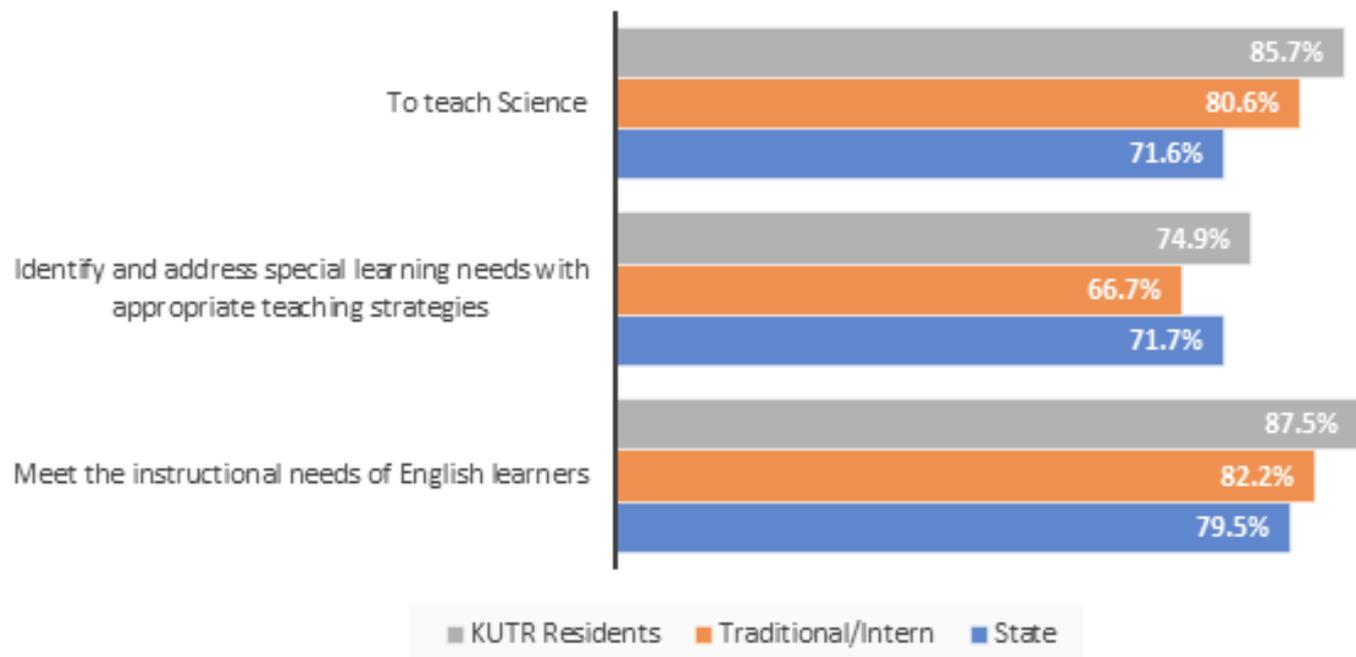


1. Year-long co-teaching clinical experience for the Residents--Kern Urban Teacher Resident position created by the district
2. Joint (University and District) selection of Mentor Teachers and Residents
3. Monthly training, calibration, and data-sharing using observation protocols for Mentors
4. Credential program methods courses are co-taught by district instructional specialists



# A sampling of Exit Survey Data from KUTR Cohort 1

**Your teacher preparation program prepared you well and/or very well to do the following:**

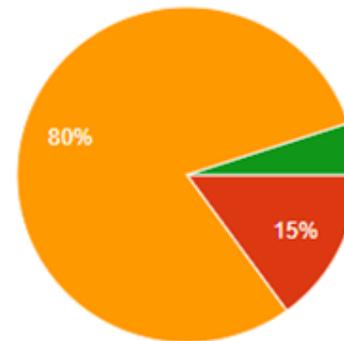




# Danielson Framework

## 2c: Managing Classroom Practices

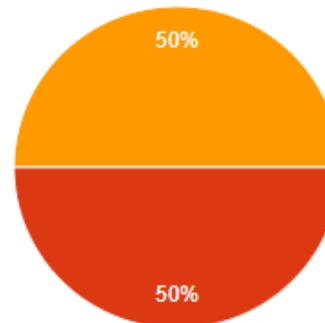
20 responses



- Unsatisfactory: Much instructional time is lost due to inefficient classroom routines and procedures,...
- Basic: Some instructional time is lost due to only partially effective classroom routines and procedures,...
- Proficient: Little instructional time is lost due to classroom routines and...
- Distinguished: Students contribute to the seamless operation of classroo...

