



OS Developer

Strengthening the knowledge, skills, and practices of
Montgomery County Public Schools' staff and stakeholders

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www.mcps.k12.md.us/departments/dsd/

Supporting the New Teacher

Joanne, a first year teacher in a faraway school district, finds herself longing for spring vacation and counting the days until the end of the year. Overwhelmed with paperwork, she struggles to continue meeting the needs of her students, many of whom are English language learners and all of whom have varying learning needs. She reflects momentarily on the enthusiasm she felt last August as she imagined her first class of students and her first year of teaching. So gung-ho was she about the teacher she would be and the difference she would make in the lives of her students. When did her passion begin to wane? At what point did she begin to question her choice of profession?

Teaching is not for everyone, but many highly qualified people leave the profession each year disillusioned and disappointed when it becomes clear that their ideal career is not congruent with the realities of teaching. *No Dream Denied: A Pledge to America's Children* reports that one-third of new teachers quit within the first three years and nearly fifty percent leave the classroom after five years. This attrition rate drains human and material resources and puts pressure on administrators to keep staff morale high, while exploring creative ways of playing catch up with newcomers who have little practical experience beyond student teaching.

Right from the start, novice teachers are expected to perform at the same high level

as their more experienced colleagues. "The trial-by-fire method of casting novices into the fray of the classroom has been the traditional welcome into the teaching profession," says Laura Lipton, author of Mentoring Matters.

New teachers in MCPS know there is an alternative. Unlike in some other districts, new teachers in MCPS receive a myriad of formal and informal supports from colleagues, staff development teachers, resource teachers, and administrators. New teachers who have previous teaching experience also work with an in-school mentor. Those teachers who are novices (brand new to teaching) receive intensive support from a consulting teacher. (Note: in previous years novice teachers also worked with a mentor, but this will only occur if the principal and consulting teacher identify this as a need and receive approval.)

The first section of this OSDeveloper issue focuses on how administrators and other school personnel can assist new teachers as they enter what will undoubtedly be the most challenging year in their professional career. Supporting new teachers may require listening to concerns, engaging in problem-solving, or promoting self-reflection as a strategy for making instructional adjustments; but it will never be sending a "sink or swim" message.

The payoff? All these efforts will bring about a lower teacher turnover rate and, most importantly, improvements in teaching and learning!

Resources for Supporting New Teachers



- ◆ Birkeland, Sarah and Johnson, Susan M. "What Keeps New Teachers in the Swim?" *Journal of Staff Development*, vol. 23, #4 (Fall 2002), pp. 18-21.
- ◆ Office of Staff Development website----
Brochure: Welcome New Educators
www.mcps.k12.md.us/departments/dsd/
- ◆ Portner, Hal. *Training Mentors Is Not Enough. Everything Else Schools and Districts Need to Do.* Thousand Oaks, CA: Corwin Press, Inc. 2001.
- ◆ Principals Handbook 2003-04:
Professional Learning Community-
Supporting New Teachers
- ◆ Saphier, Jon, Freedman, Susan, and Aschheim, Barbara. *Beyond Mentoring Comprehensive Induction Programs.* Newton, MA: TEACHERS²¹, 2001. (one copy per school – contact Geraldine Duval if you need one)
- ◆ Stansbury, Kendyll and Zimmerman, Joy. "Smart Induction Programs Become Lifelines for the Beginning Teacher." *Journal of Staff Development*, vol. 23, #4 (Fall 2002), pp. 10-17.
- ◆ Wong, Harry K and Wong, Rosemary T. *The First Days of School.* Mountain View, CA: Harry K Wong Publications, Inc.1998.

How Can I Help New Teachers?



- Communicate with all stakeholders regarding the role they play in supporting a new teacher.
- Provide information on training to become a mentor.
- Provide articles that spotlight induction.
- Define the desired outcomes of the programs in your school.
- Provide time for new teachers to work with their supports.
- Have recognition ceremonies for those who have supported new teachers.

Update!

