



Human Resource Annual Board Report

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Prepared By: Sue Robertson
November 13, 2012

Human Resource Department
16550 SW Merlo Road
Beaverton, Oregon 97006

INTRODUCTION

The Human Resource Department oversees recruiting, hiring, developing and retaining a high quality and diverse workforce. The work is year-round with spring and summer generally being the busiest times of year during school and department staffing. Until four years ago, the District was hiring up to 400 new teachers per year to address increased student enrollment. Since the economic downturn, the District has been reducing its workforce through attrition and most recently through employee layoffs. Since 2008, the District has eliminated 659 positions (580 employees) and currently has 3,759 employees.

During the past year, the department planned for the elimination of 344 positions; the largest reduction in force in the District's history. Multiple informational meetings were provided for employee groups to explain the layoff, transfer and recall processes. Workshops on dealing with change were provided, and an employee resource fair was held to connect employees with outside resources. Principals were trained on how to deliver difficult messages and how to create a welcoming environment and positive school culture in the midst of change.

The District is extremely proud of its employees and their commitment to student learning. They face enormous challenges with fewer resources, yet they remain the backbone of our excellent schools. We applaud their dedication and service to students and the entire community.

HR RESPONSIBILITIES

- ▶ Recruiting, selecting and hiring employees
- ▶ Staffing schools and departments
- ▶ Preparing and maintaining 5000+ employee pay and employment records, including substitutes and casual labor)
- ▶ Negotiating and implementing employee contracts
- ▶ Developing, implementing and maintaining evaluation systems
- ▶ Investigating employee and community complaints
- ▶ Investigating employee misconduct
- ▶ Administering employee discipline
- ▶ Ensuring proper licensure
- ▶ Administering and maintaining the absence management system
- ▶ Managing employee leaves and tuition reimbursement
- ▶ Developing the District calendar
- ▶ Placing teacher interns
- ▶ Managing risk
- ▶ Administering the self-insurance program, including negotiating property and liability insurance for events exceeding \$500,000
- ▶ Administering unemployment and workers compensation
- ▶ Administering and negotiating employee benefit plans
- ▶ Ensuring compliance with all State and Federal employment-related regulations
- ▶ State reporting

HR ORGANIZATIONAL STRUCTURE

The department includes the following personnel:

HR

Accounting Assistant (6)
SubFinder Operator (1)
HR Assistant (3)
Secretary (2)
HR Analyst (1)
Operations Supervisor (1)
Personnel Specialist (1.2)
Legal Counsel (.6)
Administrator (3)

Benefits

Health Resource
Coordinator (1)
Employee Benefits
Representative (1)

Risk Management

Secretary (1.75)
Loss Control Technician (1)
Manager (1)
Legal Counsel (.6)

RECRUITMENT

The classroom teacher is the single most important factor in student achievement, yet districts around the country struggle to attract and retain the best and the brightest into the profession. In addition, they struggle to attract teachers that match their student demographics. In 2011-2012, approximately 16% of Beaverton School District employees identified as non-white: 12% of licensed employees, 22% of classified employees and 18% of administrators. This compares to a student population that is nearly 48% minority.

Too often teachers enter the profession feeling unprepared to meet the enormous challenges they face in the classroom. Their field experience may be limited or poorly aligned to their university coursework. The quality and effectiveness of master teachers vary, and they may have little or no training in supervising interns. One strategy Beaverton uses to overcome these challenges is to grow teachers from within. The following is a brief summary of how the Beaverton School District has grown highly effective teachers.

- ▶ *Teach for Beaverton:* In its fifth year, Teach for Beaverton interns receive an extended internship and extensive onsite support. Three Oregon State University teacher interns and District graduates participated in 2011-2012. A program evaluation was conducted by Education Northwest to inform next steps (Appendix A). Although the District has hired from this pool in the past, we were unable to hire from the 2011-2012 cohort due to a reduction in force.

The following are key components of Teach for Beaverton:

- ▶ Strong subject matter and pedagogical preparation
- ▶ Extensive clinical experience with a goal of full-year internships
- ▶ Regular observations of peers with time to discuss, collaborate and reflect on their practice
- ▶ Integration of field experience with pedagogy
- ▶ Subject-area mentors, common planning time and ongoing coaching
- ▶ Highly effective supervising teachers



Focus areas for 2012-2013: The program is transitioning from Oregon State University to Pacific University for a more local connection. It has increased from 3 teacher candidates to 6 and includes Kinnaman, Fir Grove and Hazeldale elementary schools. Eventually the program will expand to the recruitment of diverse District students with the goal of developing a workforce that more closely matches student demographics.

- ▶ *Portland Teachers Program (PTP):* This program is a partnership between Portland Community College, Portland State University, Portland Public Schools and the Beaverton School District. It seeks diverse adults who are committed to equity and desire to become teachers. Strong support is provided throughout their teacher preparation program.

Focus areas for 2012-2013: Three interns will be placed in Beaverton for their student teaching experience.

- ▶ *Alternative Pathways to Teaching (APT):* This longstanding partnership with Pacific University is an accelerated pathway targeting second career adults seeking careers in special education. They receive paid internships that provide them benefits and 75% of their salary while they complete their university program. The remaining 25% of salary pays for a District mentor that provides them individualized support during their first year in the classroom.

Focus areas for 2012-2013: This program will be an option if the District is hiring special education teachers.

- ▶ *Bilingual Teachers Program (BPT):* The District partners with Portland State University to identify and select bilingual classified employees who aspire to be teachers. Beaverton currently has four employees in the program.

Focus areas for 2012-2013: This program will be an option if the District is hiring.

- ▶ *Aspiring Administrators/Leaders:* This program was funded by the Nike School Innovation Fund (NSIF) to support the hiring, developing and retaining of qualified, committed and diverse staff. Implemented in 2007, the program has developed internship opportunities for culturally competent teacher leaders to prepare for successful transitions into administrative positions. Since its inception, seven teacher leaders have participated. Three have secured administrative assignments with two of those having been promoted to principal positions. Two have taken administrative positions in other districts, and two have continued to serve as teacher leaders in the District, making a significant impact on our goal of meeting the needs of our diverse student and family populations.



Focus areas for 2012-2013: The funding for this program has been discontinued.

