

# Leveraging Partnerships

## The Preparation to Employment Pipeline

February 23<sup>rd</sup>, 2016

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Participant PIN: 762 795 004 700.

Please call Christopher Williams at (631) 348-3235 if you need other technical assistance.



# Webinar Objectives

- ★ Understand the **current state context** in which your partnerships with providers exist
- ★ Learn about the **benefits of strategic engagement** in partnerships with providers
- ★ Identify **concrete strategies** for cultivating a stronger talent pipeline in your district
- ★ Get questions answered



# MA Context: Data Landscape

- ★ 68 initial teacher prep providers
  - ★ 53 IHEs (94% of completers)
  - ★ 15 Alternative (6% of completers)
    - ★ Currently only one district-based program
- ★ Between 5,000 – 6,000 initial teacher completers each year
  - ★ Approximately 65% (3,500 – 4,000) are employed in an MA public school the following year



# MA Context: Data Landscape

- ★ High poverty schools and schools in Level 4 and 5 hire a disproportionately large share of first-year teachers
  - ★ Even in higher performing schools/districts, first year teachers in Massachusetts are more likely to be assigned to students who are academically behind
- ★ 10 year projections indicate a **surplus** of general education teachers and a **deficit** of ELL, SPED, and minority teachers





# Essentially...

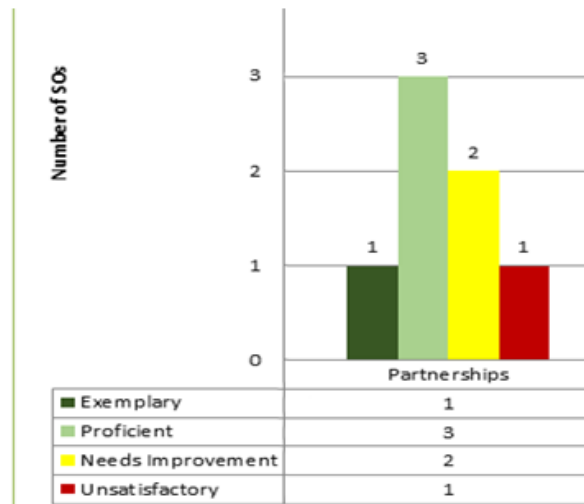
- ★ Districts are hiring a significant number of new teachers each year
- ★ These new teachers are likely to have completed a nearby, traditional preparation program
- ★ High-poverty and minority students are being disproportionately taught by these new teachers
- ★ Right now, these new teachers are less effective than their more experienced peers



# MA Context: New Expectations

## ★ Accountability Criteria for Provider Partnerships with PK12 schools & districts:

- ★ Sponsoring Organization responds to the needs of PK-12 districts/schools.
- ★ PK-12 partners make contributions that inform Sponsoring Organization's continuous improvement efforts.
- ★ Partnerships improve experience for preparation candidates.
- ★ Partnerships positively impact the outcomes of PK-12 students.
- ★ Sponsoring Organization evaluates partnerships on an ongoing basis, sustains those that are effective, and takes steps to improve those that are not.



# MA Context: New Expectations

- ★ Readiness expectations have been heightened
- ★ Candidates should enter student teaching ready to **ADD VALUE** to the placement classroom
- ★ Must be ready to assume full responsibility for the licensure role not at the end of the practicum but rather, at the beginning





Questions?



# Benefits: Impact on Student Learning

## ★ Positive impact on student achievement

### ★ During student teaching placement

- ★ Arizona State University

- ★ New co-teaching model at MA institution

### ★ During first-year as full-time teacher

## ★ Diversity of workforce

- ★ 2014-15 Prep Enrollment: 11%

- ★ 2014-15 MA Teacher Workforce: 7%



# Benefits: Talent Pipeline

- ★ Highest value predictor of teacher effectiveness as it relates to components of preparation are:
  - ★ Characteristics of the student teaching placement site
  - ★ Characteristics of the supervising practitioner
- ★ Nationally, student teachers are more than 3x as likely to teach in the district after completing a prep program.
  - ★ In Massachusetts, 75% of completers teach within 20 miles of their program
  - ★ Student teaching in urban placements is also a strong predictor of longer retention in an urban district



# Rough Cost/Benefit Analysis

## ★ Average placement = 16 weeks

★ Supervising Practitioner spends 5-10 hours a week → 120 hours

★ Hourly contractual rate = \$38 → approx \$4,500

★ District with just 25 student teachers a semester is investing at minimum of \$112,500

## ★ Current costs:

★ Professional Development: \$18,000 per teacher, per year

★ Single teacher attrition can cost an urban district approximately \$8,750



Questions?



# Did you know you could...

- ★ Set thresholds for accepting student teaching candidates? For instance:
  - ★ Requiring candidates to have at least \_\_\_ hours of classroom time before they become a student teacher
  - ★ Conduct interviews and selection rounds (which might include a demonstration lesson)
- ★ Ask about and inform coursework requirements or assignments for field-based experiences?
- ★ Establish employment agreements proactively with high-performing candidates?
- ★ Set targets for the performance of the partnership? Including:
  - ★ # of completers in certain program areas
  - ★ Student performance for classrooms with a student teacher
  - ★ Employment and retention rates



# Leveraging the Prep/Employment Pipeline

## Step One: Collect Information/Conduct Inventory

### ★ Know your data

- ★ Edwin Analytics Report EV 901

- ★ ESE provided analyses

- ★ District data on student teachers and new teachers

### ★ Ask about your providers' data

- ★ Results of recent reviews

- ★ Employment/Retention Data

- ★ Completion Data (diversity, by program, etc.)

- ★ Evidence of impact on students (ed eval, SGP, etc.)



# Leveraging the Prep/Employment Pipeline

## Step Two: Engage with your Primary Providers

- ★ Start by looking at the data (on both sides)
- ★ Ensure alignment of vision and goals
- ★ Create cross-sector roles
- ★ Establish formal partnership agreements

## Step Three: Revisit the Partnership often

- ★ Meet regularly (as often as once a month)
- ★ Conduct a formal evaluation of the partnership at once least annually (use data to drive this conversation)

*Helpful Tip: Identify a single point of contact within your district responsible for coordinating these partnerships.*





# Minneapolis: A Case Study

*[http://humanresources.mpls.k12.mn.us/student\\_teachers\\_2](http://humanresources.mpls.k12.mn.us/student_teachers_2)*

- ★ Moved coordination of student teaching placements to the district level
- ★ Require that all providers have established agreement with MPS
- ★ All candidates register with the district
- ★ Incentivize “clinical cluster sites” by funding a full-time teacher leader as a liaison at those schools
- ★ Have recently established guidelines for [pre-practicum](#)



Questions?



# Next Steps

- ★ Statewide convening of providers and districts → June 2016
- ★ Professional Learning Network focused on better coordinated student teaching placements → 2016-2017
- ★ Opportunity for outside consultants to support district analysis
- ★ Spread the word about serving as an Ed Prep Reviewer:  
<http://www.doe.mass.edu/edprep/reviewers/>
- ★ Encourage Principals to take the annual *Hiring Principal Survey* → May 2016



# Contact Info & Resources

- ★ Meagan Comb, Manager Educator Preparation  
[mcomb@doe.mass.edu](mailto:mcomb@doe.mass.edu)
- ★ Sign up for the quarterly Ed Prep Newsletter,  
email [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu) with your name and  
we will add you to the list
- ★ Helpful resource: <http://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf>

