

Turnaround Teacher Turnaround at Old Kings Elementary School

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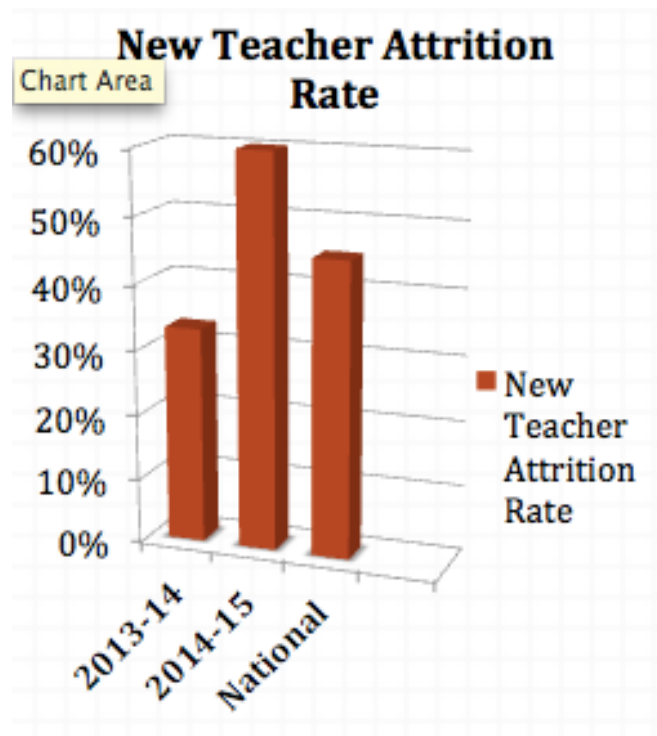
Teacher retention can be a challenging dynamic in today's society. The focus at the school level should be on building teacher support groups and building a climate of trust and sustainability. At Old Kings Elementary School, a "Turnaround Teacher Turnaround" initiative was implemented after tracking a spike in teacher turnover. The program utilized a new teacher professional development model that supported teachers, from first year to veteran, in the transition to a new school and campus.

The program, Turnaround Teacher Turnaround, was implemented in August, 2015 at Old Kings Elementary School in Flagler Beach, Fl. Old Kings Elementary school is a Pre-K through 6th grade school that was experiencing a rising new teacher attrition rate with teacher support and mentorship at a primary factor for leaving. The implementation program focused on a professional development model for new teachers, from first year to veteran in experience, that were hired or transitioning to the school in starting in August, 2015.

Identification of Problem and Intended Solutions

In 2015, OKES Administrative Team noticed a concerning trend: the growing attrition rate of new teachers leaving the school at the end of the school year. The number of new teachers leaving OKES each year had doubled and surpassed the National average. In addition, typical student performance in those classrooms were at or below the academic achievement expectations of the school yet those teachers were rated Effective on the Danielson Evaluation Model.

We challenged ourselves to identify



factors for the new teacher growing attrition rates and to then develop and implement a program for change.

| Why did new teachers leave Old Kings Elementary School? | |
|--|--|
| Exit Interview Perspective | Leadership Team Perspective |
| Not enough Professional Development for certain skills necessary | Non-standardized process for selecting and interviewing applicants |
| Not enough time for instructional coaching or support | Lack of new teacher support groups |
| Demand/rigor of instructional expectations | Lack of focus/time for this specific group |

Using this data, we developed a Two-Part Plan for a Support Model for New Teachers. We tracked and followed this model with standard time frames for progress monitoring. The Two-Part Support Model included:

1. Define & Create a Standardized Model for Hiring to ensure the best applicant is selected.
2. Develop a model of support for new teachers:
 1. Enroll the new teacher in an in-house monthly New Teacher Meeting & Teach Like A Champion 2.0 Book Study (PD Points Earned)
 2. Develop a bi-weekly 15 minute formal check-in with Administrator.
 3. Provide instructional-specific coaching from curriculum team per semester (2x School Year).
 4. Partner new teacher with a Highly Effective teacher for a half-day shadow of a specific skill.
 5. Track Student Performance through Quarterly Progress Monitoring Data

Intended Implementation Outcomes for the Support Model

There were three intended outcomes from the implementation of the Support Model. These included using a Standardized OKES Interview selection process with all applicants, Enrolling all new teachers with successful completion of the Support Model and a focus on Student Academic Performance in Reading and Math using in house instructional assessments and tracking.

Intended Outcome 1: Hire 9 new teachers for the 2015-16 School Year

- **Standardized OKES model was used (100% Achievement)**
 - Leadership team and appropriate team member reviews and selects top 5 applicants to interview
 - Use common Core Competency Interview Questions for each applicant
 - Final Hiring Decision is a determined by full team consensus

Intended Outcome 2: 9 new teachers (0 to 5 years experience) enrolled in Support Model (100% Achievement)

- 90% attendance rate of monthly meetings
- 100% attendance and enrollment in Book Study
- Mid Point Check (December 2015)- 71% utilized Curriculum Team for specific instructional coaching
- ½ Day shadow scheduled for Q4- Post Standardized Testing Window

Intended Outcome 3: Student Performance 1-6 (Reading & Math) measured by weekly fidelity of instruction averages from formative school-based weekly assessment (70% score 70%+). Kindergarten measured by % to goal of class mastery of Letters & Sounds. Goal Analysis: All new teacher classrooms are within trend for OKES.

| | | | |
|--------------|-------------|--------------|--------------------------|
| Kindergarten | 76% to Goal | Fourth Grade | 75% Average |
| First Grade | 79% Average | Fifth Grade | 88% Average |
| Second Grade | 83% Average | Sixth Grade | 81 % Average |
| Third Grade | 72% Average | Special Area | Observable performance + |

Reflection on Implementation Outcomes for the Support Model

Outcome 1: Hire 9 new teachers for the 2015-16 School Year

- The OKES Standardized process was a necessary change for this inquiry project to be successful- the prior process was not effective.
- This process required the use of the same set of interview questions that were based upon Core Competencies (Professional growth, Initiative, Social & Emotional Intelligence, Team Contributor & Decision Making).
- This process also require the leadership team to work together to make time to interview candidates together and form a consensus for the right applicant for the school and its vision.

