Using ESSA Funding for Mentoring and Induction

T4TLA Mentoring & Induction Affinity Group | Workshop 4
June 18, 2018
Team Introductions

- **Teams:** Please type the names of your team members attending the workshop today into the chat pod. Video is encouraged!

- If this is your **first time** attending a Mentoring and Induction (M&I) Affinity Group event, we will ask you to introduce yourself out loud.
  - Name
  - Title
  - Organization (state or district)
Welcome and Introductions

Lisa Lachlan, GTL Center
Etai Mizrav, GTL Center
Liam Goldrick, Education Policy Consultant
Our Missions

Center on Great Teachers and Leaders (GTL Center): To foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

The Center on School Turnaround (CST): To provide technical assistance and identify, synthesize, and disseminate research-based and emerging promising practices that will lead to state education agencies’ increased capacity to support districts in turning around their lowest performing schools.
## M&I Affinity Group Workshops

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<td>Workshop 1: Mentor Professional Learning, Development, and Assessment</td>
<td>March 19 1:30–3:00 p.m. ET</td>
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<td>Workshop 2: Beginning Teacher Professional Learning and Development</td>
<td>April 25 1:30–3:00 p.m. ET</td>
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<td>Workshop 3: The Role of the Principal in Comprehensive Induction</td>
<td>May 10 1:30–3:00 p.m. ET</td>
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<td><strong>Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction</strong></td>
<td>June 18 1:30–3:00 p.m. ET</td>
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<td>Workshop 5: Effective Communication With Stakeholders and Staff</td>
<td>July 18 1:30–3:00 p.m. ET</td>
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<td>Workshop 6: Induction Program Monitoring and Continuous Improvement</td>
<td>August 15 1:30–3:00 p.m. ET</td>
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Workshop 4 Objectives

- Provide an overview of the new funding structures ESSA allows (i.e., through Title I, II, and IV and other grant funding)
- Discuss how funding relates to M&I work through an equity lens
- Discuss how the flexibility of ESSA funding and how thinking about funding through the lens of equity can influence your teams’ work
Workshop 4 Agenda

- Welcome and introductions
- ESSA funding as it relates to the T4T context
- School improvement practices
- Review of state induction policy
- ESSA funding overview
- Using educator equity to frame and fund M&I
- Q&A
- Discussion
- Wrap-up
Why talk about funding?
High-Quality Mentoring and Induction Practices

- Rigorous mentor selection based on qualities of an effective mentor
- Ongoing professional development and support for mentors
- Sanctioned time for mentor–teacher interactions
- Multiyear mentoring
- Intensive and specific guidance moving teaching practice forward
- Professional teaching standards and data-driven conversations
- Ongoing beginning teacher professional development
- Clear roles and responsibilities for administrators
- Collaboration with all stakeholders and a focus on program improvement

Based on the work of the New Teacher Center, 2016.
The Four Domains for Rapid School Improvement: School Turnaround Practices

1A: Prioritize improvement and communicate its urgency

1C: Customize and target support to meet needs

Quick Polling Question

How familiar are you with how mentoring and induction has been or could be *funded* in your state, district or school?

1 – Not at all
2 – A little
3 – Quite a bit
4 – I am more familiar than I care to admit
ESSA Funding as It Relates to Mentoring and Induction

Liam Goldrick
Elements of Induction: State Policy

- Is mentoring or induction required?
- Mentor quality
- Mentoring time
- Induction program quality
- Induction program standards
- Dedicated funding
- Aligned with certification/licensure
- Program accountability
- Teaching conditions
Upcoming Polling Question

As you review the following slides, answer the following question:

*Where is your state in terms of addressing these elements of induction policy?*
State-Funded Multiyear Teacher Induction

Yes
No

Yes
No

TALENT FOR TURNAROUND
EQUITABLE ACCESS | SCHOOL IMPROVEMENT
State Requirements: New Teacher Induction & Mentoring

- 4 years
- 3 years
- 2 years
- 1 year
- No program length
- None

Map showing state requirements for new teacher induction and mentoring.
Program Quality: Observation, Formative Assessment, and Feedback/PLC
Polling Question: Elements of Induction

- Is mentoring or induction generally required?
- Mentor quality
- Mentoring time
- Induction program quality
- Induction program standards
- Dedicated funding
- Aligned with certification/licensure
- Program accountability
- Teaching conditions
About ESSA

ESSA plans will guide future state education policies and strategies.