- ▶ *Future Teachers Partnership (FTP):* The District is in its second year of a partnership with Pacific University that provides reduced tuition for selected classified employees aspiring to be teachers.

Focus areas for 2012-2013: Two employees will complete their student teaching this year and if successful, may be hired as teachers with the District when positions become available.

In addition to partnering with over ten universities, the District has continued to be represented in the Portland Metro Education Partnership (PMEP). The goal of this group is to improve collaboration between university and district leaders seeking to improve teacher preparation. As part of the program, the District has entered into a Memorandum of Understanding (MOU) with Pacific University to pilot Teach for Beaverton.

Despite the reductions in staff over the past four years, the District continues to have a need to recruit candidates in high needs areas such as Special Education. A key best practice for recruiting top candidates is to begin early.

Focus areas for 2012-2013:

- ▶ The District will continue to attend recruiting events, work with teacher preparation programs and support “grow our own” strategies.
- ▶ The District will provide support and focus to the new Teach for Beaverton partnership pilot with Pacific University. This will assist with informing the work of PMEP. A particular focus will include extending the length of the internship and participating in the selection of teacher preparation candidates.

SELECTION

Data from the New Teacher Chats (Appendix B) conducted by personnel specialists indicate the vast majority of applicants select the Beaverton School District based on its reputation for excellence. It is critical that the District have selection practices in place that assist with screening and identifying top candidates whose performance supports this reputation and the District’s high standards.

In 2011-2012, the administrator hiring process was revised, incorporating more community and site participation (Appendix C). In the first round, candidates interview with three separate teams of 6-8 principals, staff and parents. Successful candidates move to the second round. This second interview includes an on-demand writing sample and is performance-based, i.e. candidates present a real-life scenario to the interview team. Reference checks are conducted and finalists are contacted to schedule a site visit. When a site visit isn’t possible, additional reference checks are conducted. The superintendent conducts final interviews and makes the hiring decisions.

Recommendations for hiring classified and licensed staff are made by principals and department administrators following the interview and reference checking process. Enabling them to make these decisions is considered best practice as they are able to match skills to their particular programs and existing staff. This also creates a greater personal commitment to the success of new employees.

Focus areas for 2012-2013:

- ▶ EdZapp, the online application system used by many Oregon school districts, has been purchased by Netchemia. The District will transition to Netchemia in January. The District will use this product on a short-term basis until we are able to implement a fully integrated application and tracking system via IFAS, the current HR/Payroll system. This will allow HR to achieve greater efficiencies and eliminate data entry redundancies.
- ▶ Prior to the economic downturn, staffing normally began in mid-February and many positions were filled prior to the end of June. However, staffing is now more dependent on the outcomes of the budget process resulting in later placement notification to employees. Greater efficiencies and system adjustments will need to be made to adjust to these changes.

PLACEMENT AND INDUCTION

Placement practices vary by employee group. As previously stated, principals and department administrators make licensed and classified hiring recommendations to HR based on onsite interviews and reference checks. The superintendent makes the final decisions regarding administrator hires. Depending on the university program, teacher interns are placed either by HR or by principals who have a cohort agreement with the university.

For the past several years, the District received State funding for as many as ten District mentors. These master teachers provided weekly support to first and second year teachers. According to the New Teacher Chat data (Appendix B), the mentor program was highly regarded by teachers. This funding has been eliminated for 2012-2013, although Special Education is funding a .5 mentor for involuntarily transferred Special Education teachers.

New hires are required to attend a New Employee Orientation where they receive the Code of Professional Conduct, fill out I-9 information and learn about basic employment expectations. Similarly, teacher interns and substitutes are also required to attend an orientation to familiarize them with District policies and expectations.

Focus areas for 2012-2013:

- ▶ The department will implement the following measures: 1) All HR employees will receive additional I-9 and visa training this fall; 2) paperwork auditing procedures will be reviewed and updated as needed; 3) I-9 data will be entered into the HR/Payroll system (IFAS) for electronic tracking purposes; 4) application and hiring processes will be reviewed to ensure candidates are legally eligible to work; and 5) HR paperwork processing procedures will be reviewed to ensure legal compliance.
- ▶ Human Resources will debrief the reduction in force, transfer and recall systems and processes with departments, administrators and the Beaverton Education Association to identify areas for improvement and potential future agreements.
- ▶ The Human Resource Department will provide support to involuntarily transferred employees as needed. This will generally be in the form of a short-term mentor or release time.



PROFESSIONAL DEVELOPMENT

In Beaverton, the Teaching and Learning Department has primary responsibility for professional development with interdepartmental collaboration. One notable area of this collaboration has been the work related to Learning Teams and the development of draft Frequently Asked Questions (FAQ), principal training and BEA communication.

Each year, principals are provided a calendar (Appendix D) that identifies what time they can contractually use for staff professional development.

Focus areas for 2012-2013:

- ▶ Interdepartmental and Association collaboration around Learning Teams will continue.
- ▶ Administrators in the department will conduct onsite visits with involuntarily transferred employees to hear their suggestions and concerns.

PERFORMANCE MANAGEMENT

In addition to recruiting and hiring, the Human Resource Department oversees employee performance. This includes supervision, licensure, investigations, discipline and evaluation.

Recent Senate Bill 290 requires all Oregon school districts to revise teacher and administrator evaluation and professional growth tools and practices based on common standards (Appendix E). Requirements include differentiated performance levels and multiple performance measures, including a student growth/learning measurement. The OAKS test must be one of the measures for administrators and teachers who teach in the areas tested. The District will participate in a student growth pilot during the current year, funded by a grant from ODE in collaboration with OEA.

All districts will be required to submit assurances to ODE by July 1, 2013 and pilot the new model at select schools during 2013-2014. Full implementation is required in 2015. Policies related to the professional growth and evaluation cycle and how evaluations will be used in personnel decisions will be developed and submitted in the assurances to ODE.

Focus areas for 2012-2013:

- ▶ Licensed job descriptions will be revised.
- ▶ Work has begun on SB 290 and is anticipated to continue throughout the year according to the following tentative timeline.

