NEA’s
Early Leadership Initiative
Fostering Professional Growth in Young Educators and Seasoned Leaders
Listening-Focused Interview

Please pick someone in the room that you do not know.

Introduce yourself and then ask them the following questions:

1. Why did you become a teacher?
2. What advice do you have for new teachers?
3. What struggles do you see for new teachers?
Tell Us About Who You “Interviewed”
Sounding Board

Tool used to gather data for ELI project.

• In a small group, list responses to this question on your poster:

  What struggles do you see for new teachers?
Sounding Board

● Are there any clear themes or consistent responses? Could multiple issues be tied to a root cause?
● Distill your list of issues into ONE or TWO major challenges new teachers face.
Sounding Board

- **Brainstorm** a potential solution to ONE of the issues your group has discussed. (5 min)
Reflection

- How could a tool like a Sounding Board be used in your own local association?

- Could any of these solutions actually help your new teachers?
Reflection

● How can we foster professional growth and leadership among early career educators?
● How can we get these early career educators involved in our local and national associations?
The Goal of ELI

The Early Leadership Institute program is for early career educators with a desire to strengthen their professional connections across the association, and develop new skills and explore opportunities for Association leadership.

- Have taught for 5 years or less and are under 35 years old
- Are committed to improving teaching and learning for every student
- Are interested in possible future association leadership.
ELI Outline

1. Identify a Problem
   a. District or Local-level Issues, identified via Sounding Board with other young career teachers
   b. Share findings with cohort and select a focus for their Leadership, Engagement, and Action Project (LEAP)

2. Research and Brainstorm
   a. What is in place now? Is there data available about our chosen issue?
   b. Who are the stakeholders in this decision? What do they need?
   c. What solutions have been tried? What solutions and funding are available?

3. Create an Action Plan
   a. Proposal - presented to Executives

   - Along the way - get NEA leadership training, meet and discuss your LEAP project with other ELI cohorts, get to know local association leaders, and become confident and involved as a union member.
The ELI Team

UniServe Director - Recruitment*, support, liaison with national/local

Local President—Support the program, check in with team, offer feedback on presentation and project

Coaches—Travel with ELI, Provide Support, Keep project on track meeting deadlines and requirements

Participants—Engage in Sounding Board, leadership training, cohort discussions and decision making, research, and planning the proposal
Impact on ELI Cohort

Our Experience:

- Friendships with Association Members
- Hands-on Leadership Training
- Immediate Connection to Local Association
- Development of Leadership Skills
- Addresses Immediate, Personally Applicable Problems for ECEs
- Mobilizes and Motivates an otherwise untapped Resource - US, THE FUTURE OF THE ASSOCIATION!
Our Recommendations

Pre-ELI:

1. Recruit Face-to-Face if possible (and use past ELI members to help!)
   a. Our experience with ELI was that it was not overwhelming as a time-commitment or in our individuals roles in the cohort

During the LEAP project:

2. Keep the End in Mind
3. Don’t Hesitate
   a. The sooner your project is proposed to stakeholders at every level, the better!

Proposal Time!:

4. Make local leaders and stakeholders aware at every level
Here’s an example...
ELI Cache-Logan
LEAP Proposal
Peer Assistance Review
Early Leadership Institute (ELI)

Sounding Board

Our ELI cohort spoke with approximately 25 teachers throughout Logan and Cache districts who are early career educators.

Our Goal:

- Getting to know the teachers
- Finding out how their school year is going
- Discovering their needs
- Asking about challenges in their job
Sounding Board: Teacher Responses

Teachers in Logan and Cache districts are **passionate** about their jobs and find working with their students to be **extremely rewarding**.

Teachers in Cache and Logan districts reported the following **common problems and challenges**:

- Not enough support
- Not enough feedback, especially positive feedback
- Lack of knowledge and confidence in specific curriculum
- Coaches, mentors and principals are often unavailable
- Constant changes in expectations from district
The Case for Excellent Mentorship

National Teacher Turnover

- 40%-50% of new teachers leave within first 5 years
- $20,000 - $50,000 to recruit, employ and train a new teacher (not including salary)

In Utah -
- 56% of new teachers leave within the first 5 years

The most-commonly reported reasons for teacher turnover are stress, lack of support, and lack of training.