- Future goal would be to use this process in all Flagler County Schools.

Outcome 2: New Teacher Support Model

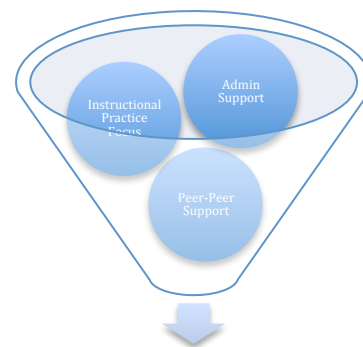
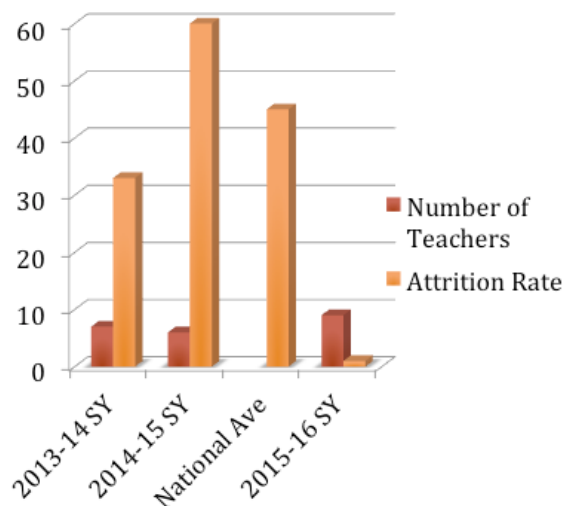
- Developed using feedback from previous new teachers, the model worked well by setting up a timeline and an accountability process for both the school leadership team and the new teacher to meet.
- Next year, this model could be more differentiated to the teacher’s level of experience and past performance due to the enhanced hiring procedure that determines the best candidate for the role.

Outcome 3: Student Performance

- The weekly fidelity data is tracked closely so trend lines can be developed and monitored.
- This data is used to determine (from a school level) if there was an issue with individual instruction or overall concern with the weekly assessment across the grade level.
- Future goal would be to utilize this data with other available data (FAIR, Quarterlies PM etc,) to develop a tracking tool that was interactive with the staff to view.

Pre- and Post- Study Data Review

At the conclusion of the Support Model implementation, the attrition rate for the 2015-16 School year has reduced to less than 10%. The new teacher support model is a contributing factor to the success in lowering the rates.



Contributing Factors for returning to OKES for 2016-17 SY

The three contributing factors for new teachers returning to OKES for a second year included administrative support, Instructional Practice Support and Peer-to-Peer Supports.

OKES Support Model Impact & Next Steps

| Students | Teachers | Leadership Team | School District |
|---|---|--|--|
| A better quality 'first year' teacher hired for the classroom. | Supported Discussion group for instructional strategies. | Using instructional capacity skills to support new teachers. | A vetted support model that can be utilized in other schools within the district |
| Weekly data continuously monitored. | Time to ask questions/ feedback/discuss concerns during bi-weekly conference. | Spending formal time to get to know teacher and assist with current concerns. | Lower new teacher attrition rate with higher retentions of quality teachers |
| Support from curriculum team and coaches in the classroom in learning acquisition skills. | Support from curriculum team that focuses on a target skills (instructional practice or subject). | Spending time to research and share best practices to utilize with new teachers. | |

- Present the standardized hiring process to the other schools within the District to use.
- Continue the OKES New Teacher Support Model for new teachers with end of year feedback changes.
- Develop an OKES Second year + Support model (S+S)
 - Continue instructional coaching & support, reduce to 1x month formal check-ins.
- Change the current assigned new teacher mentor model:
 - Assign the grade level chair as the organizational teacher mentor- fulfills current duties & roles
- Wait 2 months before assigning an instructional teacher mentor to make an appropriate placement

Conclusion

Eleven teachers were hired for the focus of this program. The professional development plan included a monthly book study using Teach Like A Champion 2.0

by Greg LaMov as well as bi-weekly, 15 minute check-in time with an administrator. Throughout the program, data checks took place for progress monitoring on a quarterly basis to make sure that the student's needs were being met as well as the opportunity to ½ day shadow a Highly Effective Teacher for a focused instructional skill improvement. As the program progressed, we found a number of teacher leadership opportunities for peer-to-peer mentoring, running a concurrent book study as well as a vested interest in building up a culture of trust and collaboration with this group of new teachers.

At the conclusion of the program, we had developed a model/guide to utilize as an effective teacher support and professional development tool that utilized teacher leadership, peer-peer mentoring. OKES had minimal new teacher turnover at the end of the school year. The teachers that did move stated personal reasons such as a family move or childcare plan. The professional development model will be implemented again for another school year.

Teacher mentorship and support is an important part of building a dynamic school culture. It is essential to spend time developing school leaders that can collaborate with new teacher groups to build a culture that welcomes and supports them in the school environment.