## 3b: Using Questioning and Discussion Techniques

22 responses



- Unsatisfactory: Teacher's questions are low-level or inappropriate. Questions elicit limited student parti...
- Basic: Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rap...
- Proficient: Most of the teacher's questions elicit a thoughtful respons...
- Distinguished: Questions reflect high expectations and are developmenta...



# Workplace needs...

## Cost of a 1st year teacher:

- Salary \$48,021 + 20,928 (benefits) = **\$68,949**
  - Signing bonus for SPED, Math and Science

## Estimated cost of recruitment in state and out of state:

\$25,000 annually

## Current Reality:

PIP/STPS: 154

Interns: 76

Induction:

- Year 1: 79
- Year 2: 43

**Total: 352**

## Content specific teachers needed or targeted for recruitment:

Math, Science, SPED, Multiple Subject and P.E.





# Kern Urban Teacher Residency

2016-2017 Cohort 1

1 single subject Math  
1 single subject science

14 self- contained K-6

- PIP: 4
- STPS: 1
- Intern: 1
- Induction: 10

## Early Completion Option for Induction

**Underlying philosophy:** Teachers in California use the Teacher Induction program to move from a preliminary credential to a clear credential. Some of these teachers have years of successful teaching experience outside of California; some have earned their credential through participating in various programs associated with the Learning to Teach Continuum and have garnered years of experience while serving under intern and/or other credentials. These teachers' needs differ from those of a true beginning teacher. The Bakersfield City School District Teacher Induction program, therefore, offers the following early completion option to better serve *experienced, successful* teachers who are required or chose to complete an Induction Program.

For the purposes of identification, *successful* shall be defined by either 1) a quality indicator such as the TPA and a letter of completion from an administrator of an intern program citing the candidate as an exceptional teacher or 2) administrative evaluations or a letter or recommendation from the evaluating administrator that cites the teacher's overall performance as successful.

### Eligibility requirements for candidates

Candidates who will be considered for the early completion option:

- 1) must have a California preliminary credential
- 2) must be currently teaching in a K- 8 classroom in the BCSD
- 3) must be recommended by their current site administrator for consideration for an early completion option
- 4) must complete an interview with BCSD NTS Coordinator
- 5) must agree to participate in the requirements to complete an ECO

### Early Completion Requirements

The current induction program requires the completion of a two-year Individual Learning Plan (ILP) with the assistance of a district-selected, program-trained support provider. The early completion option will require completion of an ILP with a district-selected, program-trained support provider to be completed in one year. Through weekly mentoring and cycles of inquiry ECO participating teachers will demonstrate growth in the CSTP in relation to their credential and teaching assignment.

\*In-Kind Contributions 153,500





# In-Kind Contributions

<b>District In- Kind Contributions</b>	<b>2017-18 Totals</b>	<b>% of Totals</b>
Salaries and Fringe (Coordinator of Curriculum and Standards (50% time)	66,000	21%
Saturday Lab transportation, lunch, and supplies for BCSD Students	40,000	13%
Math and Science Instructional Specialist Teachers	7,500	2%
Increase of Number of Mentor Teachers	39,000	12%
Resident Teacher Stipend	144,000	46%
Misc.	17,000	5%
Total	313,500	100%



# Contact Information



Coordinator of Curriculum,  
Bakersfield City School  
District

Phone: 661-631-4778

Email: [wareb@bcasd.com](mailto:wareb@bcasd.com)

Twitter handle: [\\_mr\\_ware\\_](https://twitter.com/_mr_ware_)



Professor and Department  
Chair of Teacher Education  
California State University,  
Bakersfield

Phone: 661-654-6546

Email: [klague@csub.edu](mailto:klague@csub.edu)

# Panelists



## **Anne Podolsky**

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*Researcher and Policy Analyst*