October 2012	Identify committee participants Determine participation in OEA pilot
November 2012 - January 2013	Evaluation development Meet full days every other week
February 2013	Implement student growth pilot
March - June 2013	Policy development Train administrators participating in pilot Submit assurances to ODE
August 2013	Train staff participating in pilot
September 2013 - June 2014	Conduct pilot
May 2014	Train remaining administrators
August 2014	Train remaining staff
September 2014	Full implementation

RETENTION

A key indicator of a high performing organization is the retention of quality employees. Nationally, almost a third of all new teachers leave the classroom after three years and close to 50% after five years. Amounting to nearly 20% of a teacher's salary to recruit and train, teacher turnover is costly and undermines our ability to increase student learning. Over the years, the Beaverton School District has had excellent results and performs significantly better than national averages.

Retention of Licensed Employees Hired in 2007-June 2012 (does not include 2012-2013 layoffs)

Number of New Hires	"Raw" Retention	"Adjusted" Retention
307	67%	88%

"Raw" retention identifies employees who left their positions, regardless of the reasons. "Adjusted" retention takes into account the reasons for leaving a position, i.e. retirement versus dissatisfaction, and whether the employee remained in the District in another capacity.

Retention of Licensed Employees Hired in 2005-June 2012 by Ethnicity

Ethnicity	2005-2006	2011-2012	% Retained	Reason for Leaving (if known)
American Native	12	9	75%	2 retired, 1 promoted
Hispanic	86	54	63%	2 retired, 1 returned to classified, 2 promoted, 1 subs, 1 moved
Black	24	13	54%	2 promoted
Asian	97	69	71%	5 retired, 5 sub, 2 on leave, 2 coach, 3 promoted
White	2150	1414	66%	8 coach, 212 sub, 233 retired, 24 promoted, 15 on leave, 6 deceased, 2 classified, 20 moved, 5 to another district, 1 left education
Total	2369	1559	66%	

On average, 8% of employees who resign return to the District at a later time.

Some of the factors affecting the District's history of high retention rates include compensation and benefit packages, strong administrative support, a focus on teacher collaboration and professional development, the reputation of the District and an emphasis on equity and cultural competence.

The 2012 Annual Staff Survey indicate the following employee perceptions:

- ▶ 95% feel safe at their place of work.
- ▶ 94% feel welcome and accepted at their place of work.
- ▶ 88% are satisfied with their work environment.
- ▶ 87% rate their place of work as 'A' or 'B.'
- ▶ 84% receive adequate communication about District issues.
- ▶ 83% are well informed about what is going on at their place of work.
- ▶ 79% have a voice in decision-making at their place of work.
- ▶ 76 % receive clear communication at their place of work.

Retention rates over the past few years have been impacted by the elimination of positions through attrition and recent layoffs.

Number of employees by classification 2010-2012

	2010-2011	2011-2012	2012-2013	Difference 2010-2012
Administrators	115	109	106	-9
Licensed	2427	2368	2011	-416
Classified	1757	1687	1642	-115
Total	4299	4164	3759	-540

To reduce the number of layoffs, the District has offered an early retirement incentive (ERI), increasing the number of senior employees who have elected to retire. Since 2010-2011, there have been 151 ERI participants.

Focus areas for 2012-2013:

- ▶ The layoff and transfer process began in July. Recalls began soon after and are anticipated to continue throughout the year as positions become available. This will cause continued disruption to schools, and students may experience multiple teachers throughout the year. As of October 22, 2012: 69 employees have been fully recalled; 25 partially recalled; 24 have resigned; 4 have accepted a classified position but remain on the recall list; and 82 remain fully laid off.
- ▶ We will debrief the layoff, transfer and recall process to determine what adjustments can be made if the District is required to make future personnel reductions.
- ▶ The HR Department will focus on systems development and integration to address future layoff, transfer and recall processes and school staffing procedures.
- ▶ Staff and parent Frequently Asked Questions (FAQ) will be developed to address questions related to staff reductions.
- ▶ Administrators will conduct school visits to personally connect with involuntarily transferred employees. Support in the form of mentors, coaching, peer observations, etc. will be made available for teachers as needed.

LABOR RELATIONS

In 2011-2012 the District negotiated a two-year licensed contract, a classified salary re-opener and five budget reduction days for all employee groups. Administrators are non-represented and entered into a confer and consult” process that resulted in a two-year agreement. All employees will take four budget reduction days in 2013-2014.

Focus areas for 2012-2013:

- ▶ Human Resources will meet weekly with BEA leadership throughout the recall process to ensure agreement on contractual interpretation.

- ▶ Depending on budget projections and Legislative action, Human Resources will meet with BEA leadership to discuss future reduction in force agreements. Should new agreements be reached, administrators will receive implementation training and support.
- ▶ The District will work with BEA to negotiate Learning Team time and processes.
- ▶ The substitute contract expires in 2015, and there is a salary re-opener for 2013-2015.

RISK MANAGEMENT

The Risk Management program oversees property and liability claims, workers compensation, building and safety inspections, safety committees, risk assessments for outside vendor use and accident follow-up.

In 2011-2012 worker compensation claims increased 3% over the prior year. The average cost per claim increased 4% over the same period. This represents a significant improvement over the increases seen between 2009-2010 and 2010-2011. Those increases were 12% and 37% respectively.

A flat fee was negotiated with the District's third party unemployment administrator in exchange for providing early data that would enable them to prepare for anticipated claims.

Focus areas for 2012-2013:

- ▶ Educate employees and supervisors regarding proactive safety and ergonomic support strategies that will result in fewer workers compensation claims and/or return workers to their jobs sooner.
- ▶ Conduct classroom, parking lot and playground assessments to ensure safe conditions and proper supervision.
- ▶ Implement SafeSchools, an online automated school training program for K-12 staff.

EMPLOYEE BENEFITS

The following are notable highlights for 2011-2012:

- ▶ **Renewal:** The July 1, 2012 insurance rates for Regence and Kaiser have been set. This year was a challenging renewal due to an increase in the number of high cost claims on the Regence plan and the overall increasing costs for health services. The Regence plans were modified to keep one plan under the District cap and the other plan's monthly out-of-pocket affordable to employees. The Regence renewal with these changes resulted in an overall renewal increase of 4% (down from a proposed 16%) and the Kaiser plan renewal was 6%. The Kaiser plan also remains under the District monthly cap.
- ▶ **Early Retiree Reimbursement Program (ERRP):** The District received a reimbursement from this federal program in September 2012 of \$42,500 for the first plan year that reimbursement was filed. These dollars must be used to offset future premium



increases on health plans before January 2014. The District is awaiting future reimbursements under this program as they become available; this program ends on January 1, 2014.

