

O. Brandywine School District CIP Grant Proposal

COMPREHENSIVE INDUCTION PROGRAM PROPOSAL FORM:

Proposal Date: 3/27/20153/27/20153/27/20153/27/2015

LEA Name: Brandywine School District

LEA Site Coordinator: Cora Scott

Site Coordinator Phone: 302-793-5065

Site Coordinator Email: cora.scott@bsd.k12.de.us

Program Vision, Mission, Goals and Objectives

Clearly state the proposed CIP Vision, Mission, Goals and Objectives. Be sure to explain how the proposed induction model addresses identified needs within your LEA related to the support provided to new educators (reference pertinent data sources) and how the program ties to existing professional learning activities.

Vision: To ensure all new educators in Brandywine School District receive high quality professional development in a highly supportive culture as they develop the essential knowledge, skills and experience that will result in a high quality education for our students, notably those taught by novice educators.

Mission: To provide all new teachers with the necessary framework, resources, and support tailored to meet their individual needs to become successful educators.

Goals: 1) New teacher support is high quality, comprehensive, targeted, ongoing, and valued. 2) Teaching and learning is responsive to student needs and supported by appropriate resources.

Objectives: 1) Establish a culture of high expectations. 2) Implement a comprehensive mentoring and induction program that meets the specific needs of new educators and is aligned with state and local initiatives. 3) Provide professional learning opportunities so teachers are successful in the implementation of high quality personalized learning environments. 4) Establish an effective selection process and training program for fostering highly effective mentors. 5) Establish a district collaborative community of new and veteran teachers that willingly and openly share resources, assistance, and ideas that increases the support provided to new educators. 6) Develop assessment literate teachers who are able to review student data to drive instruction. 7) Build reflective practitioners who are able to review their present level of professional performance and use data to set personal and professional development goals.

Stakeholder Engagement and Roles & Responsibilities

Describe your plan to engage a variety of stakeholders, from district administrator to new teacher, to create a school and district-wide culture that fully supports new educators.

Over the past two years data has been gathered from new teachers, lead mentors, and mentors related to the current mentoring and induction program format. This has been done through surveys, committee meetings, and reflection/dialogue meetings with individuals. Additionally, district administration has expressed the need for an induction program better aligned to our district initiatives and inclusive of professional development focused on cultural competence. The proposed CIP requires collaboration and support at multiple levels:

- Superintendent's Office (Director): Provide oversight, project and budget management. Ensure that various stakeholders are accountable for their role in delivering a successful induction program.
- District CIP Coordinator: Coordinate all CIP activities, monitor completion of requirements, and provide ongoing feedback and coaching through classroom visits, face-to-face meetings, and virtual sessions. District CIP Coordinator must provide 90 hours of CIP support to received stipend (\$3000)
- Human Resources: Facilitate onboarding procedures, evaluate cycle placement and participate in Teacher Leadership Orientation.
- Curriculum & Instruction Department: Provide content area and LFS professional development, support the development of blended learning lessons aligned to CCSS and SBAC (formative and summative)

assessments. Additionally, provide coaching support for assigned teachers.

- Principals: Work closely with Lead Mentors, Mentors, New Teachers for ongoing support and feedback. Utilize the DPASII process for formalized feedback for continuous improvement.
- Lead Mentors: Provide professional development, support mentors, facilitate training modules (Schoology), provide observation feedback, provide classroom coaching and modeling as needed. Must provide 45 hours per year of Lead Mentor support to be paid stipend through DOE.
- Instructional Technology Specialist: Provide professional development on the use of Schoology and support the program by working directly with the District CIP Coordinator, Lead Mentors, Mentors, and New Teachers to provide technology support for the blended learning implementation.
- Mentors: Provide a minimum of 30 hours of one-on-one assistance and support for Y1 New Teachers. Assist with assignments, provide observation feedback, and provide modeling/coaching support.
- New Teachers: Actively engage in all aspects of the CIP and complete program requirements.

Differentiation of Support for New Educators

The Comprehensive Induction Program strives to ensure the diverse needs of new educators are being addressed. Due to participants entering the program with differing levels of experience and preparation, each proposal must include strategies to identify the needs of new educators as well as strategies for tracking the educator preparation programs that their new educators attended. Please provide an explanation of the strategies you plan to use and describe how this data will be used to drive program implementation.