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Learning Policy Institute

# Teacher Recruitment & Retention

1. Preparation
2. Hiring and management
3. Support for novice teachers
4. Working conditions
5. Compensation



## **Solving the Teacher Shortage**

*How to Attract and  
Retain Excellent Educators*

Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond



LEARNING  
POLICY  
INSTITUTE

SEPTEMBER 2016

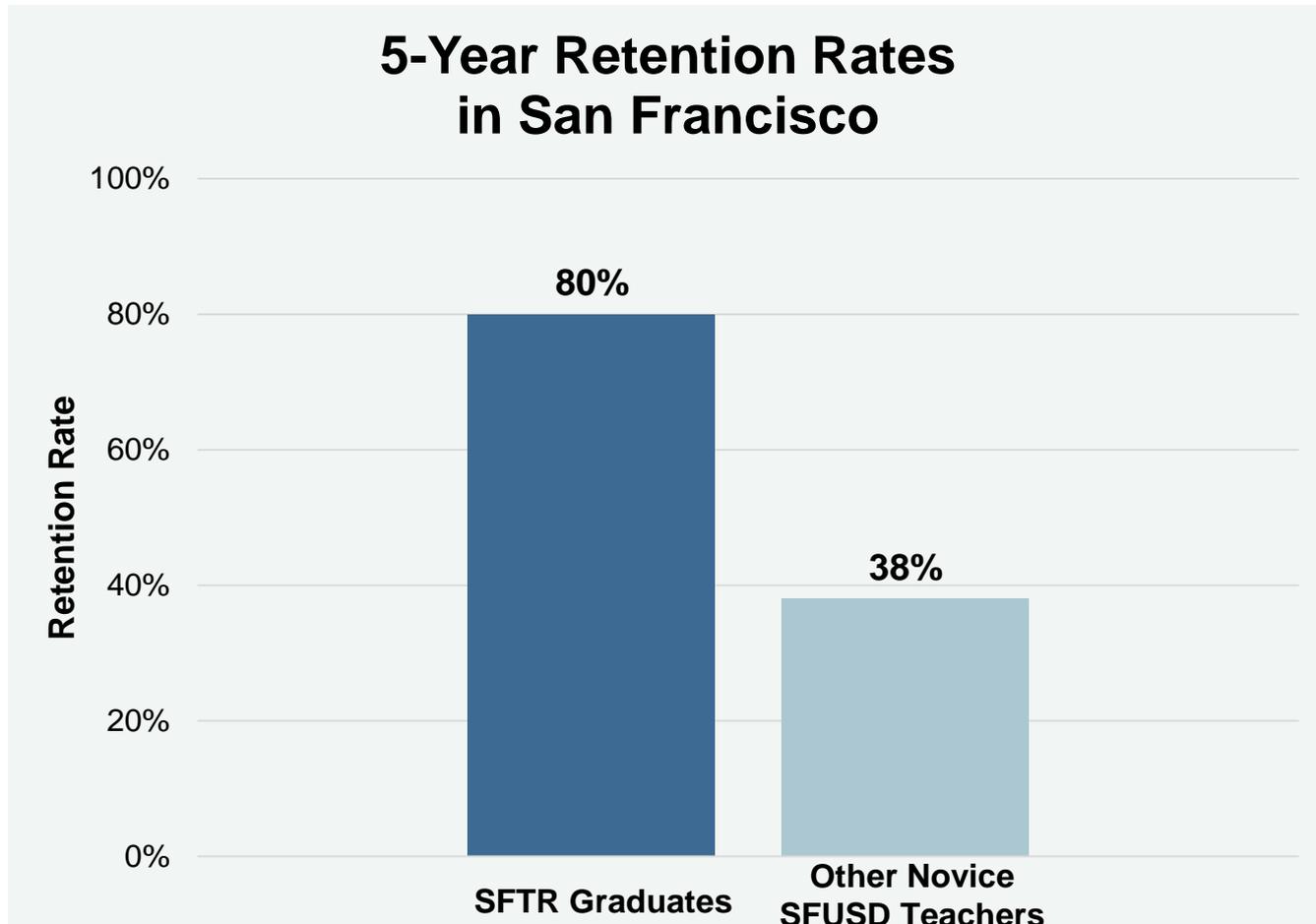
# Strengthen teacher preparation

## 1. Partnerships between districts and preparation programs

# Strengthen teacher preparation

- 1. Partnerships between districts and preparation programs**
- 2. Teacher Residencies**

# Residencies improve retention



SFUSD Human Resources Department; San Francisco Teacher Residency.