- ▶ PERS Meetings: Benefits staff planned and coordinated two PERS educational meetings for employees.
- ▶ Dealing with Change Workshops: In coordination with our employee assistance program (Cascade Centers, Inc.) Human Resources hosted these workshops for employees in the spring in order to provide information for employees concerned about the changes that would occur because of the budget reductions.
- ▶ Resource Fair: Human Resources hosted an employee resource fair in June 2012 to assist those employees who would need resources related to job transitions and lay off. Employees received information from Cascade Centers, Inc. (employee assistance program), WorkSource Oregon, Regence Blue Cross, Kaiser, PERS and the State of Oregon.

Focus areas for 2012-2013

- ▶ The department will prepare for new health care reform law requirements scheduled to begin in 2013 and annually thereafter. The most immediate change begins in July 2013 and relates to women's preventative services. The impact on premium is pending final federal guidelines.
- ▶ There will be continued communication with legislators and the OEBC taskforce to ensure Beaverton remains out of OEBC, the State mandatory pool for health insurance.
- ▶ Benefits staff will coordinate with Risk Management on the implementation of SafeSchools and appropriate employee trainings.

As noted at the beginning of this report, the District is extremely proud its employees. Their lifelong commitment to public education and ensuring all students are college and career ready is unsurpassed.

Appendix A



TEACH FOR BEAVERTON

An Innovation in Teacher Education

Beaverton School District
Oregon State University



 education
northwest
CREATING STRONG
SCHOOLS & COMMUNITIES

ABOUT EDUCATION NORTHWEST

This external evaluation of the *Teach for Beaverton* (TFB) innovation was conducted at the request of the Beaverton School District. Education Northwest (formerly Northwest Regional Educational Laboratory) was founded more than 40 years ago as a nonprofit corporation. Our mission is to build capacity in schools, families, and communities through applied research and development. We draw on many years of experience designing and conducting educational and social research, as well as providing consultation for a broad array of research and development efforts.

Contact

Vicki Nishioka, Ph.D.
Education Northwest
101 SW Main Street, Suite 500
Portland, OR 97204
educationnorthwest.org
503.275.9500

TEACH FOR BEAVERTON

An Innovation in Teacher Education

Beaverton School District
Oregon State University

Vicki Nishioka, PhD

January 2012



101 S.W. Main Street, Suite 500
Portland, Oregon 97204
www.educationnorthwest.org

EXECUTIVE SUMMARY

Beaverton School District invited Oregon State University to jointly develop the *Teach for Beaverton* (TFB) innovation as a tool to increase the diversity and quality of the district's teaching workforce. The design of the TFB model addresses two factors that the National Research Council (2010) identifies as having the most potential for increasing teacher effectiveness—recruitment of highly skilled individuals to the teaching profession and longer, more rigorous clinical preparation. To date, the partnership has conducted two TFB pilot projects at Kinnaman Elementary School. The first pilot was implemented in 2009 with two student teachers. The second pilot was implemented this year with three student teachers and is the focus of this evaluation.

The purpose of this evaluation is to provide the TFB partnership with descriptive information about the model, stakeholders' perceptions of its benefits, challenges, and recommendations for program improvement.

Stakeholders at every level (administrators, faculty members, master teachers, and student teachers) believe the combined expertise of master teachers and university faculty members provides student teachers with clinical experiences that enable them to make meaningful linkages between theory and their teaching practice. They state that the TFB model provides student teachers with a realistic perspective of the teaching profession that will enable them to be stronger and more confident first-year teachers. Finally, stakeholders believe the model contributes to a culture of learning within the participating school that contributes to the professional growth and work satisfaction of the master teachers, clinical supervisors, and TFB administrators.

This report also summarizes recommendations suggested by stakeholders who were involved in the development and implementation of the TFB model. Because the TFB model is still in development, these recommendations relate to strategies for improving the quality of the model components and the sustainability of the university-school partnership.

- Conduct regular TFB team meetings to plan and maintain school-university connections. Suggested agenda items for this meeting are: review of the TFB mission, student teacher progress updates, program concerns that need attention, and celebration of program successes.
- Organize formal and informal systems of communication to increase opportunities for coordination, planning, problem-solving, and monitoring student teacher progress.
- Strengthen program structure by outlining clear expectations for the student teachers; clarifying roles and responsibilities of the master teacher and faculty members; formalizing program processes (e.g., course syllabi, observation protocols, application process); and documenting lessons learned.
- Increase recognition and compensation for master teachers and other team members, such as additional monetary compensation, professional/career ladder advancement, or additional professional development opportunities.
- Ensure that all team members receive orientation about TFB procedures and program components.
- Continue to develop internal and external evaluation systems that will monitor program quality and position Beaverton School District to evaluate short- and long-term outcomes.

CONTENTS

List of Figures.....	iv
Introduction.....	1
The <i>Teach for Beaverton</i> Innovation	3
Relationship among TFB Members	11
Benefits of the <i>Teach for Beaverton</i> Model?	13
Challenges and Recommendations	16
References	19
Appendix: <i>Teach for Beaverton Implementation Checklist (Draft)</i>	21

LIST OF FIGURES

Figure 1. Oregon State University Education Double Degree Requirements.....	4
Figure 2. <i>Teach for Beaverton Theory of Change</i> (Draft)	10

“When student teachers see and experience the full range of professional responsibilities, it lifts the profession. It lifts their feelings about themselves as teachers. The higher the levels of professionalism we can embody, the more we are going to engender that kind of respect from others. (Jan Martin, Principal)

INTRODUCTION

The Beaverton School District invited Oregon State University to help design the *Teach for Beaverton* (TFB) innovation as a tool for internal teacher recruitment for the district and to better prepare student teachers for the rigors of the teaching profession. To date, the partnership has operated two TFB pilot projects. The first pilot was conducted during the 2009–2010 school year with two student teachers placed at Kinnaman Elementary School. In 2010–2011, the district chose not to offer the TFB program. The second TFB pilot was implemented in 2011–2012 at the same school, has a cohort of three student teachers, and is the focus of this evaluation.