Courses within the online Learning Management System: Schoology will be created for each year of the program. As part of the onboarding process the New Teachers will be required to establish a profile when registering for the course. This will provide the necessary information to ascertain background experiences (teacher preparation program, prior teaching/student teaching experience, etc.). In addition, a survey will be conducted to provide an opportunity for identification of key areas of focus when working with the Lead Mentors and Mentors. There will be a mid-year survey to allow for mid-year correction if additional supports are needed for the New Teachers. An exit survey will be conducted to identify the strengths and weaknesses of the program from the New Teachers' perspective. This will provide valuable information for needed adjustments when implementing in 2016-2017SY.

*See the CIP Program Proposal (page 7)

Orientation and Professional Learning Activities for New Educators

Clearly outline all orientation and professional learning activities planned throughout the Comprehensive Induction Program. Include dates, activity content, purpose, duration, connection to Charlotte Danielson's work, DPAS II components and/or Professional Teaching Standards.

All program components are in alignment with Charlotte Danielson's work, DPASII components and/or Professional Teaching Standards. *See the CIP Program Proposal (page 7) for details.

Outcomes:

- Teachers have an informed conviction about what it will take to create transformational change for student in the Brandywine School District.
- Teachers understand the causes and ongoing tensions related to the achievement and opportunity gape and will recognize that approaching the community with intellectual curiosity, respect and humility are essential habits of effective teacher leadership.
- Teachers believe that they are a part of a high performing team; they drive their own development, so that their classrooms are innovative and support critical thinking for students.
- Teachers value diversity, equity, inclusiveness, and develop socio-cultural consciousness in order to build meaningful relationships with their students.
- Teachers use a values-based leadership approach to set vision and big goals that include access and academic goals to invest and inspire students.

In addition to what is presented in the CIP Program Proposal, New Teachers participate in 90 minutes

per week of collaborative sessions with grade level/department focused on CCSS, data based decisions, and planning. District-wide professional development is provided on topics such as: CCSS, RtI, Differentiated Instruction, Accelerating Learning (6 days throughout the school year). Furthermore, if there are required Snow Days to be made up the district has developed online Schoology Modules as additional professional learning opportunities (Growth Mindset, Rigor in the Classroom, Compassionate Schools, Next Generation Science Standards, etc.).

Mentor Selection Process and Professional Learning Activities for Mentors

Please provide details for your mentor selection process and all mentor training planned to support mentors in their role. Include dates, activity content, purpose, and duration.

Mentors are selected in collaboration with Building Administration and Lead Mentors. Each Mentor must commit to the time requirement to effectively support the New Teacher through the CIP. Professional development will be provided to Mentors in August to review the components of the CIP. A second offering will occur in late September for any Mentors who were assigned to late hires. Mentors will attend the Quarterly YR1 Meetings with New Teachers. In addition, a Schoology Group will be created for all Mentors to allow Lead Mentors to provide support and resources. Mentors will participate in a minimum of 30 hours of face-to-face and virtual mentoring sessions. They will conduct lesson studies and be invited to any face-to-face or online learning opportunities for new teachers.

Observations and Professional Feedback

Explain your plan for conducting more frequent observation/feedback cycles with novice educators. Please note that the requirement to receive grant funding is a minimum of one observation/feedback cycle per month for new educators. LEAs are encouraged to consider how technology might be leveraged to address this requirement.

New Teachers will receive observation and feedback sessions each month through their administrators (walkthroughs, DPASII) and peer coaching ongoing in their buildings. Lead Mentors and Mentors will conduct observations and feedback utilizing the Focus on Student Learning: A Feedback Protocol (Vision Network). Some observations will be in-person and others will be recorded and viewed for discussion. Feedback sessions will occur both face-to-face and electronically.

*See CIP Proposal (page 7)

Evaluation Plan: Measures of Success

All proposed Comprehensive Induction Programs must include a plan to determine the program's effectiveness and relevance to all participants. Evaluation plans should provide data related to each of the measures outlined below:

1. **Value**- program participants see both personal and professional value in the program.
2. **Learning**- program participation has led to enhanced personal and/or professional attitudes, perceptions or knowledge.
3. **Change in Skills**- program participants have applied what is learned to enhance their professional behaviors.
4. **Effectiveness**- program participants demonstrate an improved performance level as a result of their enhanced professional behaviors.