# **The Teacher Residency**

## ***An Innovative Model for Preparing Teachers***

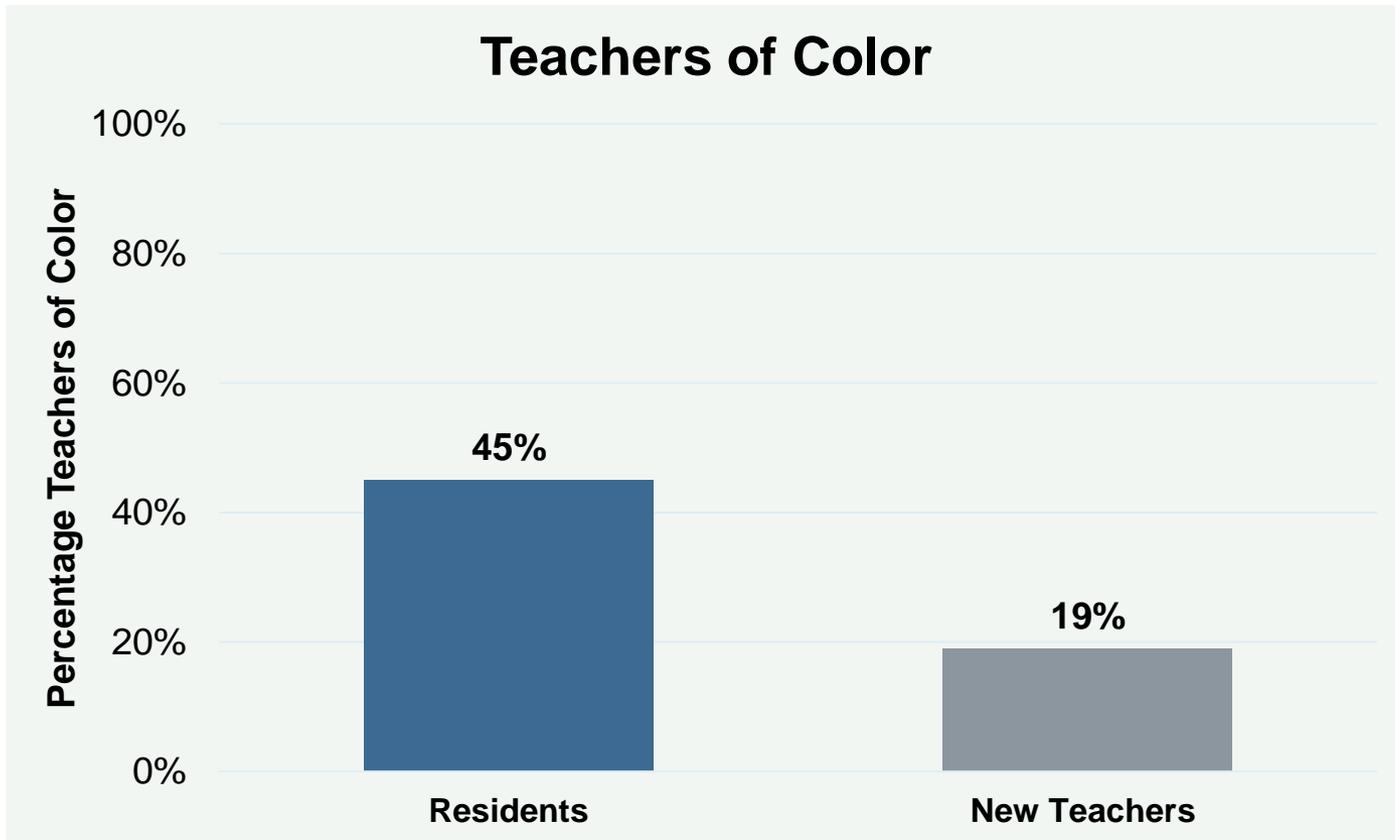
**Roneeta Guha, Maria E. Hyler, and Linda Darling-Hammond**



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POLICY  
INSTITUTE**

SEPTEMBER 2016

# Residencies recruit diverse teachers



Sources: NCTR Network Partner Report 2015-16 & SASS Restricted Public School Teacher Data File, 2011-12

# Strengthen teacher preparation

- 1. Partnerships between districts and preparation programs**
- 2. Teacher Residencies**
- 3. Grow Your Own Programs**

# Provide support to beginning teachers

- Mentoring
- Coaching
- Feedback
- Observations of expert teachers
- Orientation sessions
- Reduced workloads

Source: Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.