Teach for Beaverton Evaluation

Beaverton School District requested this evaluation to provide stakeholders with descriptive information about the TFB pilot implemented at Kinnaman Elementary School. This report includes a brief review of relevant literature, description of the TFB program components, and stakeholder perceptions of the *Teach for Beaverton* model. Representatives of the different stakeholder groups reviewed and approved the three questions that guided this evaluation:

- What are the components of the *Teach for Beaverton* model?
- What is the nature of the relationship among university faculty, master teachers, and student teachers?
- What are the perceived benefits, barriers, and recommendations for improvement

associated with the *Teach for Beaverton* model among the key stakeholder groups?

What We Did To Learn More

The data from this evaluation were derived from archival documents related to the TFB model and traditional student teaching. We also conducted focus groups and interviews with the following stakeholder groups: (a) three TFB student teachers, (b) two traditional student teachers, (c) three master teachers/mentors, (d) two school administrators, and (e) two Oregon State University faculty members. The purpose of these focus groups was to gather about the similarities and differences between the TFB and traditional student teaching models, perceived benefits of the TFB model, barriers or areas of improvement for the TFB model, and lessons learned related to implementation.

Evaluation Deliverables

This evaluation provides three deliverables. First, we provide a descriptive case study that describes the TFB model implemented at Kinnaman Elementary School during the 2011–2012 school year. Next, the evaluation team developed draft versions of two products—a *Theory of Change* and *Teach for Beaverton Implementation Checklist*. All of these are encompassed in this report.

The draft *TFB Theory of Change* (TOC) was based on information derived from key stakeholder input and relevant research. The TOC provides

a graphic presentation of the problems addressed, key components of the intervention, mediating factors, and expected outcomes. The purpose of the TOC is to present a shared point of reference for stakeholders, and to provide stakeholders with a useful tool for planning, proposal development, and disseminating information.

The draft *Teach for Beaverton Implementation Checklist* organizes the intervention components and a subset of related indicators or tasks. The *Teach for Beaverton Implementation Checklist* is organized into seven components and can be found in the Appendix:

1. Readiness and planning for the *Teach for Beaverton* model
2. University and school partnership

3. High quality clinical learning settings
4. Faculty roles and responsibilities
5. Master teacher role and responsibilities
6. Collaborative clinical education team
7. Internal quality assurance systems

Organization of the Report

The remaining sections report the findings for the three evaluation questions. First, we describe the components of the TFB innovation and the *Theory of Change* schematic. Next, we describe the relationships among the university faculty, master teachers, and residents. Finally, we summarize the benefits, barriers, and recommendations for improving the program reported by administrators and implementers of the TFB model.

THE *TEACH FOR BEAVERTON* INNOVATION

The *Teach for Beaverton* (TFB) innovation aims to provide student teachers with rigorous and relevant student teaching experiences that will enable them to be confident, highly skilled first-year teachers. The district hopes this model will increase the diversity of its teaching workforce so that its schools are able to meet the challenge of an increasingly diverse student population, including students who are English language learners, and those from disadvantaged, low socio-economic backgrounds. This section provides a brief overview of the Oregon State University student teaching requirements. We also describe the planning process, characteristics of the TFB school, the qualifications and organization of the TFB clinical education team members, and screening procedures for student teachers.

Background

The need for teacher education practices that prepare high quality teachers for the rigors of teaching, elevate the status of the teaching profession, and increase the retention of new teachers is a high priority for U.S. schools (National Commission on Excellence in Education, 1983; Rutter, 2010). Nearly a third of teachers who leave the profession do so within the first three years, and almost half quit teaching within five years (Ingersoll, 2003).

Teacher effectiveness is regarded as the most important school-based factor influencing student achievement, but many beginning teachers are unprepared to meet the demands of the teaching profession (Goldhaber, 2002; Rivken, Hanushek, & Kain, 2005; Nye, Konstantopoulos, & Hedges, 2004). Generally, teachers increase their effectiveness as they gain experience, with beginning teachers producing lower student achievement gains than their more experienced colleagues, especially during their first five years of teaching (Ingersoll, 2003). Deep knowledge of the content area and a keen

understanding of how learners acquire knowledge are also characteristic of highly effective teachers (National Research Council, 2010; Neopolitan, 2010).

Factors that contribute to teacher quality include working environments that encourage collaboration, continuous learning, and clear focus on student achievement (Herman, Dawson, Dee, et al., 2008; Gallimore, Ermeling, Saunder, & Goldenberg, 2009). For beginning teachers, pre-service education programs that offer longer and more rigorous clinical preparation show promise for increasing efficacy for first-year teachers (Castle & Reilly, 2010).

Oregon State University Teacher Education Program

The TFB student teachers are enrolled in the Education Double Degree program offered by Oregon State University, College of Education. University students who are enrolled in this program will have two undergraduate degrees at graduation—one in their chosen field and the other in education. The course requirements for an undergraduate degree include completion of nine credits of core requirements, 19 credits of teaching methods, and 12 credits of student teaching (See Figure 1). Typically, students complete their core and teaching methods courses prior to enrolling in student teaching. The student teaching requirements are:

- Part-time student teaching (160 hours), three observations by university faculty and three by the cooperating teacher, and completion of their first work sample
- Full-time student teaching for one term (11 weeks/440 hours), three observations by university faculty and three by the cooperating teacher, and completion of their second work sample
- Capstone Senior Project

Figure 1. Oregon State University: Education Double Degree Requirements



K-12 Classroom Emphasis

Name: _____ Date: _____

Primary Degree: _____ Phone: _____

A 3.0 GPA is required at point of admission and must be maintained through graduation.