States will:
- Determine the use of the states’ resources, both federal and state dollars
- Rely more than ever on federal funding to help them in this current economic and political climate
- Have more freedom on school accountability than in previous 20 years: each state has devised its own path forward
- Place priority on the use of “research-based strategies for school improvement” in state plans
- Publicly report the expenditure and distribution of federal funds at the school level
Title I and School Improvement

- Under ESSA, high-priority, persistently low-achieving schools will be identified as schools receiving Comprehensive Improvement Strategies (CIS), which are the highest need, or Targeted Improvement Strategies (TSI) from the state.

- State strategies to help these schools are much more customized than in years past and are not the authoritative top-down models used under No Child Left Behind (NCLB).

- ESSA requires states to set aside 7% of their Title I allotments for school improvement. This replaces NCLB’s 4% set-aside, as well as the School Improvement Grant program.
Title II (Educator Quality)

- Slight decrease in federal funding for professional development activities in most recent federal budget.

- ESSA requires states to reserve 95% of their Title II allotment for subgrants to LEAs.

- A state may reserve up to 3% of the 95% for state activities for principals and other school leaders, including for induction and mentoring programs, assisting districts in developing high-quality professional development programs for principals, and improving equitable access to effective teachers.
Title II (Educator Quality)

- **Induction** remains an “allowable activity” under Title II.
- States and districts may continue to use Title II formula funds for induction for both teachers and principals as one of numerous “allowable activities.”
- “**Evidence-based professional development**” and teaching and learning conditions surveys are added as allowable activities.
“Evidence-Based”

- ESSA’s approach to “evidence” returns much authority and responsibility to the states.
- The bill defines tiered levels of evidence (strong, moderate, promising) —modeled on the i3/EIR program—but ESSA does not distinguish among these levels: all of them are considered “evidence.”
- States and districts decide whether evidence on a subject is “reasonably available” when deciding how it should be required, such as in the case of the use of state Title II dollars for induction and the use of state or local Title II dollars for “evidence-based” professional development.

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**Figure 1. Levels of Evidence**

To support the identification and selection of evidence-based interventions, the U.S. Department of Education developed four levels of evidence.

- **Strong Evidence**
  - Interventions with strong evidence have at least one experimental study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence. The study must have a large, multisite sample with overlap in both population and setting.

- **Moderate Evidence**
  - Interventions with moderate evidence have at least one quasi-experimental study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence. The study must have a large, multisite sample with overlap in either population or setting.

- **Promising Evidence**
  - Interventions with promising evidence have at least one correlational study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence.

- **Demonstrates a Rationale**
  - Interventions that demonstrate a rationale are those with a well-specified logic model informed by research or evaluation where relevant research suggests the likelihood of positive effect and a study of the effects will occur as part of the intervention or is under way elsewhere.

Title IV

Title IV—“Student Support Academic Enrichment” grants—is newly authorized by ESSA.

- The goal is to increase the capacity of states and LEAs to help all students (this allows some intertwining of monies to “improve school conditions for student learning”).

- Under NCLB, Title IV primarily funded school technology. ESSA broadens the purpose of Title IV.

- FY2018 omnibus bill increased funding for Title IV from $400 million to $1.1 billion.
ESSA enables and encourages states and districts to think creatively about ways to leverage all dollars for maximum benefit.

Educator effectiveness strategies that engage and cultivate teacher leaders should be foundational to a comprehensive approach to school improvement.

ESSA funding flexibilities enable districts to support this work through myriad strategies and sources. They allow districts to transfer, braid and/or consolidate federal Title I, Title II, and Title IV funds.
Polling Question:

How likely is it that districts in your state will take advantage of ESSA funding flexibility by transferring, braiding or consolidating federal Title I, Title II and Title IV dollars?

(a) very likely
(b) possible
(c) unlikely
Questions?
Using Educator Equity to Frame and Fund Mentoring and Induction Work

Etai Mizraiv
Equitable Access in ESSA

**Title I**

“describe how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress;

“describe how the local educational agency will identify and address…any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers” (ESSA 1111)
Equitable Access in ESSA continued

**Title II (allowable uses)**

…developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers… to improve within-district equity in the distribution of teachers… such as initiatives that provide… new teacher, principal, or other school leader induction and mentoring programs that are designed to—“(I) improve classroom instruction and student learning and achievement; and “(II) increase the retention of effective teachers, principals, or other school leaders; (ESSA 2103)
Using Mentoring and Induction to Close Equity Gaps

To comply with ESSA and use these Title II dollars for mentoring and induction, programs must be equity-focused with the purpose of ensuring equitable access to effective teachers.