# Invest in quality mentoring & induction programs

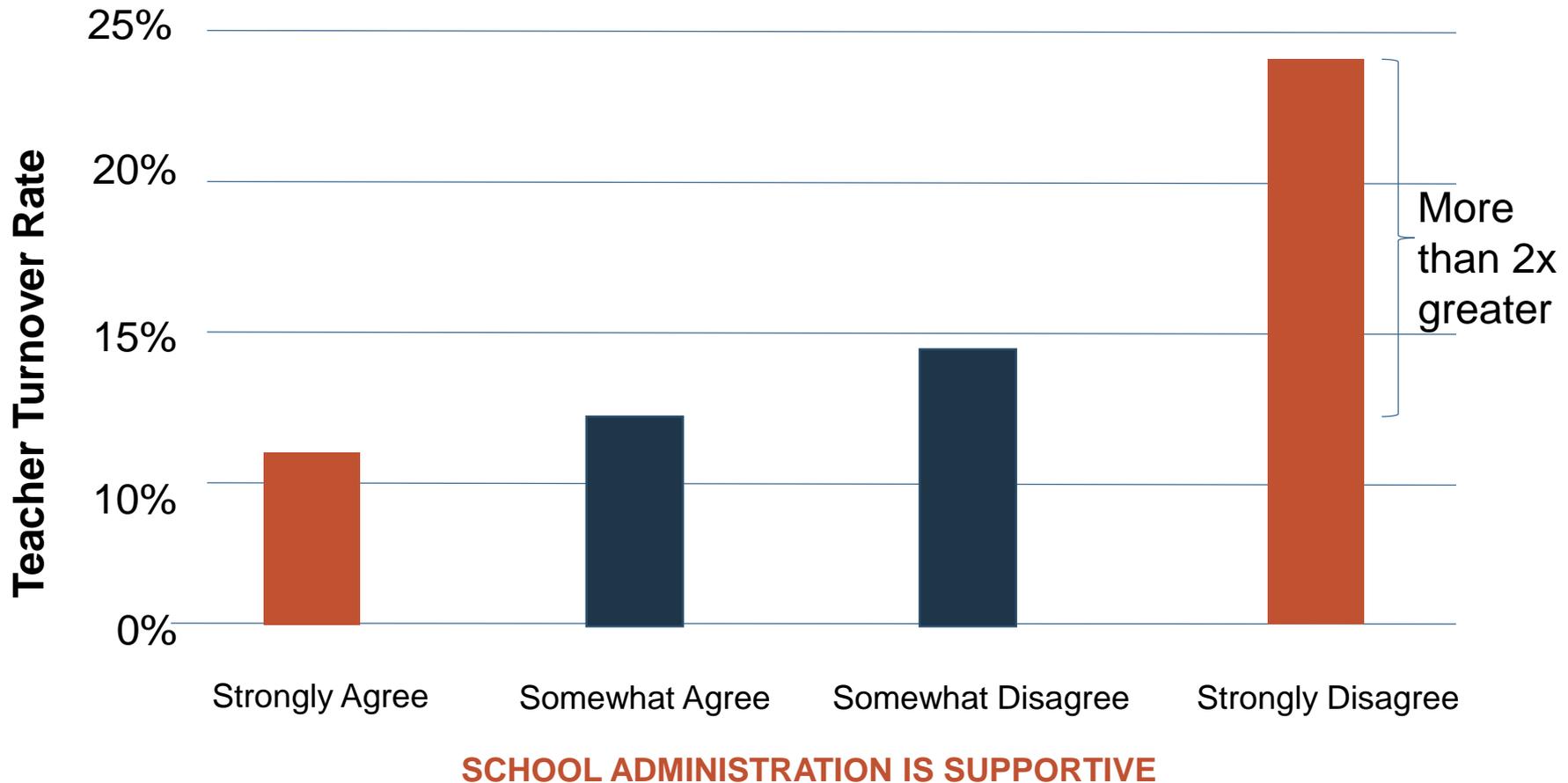
2-year CA induction program



65% return on investment

Source: Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. *ERS Spectrum*, 25(3), 1-17.

# Dissatisfaction with administrative support associated with turnover



# Invest in high-quality principals by providing professional learning opportunities and induction support



## School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review

### Updated and Expanded

*This report was updated in January 2017 to include Appendix C*

*Rebecca Herman, Susan M. Gates, Aziza Arifkhanova, Andriy Bega, Emilio R. Chavez-Herrerias, Eugeniu Han, Mark Harris, Jennifer Tamargo, Stephani L. Wrabel*