Plans for evaluating the proposed Comprehensive Induction Program must be clearly defined with measurable indicators of success and **should include a process for utilizing DPAS II data to identify top performing novice educators within the LEA**. You will be asked to provide grant status/impact reports in January 2016 and May 2016 to the DDOE. Please outline your CIP evaluation plan in the space provided below.

Brandywine will utilize the Professional Development Evaluative Levels developed by Dr. Thomas Guskey. This continuous improvement framework provides five levels for evaluating professional development and collects varying types of information to be used for formative and summative purposes.

Level 1 Participant reactions to PD: exit surveys

Level 2 Participant learning: walkthroughs, reflections, observation/feedback

Level 3 Organization support and change: mid-year/end-of-year survey, reflections/assignments

Level 4 Participant's use of knowledge and skills: DPASII Formative/Summative Feedback, exit reflection/dialogue meeting

Level 5 Student Outcomes: benchmark assessments, student achievement outcomes

Ongoing evaluation will provide feedback necessary to make programmatic changes that may be needed.

Budget

The proposed Comprehensive Induction Program should meet the diverse needs of new educators within the LEA while still maintaining a reasonable cost per participant.

Do not include any costs for Lead Mentor and/or Mentor stipends, as those will continue to be covered by the Department of Education through current processes.

Complete the attached "*Proposal Budget Form*" (page 5) and include a one-page narrative of how the funds you are requesting will be spent.

- District CIP Coordinator \$3,000 stipend for a minimum of 90 hours (teacher extra pay for extra responsibilities)
- Partnership with Teach for America and Relay/GSE \$15,000
- 40 Chromebooks for Lead Mentors and Mentors \$11,800
- Substitute costs for Lead Mentors and Mentors to fulfill CIP requirements \$7,000
- Professional Resources \$10,000 (*See CIP Proposal page 7)

COMPREHENSIVE INDUCTION PROGRAM	DELAWARE DEPARTMENT OF EDUCATION Teacher and Leader Effectiveness Unit 401 Federal Street, Suite 2 Dover, DE 19901 Phone: 302-735-4101 Fax: 302-739-3092
COMPREHENSIVE INDUCTION PROGRAM INNOVATION GRANT APPLICATION – PROPOSED BUDGET INFORMATION	

Submitting District Information	
DISTRICT AND SCHOOL NAME:	PROJECT TITLE:
CONTACT NAME AND TITLE:	WORK PHONE NUMBER:
WORK E-MAIL:	
BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET):	
FAX NUMBER:	
STATE GRANT AWARD AMOUNT (approved by DOE):	

Activity	Salary (Account Code 5100)					Other Employee Costs (Account Code 5120)	Total Salary and OEC	Health Insurance/Other Non-Taxed Benefits	Contracted Services (Account Code 5500)	Travel (Account Code 5400)	Supplies and Materials (Account Code 5600)	Capital Outlay (Account Code 5700)	Audit Fees (Account Code 5500)	Indirect Cost (Account Code 5560)	Total
	Administrative (ex. Assistant Principal and higher)	Instructional (ex. Teachers, Paras)	Support (ex. Secretary, Custodial, Food Service)	Non-Pension Positions (ex. Substitutes)	Salary Subtotal										
Administration		\$3,000			\$3,000	\$914	\$3,914						-	-	\$3,914
Instruction					\$0	\$0	\$0		\$7,000		\$11,800		-	-	\$18,800
Facilities (Operation and Maintenance of Plant)					\$0	\$0	\$0						-	-	\$0
Research and Evaluation					\$0	\$0	\$0						-	-	\$0
Professional Development **					\$0	\$0	\$0		\$15,000		\$10,000		-	-	\$25,000
Grant Subtotal	\$0	\$3,000	\$0	\$0	\$3,000	\$914	\$3,914	\$0	\$22,000	\$0	\$21,800	\$0	-	-	\$47,714
Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount; does not include optional match)															(\$47,714)

** PROFESSIONAL DEVELOPMENT (Amount must equal or exceed 25% of State Grant Request)	\$25,000	#DIV/0!
--	----------	---------

District Match Subtotal (not required for grant award)					\$0	\$0	\$0						-	-	\$0
Grant and Match Total	\$25,000	#DIV/0!	\$0	\$0	\$3,000	\$914	\$3,914	\$0	\$22,000	\$0	\$21,800	\$0	-	-	\$0