How can effective mentoring and induction practice close equity gaps?

▪ Improve teacher effectiveness in high-need schools by strengthening preparation
▪ Improve teacher effectiveness in high-need schools through ongoing mentoring and continuous improvement
▪ Attract effective teachers to high-need schools by offering better support and working environment
▪ Improve teacher retention in high-need schools
▪ Diversify the educator workforce

However, evidence shows that teachers in high-need schools are less likely to receive mentoring and induction. Policymakers should consider how to design mentoring and induction programs that are relevant to these schools (Kardos & Johnson, 2010).
Balancing Need and Readiness

**High Need**: schools and districts with students with the least access to effective educators, and/or educators of color for their students.

**High Readiness**: schools and districts that are likely to implement mentoring and induction effectively.

Need is constant, but readiness may depend on the design of the program.
The Alaska Statewide Mentor Project

- Targeted highest need schools
- Cross-school mentoring and retired teacher mentors
- Monthly meetings are longer and more robust
- Uses technology for remote sessions in between

“Mentors travel by small planes, skiffs, skidoos, and dog sleds and have to be flexible when everything is delayed by bad weather. Once at a village school, however, mentors usually stay for a whole day and sleep overnight at the school or at the home of a teacher, the amount of face-to-face time is concentrated.”

Alaska Statewide Mentor Project Website: [http://asmp.alaska.edu/](http://asmp.alaska.edu/)
Characteristics of High-Need Schools

- Fewer resources
- Limited attention and capacity for new programs
- Many accountability and school improvement–related state programs and requirements
- Higher rates of novice teachers
- Lower rates of experienced effective teachers
## Examples of Program Adjustments in High-Need Schools

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<th>New Teacher Center Practice</th>
<th>In High-Need Schools</th>
<th>Program Adjustments</th>
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<td>Rigorous mentor selection based on qualities of an effective mentor</td>
<td>Insufficient pool of high-quality mentors</td>
<td>Strategies to develop pool of mentors (transfer, cross-school mentorship)</td>
</tr>
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<td>Sanctioned time for mentor–teacher interactions</td>
<td>More difficult to identify time, insufficient capacity</td>
<td>Include strategies to allow more planning time</td>
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<td>Professional teaching standards and data-driven conversations</td>
<td>Many challenges beyond academic standards (addressing chronic absenteeism, trauma, informed care)</td>
<td>Ensure relevance of mentoring content and combination of academic rigor, with non-academic support</td>
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<td>Collaboration with all stakeholders and a focus on program improvement</td>
<td>Teachers in high-need schools may experience fear of displacement because of evaluations, reconstitution, and closure.</td>
<td>Consider ways to allow new teachers time to use mentoring in a culture of commitment and that enables success.</td>
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Building Readiness in High-Need Schools

Mentoring and induction can and should be tools to improve schools identified for comprehensive and targeted support.

By making adjustments and attending to the needs of the schools that are furthest behind, states and districts can balance need and readiness and utilize mentoring and induction to close equity gaps.

Just as we want schools to adapt and serve their highest need students rather than saying they are simply a “bad fit” for the school, we should do the same. Districts should design and adapt programs for their highest need schools, and states for their highest need districts.
Questions?
Discussion

- What new strategies can address the barriers of high-need schools in developing new programs? Who are the stakeholders we should consult?
- How can we customize mentoring and induction programs to target our high-need schools?
- What are other ways you can use ESSA funding and programs to specifically benefit students and schools that need them the most?
Resources for Further Information

From the GTL Center:
Evidence-Based Practices to Support Equity: A GTL Center Snapshot; Establishing a High-Quality Educator Workforce: Mentoring and Induction

From the New Teacher Center:
Capitalizing on ESSA Flexibility: How States and Districts Can Improve Schools and Achieve Educational Equity by Boosting Educator Effectiveness
Housekeeping

▪ **Survey:** [https://www.surveymonkey.com/r/MIWorkshop4](https://www.surveymonkey.com/r/MIWorkshop4)

▪ **Next workshop:** Effective Communication With Stakeholders and Staff
  
  • July 18 (1:30–3:00 p.m. ET)

▪ **Prework:** This will be sent in a follow-up e-mail.

▪ **Adobe Connect:** Please be prepared to chime in by joining the meeting via phone and participating in our polls.

▪ **Groupsite access:** If you need Groupsite access, please e-mail Katelyn Lee ([kalee@air.org](mailto:kalee@air.org)).
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