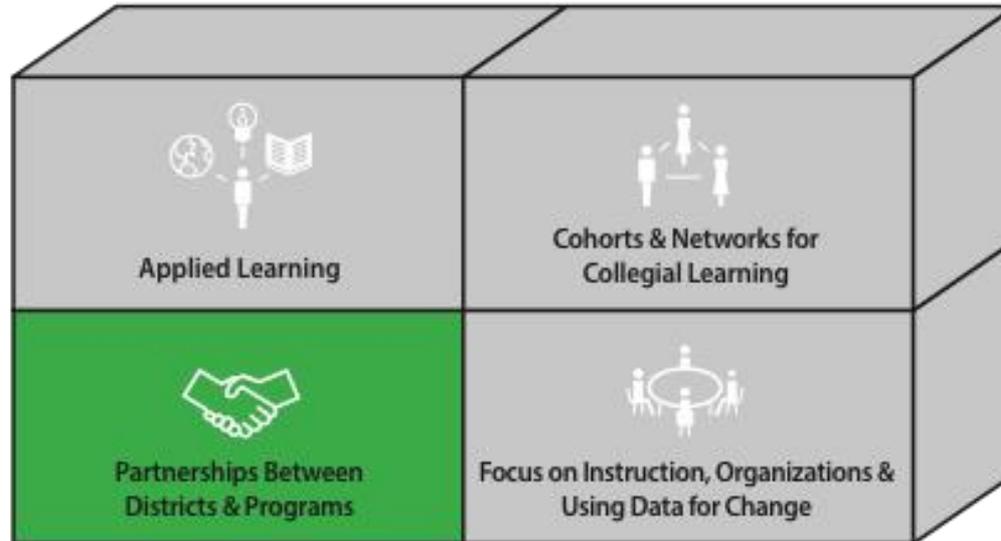
## Supporting Principals' Learning Key Features of Effective Programs