Even though our budget is presenting some challenges, MCPS believes in providing new teachers with the assistance they need to be successful. This year, novice teachers will receive intensive support from a consulting teacher, while experienced teachers new to MCPS will work with a mentor. Note that this year novice teachers will not have the additional support of an in-school mentor unless the principal and consulting teacher identify that as a need and receive approval from the Office of Staff Development.

August 2003

Dear Principals,

The purpose of this message is to provide a suggestion to organize support for novice and experienced new teachers within your school. A successful practice has been to convene a meeting in early September of all personnel providing the support: principal, assistant principal(s), staff development teacher(s), resource teachers, mentors, consulting teachers, and other school-based staff who work with new teachers.

One outcome of this meeting would be to create a structure for a continuing, collaborative dialogue among professional staff for the benefit of new teachers. A suggested agenda might include:

Content	Time	Who
Introductions/Driving Factors for the meeting	5 min.	Principal
Identification of roles and how they will interact with new teachers	10 min.	All
Discussion of how the team will communicate messages to new teachers, coordinate supports and honor confidentiality	15 min.	All
Next Steps	5 min.	Principal

Schools that have tried this approach on an on-going basis have found that communication and school climate improves; collegiality, modeling and collaboration increases; and a professional development community becomes a natural outcome for the entire staff.

For supporting information, refer to:

- Mentoring Allocation Revisions Memo (From Darlene Merry, 7/10/03)
- Welcome New Teachers Brochure from the Office of Staff Development
- Professional Learning Communities Supporting New Teachers Look fors in the Framework for Improving Teaching and Learning: A Resource Guide for Professional Learning Communities (July 2003)
- PAR Brochures for Administrators and New Teachers

Thank you for working on this plan and please feel free to contact your staff development specialist if you need assistance.

Darlene Merry





Look fors and Qualities for Supporting New Teachers



What are the elements/characteristics of highly productive conversations about teaching and learning?

- Leadership (principal, assistant principal, resource teacher, interdisciplinary resource teacher) is accessible and available to new teachers
- Administrators focus on and model personal relationship building with new teachers
- Principals model a range of ways of supporting new teachers for their faculty

How does collaborative decision-making occur about teaching and learning?

- There is dialogue among all professionals (consulting teachers, staff development teachers, mentors) who serve new teachers during pre-service week, and continuously throughout the year, to coordinate supports and clarify roles
- Messages and expectations communicated to new teachers are consistent among all staff working with them

How is time allocated for important conversations about teaching and learning?

- There is a system in place for communication between and among new teachers and the professionals who support them (for example, monthly new teacher meetings)
- Time is provided for collegial interactions (for example, subject/grade level teams)
- There are regularly scheduled meetings with IRTs, team leaders, to work on issues such as classroom organization, analysis of student data, student motivation, accessing resources and curriculum information

How does staff share, encourage, listen, and act to examine teaching and learning?

- Opportunities are provided to new teachers to ask questions and share ideas in a safe environment
- Peer reflective conversations are encouraged for new teachers

How do we show shared responsibility for student learning?

- Assignments for new teachers are reflective of their needs and provide for consistency in preparation and location throughout the day, limited extracurricular activities, and consideration of class make-up in terms of academic and social needs
- Supports for new teachers are coordinated in a way that facilitate the planning and delivery of the instructional program

What opportunities and resources are in place so that professional learning communities can thrive?

- Opportunities are provided for peer visits and reflection both within and outside of the school
- New teachers share successes with colleagues
- Experimentation and reflection on results are encouraged in a safe environment



Summer Trainings:

What did staff learn, and what will they be doing as a result of training?

Grades 1 & 2 reading/LA & reading initiative teachers are able to:

- Use running record to diagnose a student's strengths and needs
- Implement instructional strategies such as the use of appropriate prompts, pre-planned book introductions, & interactive writing during guided reading instruction
- Design appropriate guided reading instruction to meet the differentiated needs of special populations as determined by their running records
- Explicitly teach how to write in response to reading through both oral & written stance questions.