Authorization level:

Early Childhood 3 yrs- 4 th grade <input type="checkbox"/>	Middle Level 5 th - 9 th grade <input type="checkbox"/>	High School 9 th - 12 th <input type="checkbox"/>
Elementary 3 rd - 8 th grade (in S/C setting) <input type="checkbox"/>	Endorsement: _____	Endorsement: _____
TCE 216 Purpose, Structure, & Function of Education in a Democracy (3) (DPD)		
TCE 219 Civil Rights and Multicultural Issues in Education (3)		
TCE 253 Learning Across the Lifespan (3)*		
Apply for Level II: Provisional Admission		
^TCE 340 Supportive Differentiated Environments (3)		
TCE 458 Strategies for Teaching Wellness & Fine Arts (2)	TCE 412 Learning Styles and Needs of Adolescence (2)	TCE 412 Learning Styles and Needs of Adolescence (2)
SED 459 Science, Technology, & the Nature of Inquiry (3)	TCE 493 Reading, Literacy, & Language Development in Content Areas (2)	TCE 493 Reading, Literacy, & Language Development in Content Areas (2)
TCE 557 Mathematics Strategies K-8 (3)	***TCE /SED 491 Content Standards & Curriculum Development for Mid Level (3)	***TCE /SED 494 Content Standards and Curriculum Development for High School (3)
TCE 456 Strategies for Teaching Language Arts & Social Studies (2)	**TCE 523/SED 523/LING 545 Strategies & Organizational Structures for Mid Level (4)	**TCE 525/SED 525/LING 545 Curriculum Implementation & Instructional Strategies for H S (4)
TCE 583 Developmental Reading (3)	TCE 527 Alternative Assessments (2)	TCE 527 Alternative Assessments (2)
TCE 410 Part-Time Student Teaching (2-5)	<i>Must be taken together during the Fall or Winter term prior to full-time student teaching.</i>	
TCE 407 Student Teaching Seminar (1)		
Apply for Level III: Professional Admission		
TCE 410 Full Time Student Teaching (10-11)	<i>Must be taken together during the Winter or Spring term following part-time student teaching. These classes represent a fulltime load and other classes may NOT be taken with them.</i>	
TCE 524 Teacher as a Reflective Practitioner (2)		

* If you have taken HDFS 311, 313, 314 with a 3.0 GPA or higher, you do not need to take TCE 253.

** **SED 523/525 for science and math** based endorsements or **LING 545 for foreign language** based endorsements.

^ Writing Intensive Course ***SED for Science and Math Endorsements

Total credits required for both degrees = Credits required for primary degree + 32 credits (i.e. 180+32=212)

ENDORSEMENT AREAS:

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ▪ Biology ▪ Business ▪ Chemistry ▪ Family and Consumer Sciences | <ul style="list-style-type: none"> ▪ French ▪ German ▪ Health ▪ Integrated Science ▪ Language Arts | <ul style="list-style-type: none"> ▪ Mathematics, Basic & Advanced ▪ Physics ▪ Social Studies ▪ Spanish ▪ Technology |
|--|---|---|

Traditional Student Teaching

University faculty members provide clinical instruction and supervision for student teachers in traditional settings. The cooperating teachers also conduct formal observations of student teachers placed in their classroom. Teachers describe the model as one in which the cooperating teacher “steps back” so the student may assume the role of teacher for a small group or class. The faculty member or cooperating teacher observes the student at regular intervals, and provides him or her feedback following the lesson.

The structure of the Education Double Degree Program outlines the requirements for student teachers and provides several levels of faculty support for student teachers. Additionally, the student teachers participate in a seminar during their part-time student teaching to help guide them through the process of developing their first work sample. However, the student teachers are responsible for managing the communication and coordination tasks required to complete their final/second work sample.

Teach for Beaverton Model

The TFB program is an alternative student teaching model that was designed through the collaborative efforts of Beaverton School District and Oregon State University faculty. This section describes the TFB district-university partnership and the core features of the TFB clinical teacher education model they developed and operate.

District-University Partnership

The decision to develop an alternative clinical education model for teachers was motivated by the strong commitment to a “Grow Your Own” teaching workforce by encouraging student teachers from diverse backgrounds to choose a career in teaching. Additionally, the collaboration wanted to develop a clinical education model that provided student teachers

with a “realistic” perspective of teaching. Finally, the TFB planners wanted to expand the role of the classroom or master teacher in clinical education so that student teachers could benefit from their expertise and mentoring. To accomplish this goal, both organizations committed staff planning time and resources to develop and operate the TFB model. The core features of the model include:

1. High quality clinical learning environments.
2. Welcoming school setting.
3. Reorganization of faculty and master teacher roles.
4. Strengthening student teacher selection criteria and procedures.
5. Longer, more rigorous student teaching expectations.
6. Linkage between theory and practice.

High Quality Clinical Learning Environments

An important feature of the TFB model is the intentional selection of high quality classrooms and schools for TFB student teacher placements. Kinnaman Elementary School is a highly diverse elementary school that has statewide respect as an exemplary school. In 2011, State Superintendent of Public Instruction Susan Castillo nominated Kinnaman as a National Title I Distinguished School for its high student achievement scores and commitment to continuous learning for adults and students.

Teachers at Kinnaman meet monthly, by grade level, in Professional Learning Communities (PLC) to discuss specific goals and strategies. The teachers also set adult learning goals for professional development in the PLC meetings (Beaverton School District, 2012). During the previous three years, Kinnaman Elementary School has received “outstanding” ratings for its progress toward meeting yearly academic and behavior outcomes. Ms. Jan Martin, the school principal, is recognized as a strong leader who is passionate about improving teacher education and schoolwide communities of learning.

Kinnaman happens to be one of those more progressive buildings in the district, and our teachers are definitely learners, work really hard, and are constantly thinking of the best ideas. So, they (TFB student teachers) are exposed to that. The expectation is that the TFB students are teachers as well and they are expected to learn right along with us. So, much of their learning during their student teaching is not only happening in the classroom but they are getting so much adult professional learning outside of their day, that hopefully will really impact them as well. They may not have got that at another building; so, that is a huge piece. (Faculty)

Welcoming School Setting

In the TFB model, the entire school intentionally makes student teachers feel welcome as part of the school staff as opposed to being a student teacher assigned to a single classroom setting. For example, the school displays their photos on the main board, and they attend monthly Professional Learning Team meetings and school staff meetings. The student teachers also noted small gestures that made them feel part of the Kinnaman staff—e.g., the librarian including their pictures in the staff slide show, getting an identification badge, being welcomed to use the lunch room, and being invited to social events.

