Leveraging Partnerships

The Preparation to Employment Pipeline

February 23rd, 2016

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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
MA Context: Provider Map
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

- 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/](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

⭐ Sign up for the quarterly Ed Prep Newsletter, email edprep@doe.mass.edu with your name and we will add you to the list