A high-quality mentorship program addresses retention, preparedness, and support for new teachers.
Teacher Mentorship Programs: 2 Case Studies

New Teacher Center

- Implemented in 500+ districts nationwide
- Veteran teachers (released from teaching) have a case-load and mentor first-year teachers
- Increases teacher retention by 20-31%
- Teachers report better feedback, professional growth, and one-on-one attention to solve common classroom difficulties
- Increases student learning

PAR (Peer Assistance and Review)

- Piloted and now fully implemented in Salt Lake City School District (among others nationwide)
- “Consulting teachers” only work with new teachers
- A full-time consultant provides the equivalent of 5 years worth of training in a single year
- Reports teacher retention to be 84%-98% over the last 5 years
What is PAR?

PAR= Peer Assistance and Review Program

- Taking experienced teachers out of the classroom to assist new teachers (especially ARL) in:
  - Setting goals
  - Improving lesson plans
  - Meeting curriculum standards
  - Obtaining and maintaining licenses and endorsements

- Mentors do the following:
  - Make bi-weekly visits to classrooms for observation
  - Conference with teachers in monthly one-on-one meetings
  - Are available as a resource
School Districts that have implemented PAR

- Cincinnati and Columbus, Ohio
- Poway and Mt. Diablo, California
- Rochester, New York
- Dade County, Florida
- Salt Lake City, Utah
PAR Strengths

- **Consistent and Quality Evaluations** through classroom observation this has *increased new teacher* retention through their initial 5 years.
- Allowed for more **insightful evaluations** with feedback and opportunities to incorporate and be evaluated on the feedback.
- Evaluations and data shared with a team to **keep transparency** and open communication on new teachers growth, strengths and weaknesses. **No decisions have to be made alone.**
PAR Weaknesses

- Finding quality veteran teachers who are willing to temporarily step away from their classrooms.
- There can be confusion on the evaluation process and all of the team members’ roles when initially implementing the PAR program.
- The cost to run the program.

How Can We Address these Weakness?
Funding Opportunities

NEA Great Public Schools Fund (GPS Fund):

- Priority Focus for this year is on *Early Career Educators* and Racial Justice in Education
- Value can range from $25,000 to $250,000
- Deadlines are Every June 1 and December 1
### Salt Lake City District PAR Funding Summary

#### Summary of PAR program expenditures

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<th>PAR Program Budget</th>
<th>2012/13</th>
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<th>2014/15</th>
<th>2015/16</th>
<th>2016/17 *projected</th>
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**Costs**

- 2012/13: $76,926
- 2013/14: $260,575
- 2014/15: $359,947
- 2015/16: $564,930
- 2016/17 projected: $596,712

**Grant Funds**

- 2012/13: $37,500
- 2013/14: $300,000
- 2014/15: $400,000
- 2015/16: $400,000
- 2016/17 projected: $400,000
Mentor Teachers

Expected Time of Service is 1-3 years. During that time a provisional teacher will be mentored in that position and at the end of their provisional years they can be relocated to a more permanent location and the mentor can return to their classroom.

Mentors will need assurance that they will be able to return to their position.

Where do we find mentors?

- We ask for volunteers.
- We ask for recommendations from principals and teachers.
Our Proposal

“Great teachers may be born, but they are also made, requiring many years of training and experience and commitment to the field and to students.”

With the high teacher turnover rates that our districts have, there isn’t time to wait while new teachers gain experience and develop into highly effective educators. Our students need and deserve instruction from qualified, confident and competent teachers NOW.

“The practice of medicine—with its well-supervised field experiences and extended residencies—is a good case in point. The education and resulting life opportunities of our children create stakes that are just as high as good medical care.”
The Future of our Teachers = The Future of our Students

This program will help solve issues surrounding teacher retention, especially with early career educators.

- They will feel supported
- They will receive frequent, constructive feedback
- They’ll receive coaching on the school district’s curriculum
Our Vision:

- The PAR Program will benefit an entire school district as it is piloted and the funds come available.
- Feeder Schools up to a single high school
- One Elementary + One Secondary School
What questions do you have about the ELI program and how it could be implemented in your local?