Timeline and Milestones

Create a timeline for the development and delivery of your Comprehensive Induction Program, listing all major milestones including any pre-planning activities. *(You may add lines as necessary)*

Milestone Activity	Date
Planning for partnership with TFA/Relay	April 2015-May 2015
Establish calendar for professional development sessions	April 2015
CIP Overview for Principals/Assistant Principals	May 2015
Lead Mentor Training	Summer 2015
Mentor Training	August 2015
New Teacher Orientation	August 2015
New Teachers registered for Schoology	September 2015
Lead Mentors and Mentors registered for Schoology	August-September 2015

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS
ORIENTATION	<p><u>New Teacher Orientation:</u> Teacher Leadership</p> <p>Day 1</p> <p>Teach for America</p> <ul style="list-style-type: none"> Engaging in the FOUR Questions Philosophy of Education Setting a Foundation for Leading with Vision Culturally Responsive Teaching <p>District Focus and Initiatives</p> <ul style="list-style-type: none"> LFS Overview & Planning Schoology <p>Day 2</p> <p>Teach for America</p> <ul style="list-style-type: none"> Your Teacher Voice Culture of Achievement Building Community Management Common Pitfalls <p>District Focus and Initiatives</p> <ul style="list-style-type: none"> Content Area Resources and Expectations <p><u>Nuts & Bolts</u> (Facilitated by Lead Mentor @ building by 9/15)</p> <ul style="list-style-type: none"> Data Service Center (absence, prof dev) eSchool (attendance, gradebook) <p>(1.5 hours)</p>	<p>*If newly hired to BSD would be required to attend Orientation and Nuts & Bolts.</p>	<p>*If newly hired to BSD would be required to attend Orientation and Nuts & Bolts.</p>

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS
PROFESSIONAL DEVELOPMENT	<p><u>Quarterly YR1 Meetings</u> at building focused on DPASII (Facilitated by Lead Mentor):</p> <ul style="list-style-type: none"> • Goal Setting, Planning & Preparation • The Classroom Environment • Instruction • Professional Responsibilities <p>(6 hours)</p> <p><u>Teach for America</u> (must attend at least one session offered)</p> <ul style="list-style-type: none"> • No Nonsense Nurturer (high expectations and strong relationships) • Actualizing Vision (investment strategies aligned to planning) • Lemov Techniques (increased student engagement strategies) <p>(1.5 hours)</p> <p><u>District-wide YR1 Workshops</u></p> <ul style="list-style-type: none"> • Data Analysis (iTracker) • Content Area focused on CCSS and rigorous learning activities (LFS) (2 sessions) <p>(4.5 hours)</p>	<p><u>Quarterly YR2 Meetings</u> at building (Facilitated by Lead Mentor):</p> <ul style="list-style-type: none"> • Training on peer coaching through use of Focus on Student Learning: A Feedback Protocol (Vision Network) to build teacher leader capacity throughout the district • DPASII Distinguished Evidence (striving for continuous improvement) <ul style="list-style-type: none"> ○ Planning & Preparation ○ The Classroom Environment ○ Instruction <p>(6 hours)</p> <p><u>Relay/GSE</u> (must attend at least two sessions offered)</p> <ul style="list-style-type: none"> • Engaging Everybody • Designing and Evaluating Assessments • Checks for Understanding • Feedback and Grading <p>(4 hours)</p> <p><u>District-wide YR2 Workshops</u></p> <ul style="list-style-type: none"> • Instructional Technology (Schoolology) • LFS Rigor in the Classroom • LFS Acceleration <p>(4.5 hours)</p>	<p><u>Fall & Spring YR3 Meetings</u> (2) meetings at building (Facilitated by Lead Mentor):</p> <ul style="list-style-type: none"> • Training on peer coaching through use of Focus on Student Learning: A Feedback Protocol (Vision Network) to build teacher leader capacity throughout the district (2015-2016 SY only) • Topics identified by Focus on Student Learning: A Feedback Protocol reflections <p>(3 hours)</p> <p><u>Personal Professional Development</u> selected by New Teacher aligned with Personal Growth Plan</p> <ul style="list-style-type: none"> • Examples: DOE New Teacher Workshops, BSD Online Schoology Modules (Compassionate Schools, Mindset, Rtl, etc.), District offered face-to-face trainings, outside organization trainings <p>(6.5 hours)</p>