Leib Sutcher, Anne Podolsky, and Danny Espinoza

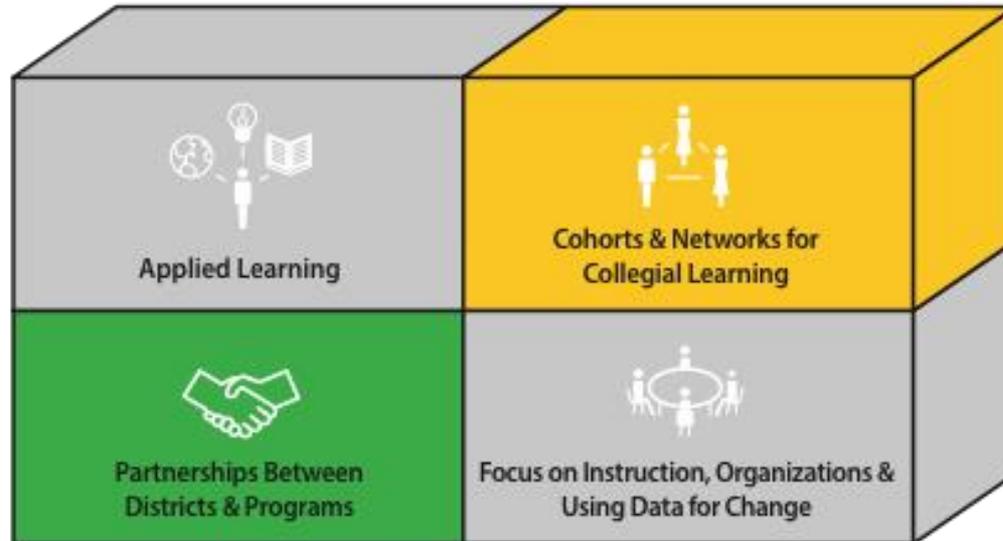


FEBRUARY 2017

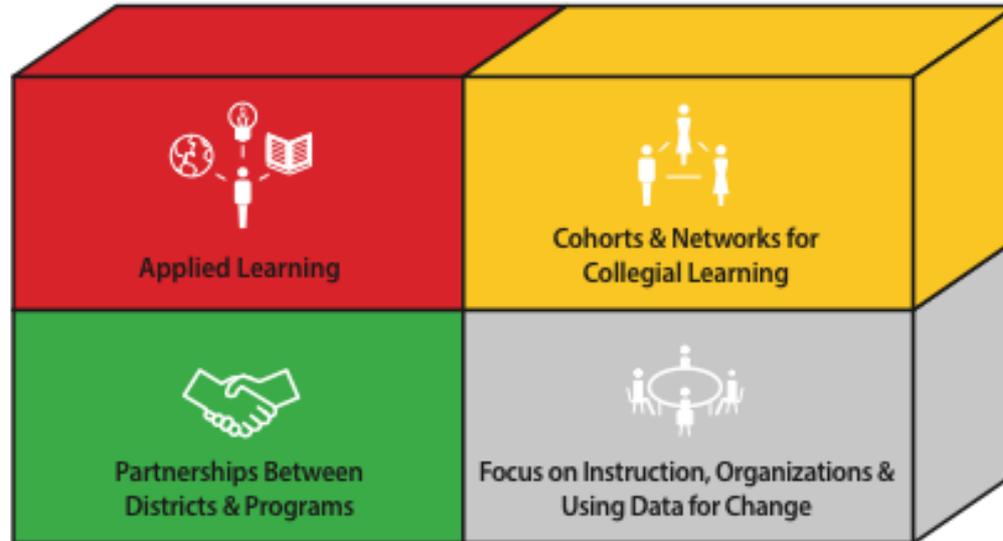
# Focus on leadership



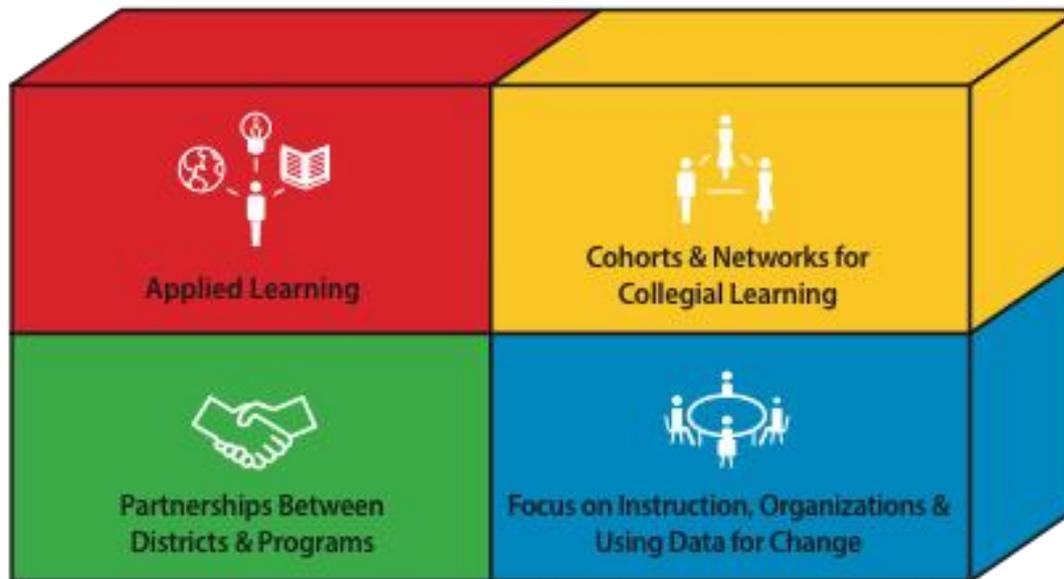
# Focus on leadership



# Focus on leadership



# Focus on leadership



# Panelists



## **Kim McKenzie**

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*Director of Administrator Services,  
Shasta County Office of Education*

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## **Margaret Arthofer**

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*Senior Director of Educational Services,  
Association of California School Administrators*

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association of california  
school administrators

# Developing Strong School Leaders through Administrator Induction Program

September 27, 2017

Margaret Arthofer, Senior Director of Educational Services, ACSA

Kim McKenzie, Director of Administrator Services, Shasta County Office of Education

# Clear Administrative Credential Program

- 2 year program
- Individual Induction Plan
- System of Assessment
- One-on-one, individualized, on-site coaching (40 hours/year)
- Individualized professional development (20 hours/year)
- Individual Goals
- Summative Assessment

## Coach Training

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- Initial training on research-based coaching model (12 hours)
- Program Orientation Training (6 hours)
- On-going training (12 hours/year)
- Coach Certification Process