Grade 3 reading/LA teachers are able to:

- Use the Reading/Writing/Language Arts Instructional Guides as the basis for planning instruction within the Balanced Literacy Block
- Use Spring MCPSAP-PR results as one piece of data in planning small group instruction to meet the differentiated needs of all students including special education, English language learners, and gifted & talented
- Plan & use book introductions during guided reading/small group instruction that include appropriate supports & challenges for students
- Establish classroom routines that support the implementation of writing instruction including mini lessons, conferencing, independent writing, & the use of writer's notebooks.

Reading specialists are able to support teachers':

- Understanding & use of the instructional guides
- Use of assessment tools for monitoring student progress, planning, & instruction
- Planning for differentiated, small group instruction
- Implementation of effective writing instruction.



Elementary math teachers are able to:

- Pre-assess students using a variety of measures, including pre-assessments in the Instructional Guide and other written, oral, performance or hands-on tasks, & analyze students' results
- Plan for the 60-minute Mathematics Block using the Instructional Guide & text resources
- Plan for re-teaching using components of the Instructional Guide including yearlong content maps & notes boxes
- Model & explain the mathematics content behind:
 - Gr. 1- combining & separating numbers
 - Gr. 2 – place value
 - Gr.3– strategies for subtraction such as equal additions, trade first, counting up, & the U.S. traditional algorithm
 - Gr.4– measures of central tendency including mean, median, & mode & relationships including arithmetic sequences, geometric sequences, & functions.

Math content coaches are able to:

- Explain & answer questions about the rationale for the content and sequence of concept development in the MCPS mathematics curriculum
- Support teachers in planning for the 60-minute Mathematics Block using the Instructional Guide and text resources
- Support teachers in planning for re-teaching using components of the Instructional Guide including yearlong content maps & noteboxes.

SDTs are able to:

- Coach teachers as they plan & deliver effective instruction
- Support teachers in developing a deeper understanding of curriculum
- Help teachers understand the rationale for the vertical articulation of concept development in mathematics
- Collaborate with school-based specialists to support teachers
- Articulate and support the goals of the professional development plan process
- Implement a variety of options to support teachers' professional development through PDPs.

ESOL teachers are able to:

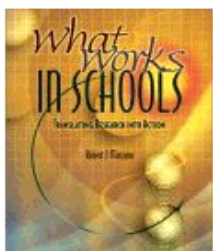
- Collaborate with classroom teachers & school specialists to provide appropriate instruction for English Language Learners
- Instruct students with content from the ESOL instructional guides that address the reading/writing/LA instructional goals & indicators that are working in the regular classroom
- Follow MCPS ESOL Department policy on ESOL student record-keeping, assessment accommodations, grading, & placement
- Use performance data from the MCPS AP reading data & report card data on the IMS to make decisions about instruction.

Special education providers & resource teachers are able to:

- Use resources that facilitate planning instruction from the curriculum for students with IEPs
- Use a technique for collecting data on students' academic progress & performance on curriculum-based instruction & IEP goals & objectives
- Use the IMS to make informed decisions for improving student achievement.

Special Education resource teachers are also able to:

- Use technology to teach students to self-monitor their own progress & performance.



***What Works in Schools:
Translating Research into Action***

By: Robert J. Marzano

On July 9, school-based administrators had their first opportunity of the new school year to refocus their thinking and efforts on school-based improvement initiatives. Administrators received the latest book by Robert Marzano, [What Works In Schools: Translating Research into Action](#). In his previous book, [Classroom Instruction that Works](#), Marzano synthesized research data that identifies key instructional strategies that have been proven to increase student achievement. [What Works in Schools...](#) is another synthesis of research that names **twelve key factors** that have been shown by research data to impact student achievement. The factors closely parallel the critical elements identified in the MCPS Call to Action and Framework for Improving Teaching and Learning. A synopsis of the book, along with suggestions for using it with staff, can be downloaded from the attachment that accompanies this newsletter or from the Office of Staff Development website.

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