Faculty Roles and Responsibilities

Two Oregon State University faculty members share responsibility for ensuring the TFB student teachers meet the accreditation requirements of the K-12 teacher licensure programs. The qualification and responsibilities of these faculty roles are described in the following paragraphs.

Lead academic faculty. The university liaison and lead faculty for the TFB project is Ms. Nell Winokur O'Malley, Director of Education Licensure and Placement and Senior Instructor at the Oregon State University, College of Education. Ms. Winokur-O'Malley serves as the

faculty of record who is responsible for the course design, classroom instruction, guidance for clinical instruction, and achievement of course outcomes for TFB student teachers. She ensures that TFB student teachers are completing the required coursework and student teaching objectives at or above the accepted standard for Oregon State University's teacher education students. For example, she oversees the faculty clinical supervisor by explaining the syllabus requirements and brainstorming ways to help teacher education students fulfill these requirements in the TFB model.

Faculty clinical supervisor. Ms. Emma Graves has a strong background in coaching and literacy. She is an adjunct faculty of Oregon State University and a literacy coach for Beaverton School District. In her university faculty role, she teaches the course, "Technical Reading Strategies," for the three TFB student teachers and observes each in the clinical settings. For the district, she is an instructional coach who is responsible for coaching teachers in literacy strategies and facilitating all PLC meetings at the TFB school.

The advantage of having a district employee in the dual role of literacy coach and clinical faculty supervisor is the ability to help student teachers link the content of the university course to its practical application in the classroom. Because the clinical faculty supervisor is onsite, she is able to teach the university class after school, observe the student teachers the next day, and provide them feedback that references the theory or strategies presented during the university class. An added advantage is the immediate availability of the faculty clinical supervisor to answer student teachers' questions as they arise. The Oregon State University faculty members and school administrators emphasized the importance of a site-based faculty member in the clinical supervisor role.

The person who supervises them should be the person who teaches them and should

work in the same building, because you are so intimate with that whole culture. There are so many conversations that they need to have with me at the drop of a hat. For example, 'Can you talk to me about this lesson that is happening tomorrow?' I imagine it would be straining for them if the person wasn't as flexible, you know, to be able to give them ongoing coaching or feedback. (Faculty)

Master Teacher Role and Responsibilities

The building principal selects master teachers that have demonstrated excellence in their teaching strategies, relationships with children and parents, collegial relationships with others, teamwork skills, and commitment to continuous learning. Additionally, master teachers are selected because they embody characteristics of a “true professional” (e.g., a strong work ethic, determination, and passion to teaching) who can be an exemplary role model and coach for the TFB student teachers. To date, all teachers invited to be a master teacher have accepted the invitation despite the increased work load and responsibility.

The master teacher is responsible for the day-to-day mentoring and coaching of the TFB student. An important difference between the TFB and traditional student teaching models is the type of coaching provided by the teacher. In the traditional model, the cooperating teacher steps aside to allow the student teacher to assume the teacher role for the classroom. In contrast, the TFB model implements a coaching model between master teachers and their student teachers that emphasizes co-teaching and collaboration.

Student teachers report that the master teacher established a co-working relationship early in the year by telling them the classroom was “our classroom” and that it was important they work together to meet the learning needs of all children. The master teachers narrate or “think out loud” throughout the day to facilitate the

student teachers’ understanding of “why” they implement certain instructional or behavior management strategies. The following comments summarize how master teachers perceive this clinical education strategy.

If we are teaming or if we are doing groups, we will get together and I will say, 'Oh, I'm just doing this because of this, and what did you notice over there?' I mean, it is just right there, all the time, to move throughout the day and explain as it is going on. I just think it is so much more valuable than an after-the-fact. (Master teacher)

I think the whole self-talking as you teach. I will dismiss the kids and just say, 'I put so and so over here because I think that is going to help him focus better.' I let her (TFB student) know why I'm doing what I'm doing all the time because, at the beginning of the year, she would often just think it was just happening. I think it helps her understand how the classroom works and how to manage the classroom. (Master teacher)

Strengthening Student Teacher Selection Criteria and Procedures

Student teachers interested in the TFB model must submit an application, a resume, and a statement about their teaching philosophy. The TFB school administrators then conduct formal interviews to learn more about the student teacher candidates—why they want to become a teacher, their reasons for applying for the program, and their views about cultural competency. The three student teachers who were accepted in this year’s TFB program are in OSU’s Education Double Degree program. All were interested in moving to the Beaverton area for their student teaching. The TFB interview panel described successful applicants as “well-spoken, confident, passionate, enthusiastic, and well-prepared for the interview.” The TFB planners believe a goal of the TFB program is to recruit student teachers who demonstrate the

motivation, self-management skills, and commitment needed to be exceptional teachers. The faculty member explained the importance of selecting high quality student teachers in this way:

If they (student teachers) are not prepared to do what is involved here, maybe they should not be in the profession. It does take incredible commitment, I think, to be a successful teacher. This kind of model, this kind of commitment, is what is needed.
(Faculty)

Longer, More Rigorous Teaching Experience

The TFB model expects student teachers to participate in a longer, more rigorous teaching experience than the traditional student teaching model requires. In traditional student teaching models, student teachers teach full days for relatively short time intervals at different classroom settings. In contrast, TFB student teachers teach the entire school day for six full months in the same school and, for most, in the same classroom. The few student teachers who teach in different classroom settings, do so to meet the requirements of their particular dual licensure program.

The longer schedule allows the student teachers to experience being part of the school team. Student teachers participate in professional learning communities, after school activities, parent conferences in-service trainings, and professional reading. These experiences provide student teachers with “a look at the life of a teacher” beyond their classroom student teaching.

For example, because student teachers start in the fall, they are able to watch the beginning of the school year, how everything is set up, and to participate in professional development for staff members.

In addition to a longer rotation, student teachers are also expected to teach full days. This

schedule immerses student teachers in their teaching role so they get a realistic perspective of the physical, intellectual, and emotional demands of the teaching profession. In this way, TFB student teachers experience the multiple demands they will encounter as a classroom teacher—a reality that many individuals don’t encounter until they start teaching.