## Coach Selection & Matching

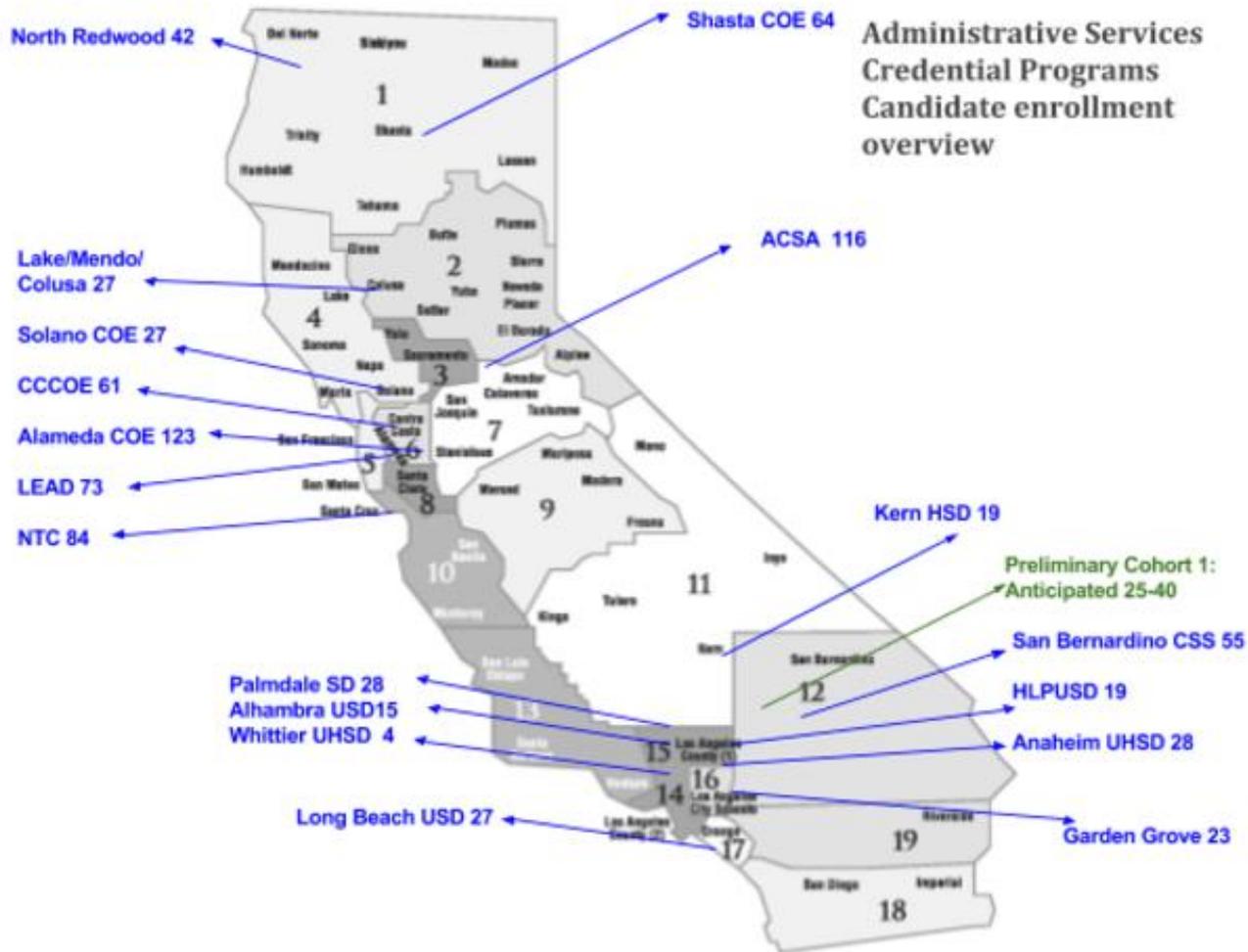
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- Recommendations
- Coach experience(s) and areas of expertise
- Evidence of positive and effective leadership
- Culture and Setting

# Professional Development

- Individualized
- Unique to candidate need and experience
- Co-determined by the candidate and coach
- Flexible delivery method

# Structure and Delivery



# Local Program Example

## Shasta County Office of Education

- Need expressed by Superintendents in Region 2
  - Preparation Programs
  - Strong Leadership
  - Retention
- Research key findings regarding coaches/coaching
  - More effective
  - Higher retention
  - Job and life-balance satisfaction

# Funding & Personnel

- Funding
  - Coaching fees
  - Title II
  - Grants (Educator Effective Grant, CalEd)
- Personnel
  - Part-time Director to support Local Program
  - Coaching as “and other duties as assigned”
  - Part-time coach
  - Hire current and retired administrators

# Advantages of Partnering & Local Programs

- Selection and matching of coaching
- Local support
- Investing in future
- Recruitment and retention of administrators
- Exit Survey Data

*“The coaching process was very helpful, because it gave me a safe place to ask questions, express concerns and deal with mistakes or problems. The program also made sure that I reflected on my practices and gave me the chance to appreciate and notice my successes . . .”*

“The strength is in the coaching and reflection features of the program help to ensure success as a new administrator. It helps to go beyond the functional aspects of performing administrative work to reflective thinking about the role in providing an environment for effective and creative teaching, and student success in learning. The individual goal setting support the current needs of the administrator.”

“I love that the program was based in my district, with coaches from my district that understand my context and the demands of my student population. Coaches that guide you in the process to design Leadership Learning Goals for yourself. The clear understanding of the CPSEL and how it is the foundation of the work. Coaching hours as cycles of inquiry and check ins were extremely beneficial to me in order to keep me on track. The professional development allowed for my own growth.”

# Q&A Discussion

For more information or additional questions, please contact:



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