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS
ONLINE PROFESSIONAL LEARNING COMMUNITY (SCHOOLGY)	Book Study: <u>The First-Year Teacher's Survival Guide</u> (Julia G. Thompson) <ul style="list-style-type: none"> Assigned readings with guiding questions to ensure active thinking and reading with a purpose. Bi-weekly online discussions, video review and reflection stemming from book study topics (9 hours)	Book Study: <u>Teach Like a Champion</u> (Doug Lemov) <ul style="list-style-type: none"> Assigned readings with guiding questions to ensure active thinking and reading with a purpose. Bi-weekly online discussions, video review and reflection stemming from book study topics (9 hours)	Book Study: Selected by team of teachers for face-to-face and online PLC <ul style="list-style-type: none"> Examples: Teach Like a Pirate (Dave Burgess), The Skillful Teacher (Jon Saphier), How Children Succeed (Paul Tough), Whatever It Takes (Paul Tough), Teach Like Your Hair's on Fire (Rafe Esquith), The Exceptional Teacher's Handbook (Carla F. Shelton) (15 hours)
OBSERVATION & FEEDBACK	Focus on Student Learning: A <u>Feedback Protocol</u> (Vision Network) <ul style="list-style-type: none"> Mentor Teacher conducts 2 (30 min) observations w/ feedback and resource/idea sharing to improve practice Mentor Teacher and New Teacher conduct Lesson Study of 2 (30 min) video recordings of New Teacher w/ feedback and resources/idea sharing to improve practice New teacher conducts 2 (30 min) observations of Mentor Teacher w/ follow-up dialogue (6 hours)	Focus on Student Learning: A <u>Feedback Protocol</u> (Vision Network) <ul style="list-style-type: none"> Lead Mentor conducts 1 (30 min) observations w/ feedback and resource/idea sharing to improve practice Lead Mentor and New Teacher conduct Lesson Study of 2 (30 min) video recordings of New Teacher w/ feedback and resources/idea sharing to improve practice New teacher conducts 2 (30 min) observations of Lead Mentor or other Teacher in building w/ follow-up dialogue (5 hours)	Focus on Student Learning: A <u>Feedback Protocol</u> (Vision Network) <ul style="list-style-type: none"> New Teacher conducts Lesson Study of 3 (30 min) video recordings of self with completion of reflection protocol (3 hours) Focus on Student Learning: A <u>Feedback Protocol</u> (Vision Network) <ul style="list-style-type: none"> New Teacher conducts peer observation and feedback session with New YR2 Teacher in building. (1 hour)

	YEAR ONE TEACHERS & HARLAN YEAR ONE /YEAR TWO TEACHERS	YEAR TWO TEACHERS & HARLAN YEAR THREE TEACHERS	YEAR THREE TEACHERS & EXPERIENCED TEACHERS
ACTION PLAN	<u>New Teacher will submit an Action Plan (data protocol)</u> to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)	<u>New Teacher will submit an Action Plan (data protocol)</u> to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)	<u>New Teacher will submit an Action Plan (data protocol)</u> to their Mentor Teacher indicating how data is driving student learning and next steps to ensure students are on track to benchmark at the end of the year. (January) (1.5 hours)
PERSONAL GROWTH PLAN	<u>New Teacher will submit a Personal Growth Plan</u> developed at end-of-year checkout with Mentor Teacher for the following school year.	<u>New Teacher will submit a Personal Growth Plan</u> developed at end-of-year checkout with Lead Mentor for the following school year.	<u>New Teacher will submit a Personal Growth Plan</u> developed at end-of-year checkout with Lead Mentor for the following school year.
DOE Required DPASII Training for Teachers/Specialists	DPASII Online Modules through PDMS and eLearning Delaware. • Must be completed within 2 weeks of hire date	*If not previously trained in DPASII must complete Online Modules through PDMS and eLearning Delaware	*If not previously trained in DPASII must complete Online Modules through PDMS and eLearning Delaware

*A modified Comprehensive Induction Program is proposed for Harlan Elementary during the 2015-2016 SY in order to provide more structured, intensive support for the current teachers in their first three years. Due to the capacity of partnerships the proposed plan needed to be phased in and allowed for current novice Harlan teachers to participate. Beginning the 2016-2017 SY the Comprehensive Induction Program model will be consistent for all new hires.