The student teacher talked with their classmates at OSU on campus and found out they didn’t have time for their coursework the way their classmates did. And I said, ‘Yes, but the advantage here is that you are getting that hands-on experience.’ They are also promised an interview at the very least when they are done. So there are some incentives for them beyond just self-knowledge. (Faculty)

Linkage Between Theory and Practice

The TFB model incorporates multiple opportunities for student teachers to link theory with its application in their teaching practice. For example, the master teachers’ modeling and ongoing narration explaining the reason for using a teaching or classroom management technique helps the student teachers understand the “why” for these decisions.

A second opportunity is provided via the intentional connection between the university courses and formal observations that allows student teachers to learn a concept one day and use it in their teaching practice the next.

Third, faculty clinical supervisors with different areas of expertise observe student teachers. For this cohort, two clinical supervisors conduct formal observations of student teachers. One supervisor observes students teaching literacy and the other observes students applying strategies learned in their English for Speakers of Other Languages (EOSL)/Bilingual Endorsement course. Thus, students are observed by multiple people, hear feedback about their teaching from different perspectives,

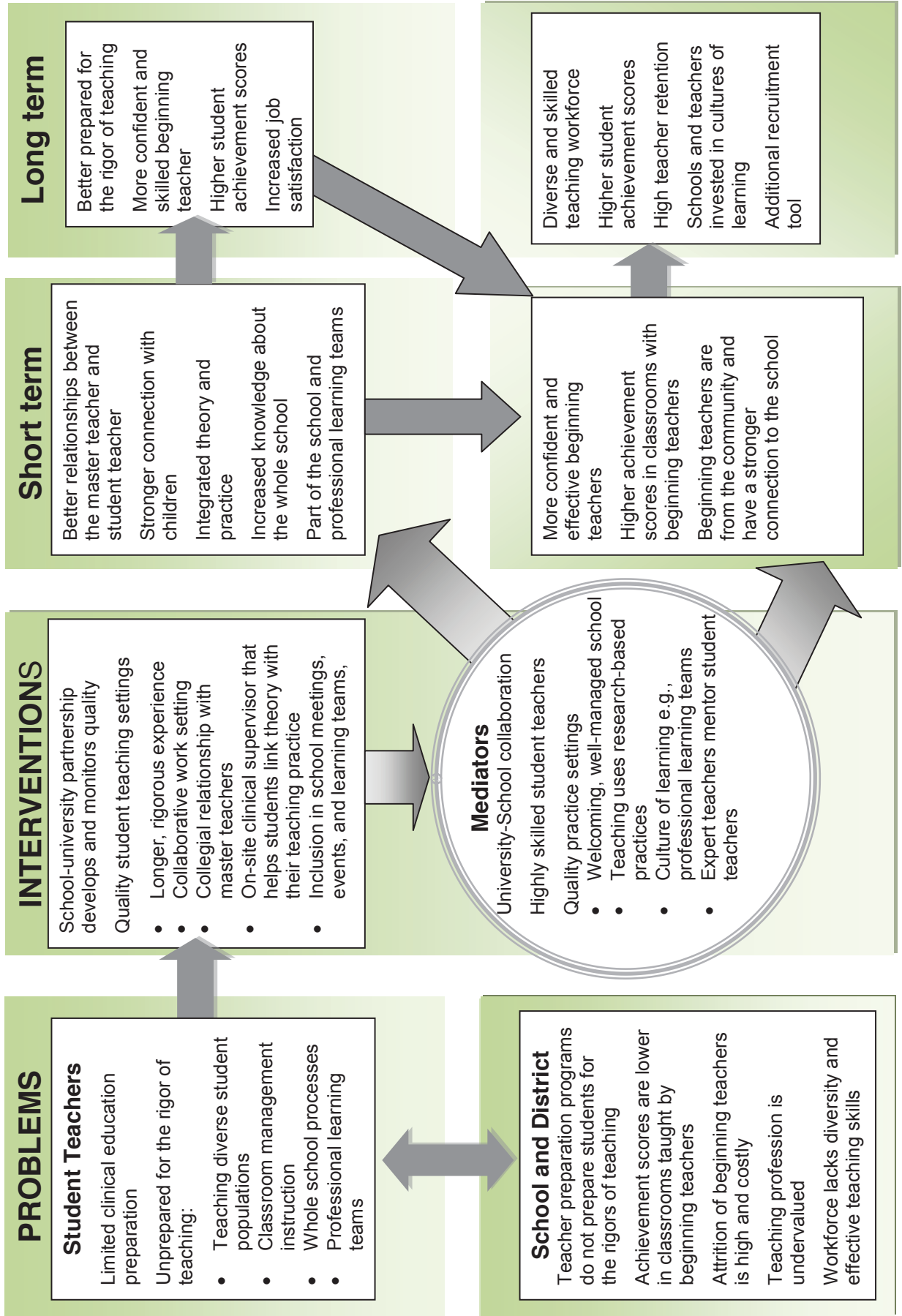
and have several resources to consult for advice, teaching “tools,” and ideas. Students note that, in addition to being readily accessible, the feedback they receive is enlightening and improves their teaching effectiveness. Moreover, the students report never “feeling criticized” despite the high volume of feedback they receive.

TFB Theory of Change

A graphic presentation of the problems addressed, key components of the intervention,

mediators or factors that may influence the effectiveness of the intervention, and expected outcomes is displayed in Figure 2. The intent of the TFB *Theory of Change* (TOC) is to provide stakeholders with a tool for planning and explaining their model. Thus, stakeholders are encouraged to review the TOC to ensure that the information reflects the *Teach for Beaverton* model and is updated to reflect changes as appropriate.

Teach for Beaverton Theory of Change



RELATIONSHIPS AMONG TFB TEAM MEMBERS

The operation of the TFB model is dependent upon the professional collaboration and working relationships among university and school partners at the administrative and program implementation level. As discussed earlier, the university and school partners endorse the mission and theoretical framework of the TFB project, and both have committed resources to support its success. Stakeholders at every level also report feelings of trust and respect for the expertise that each brings to the student teachers and the TFB model. This section describes the nature of the relationships among student teachers, academic faculty members, and master teachers.

Student Relationships with Their Clinical Education Team

The student teachers report deep satisfaction and appreciation for the expertise and resources provided by their clinical education team—master teachers, clinical education supervisors, lead academic faculty, and school principal. Like typical student teachers, the TFB student teachers recognize their responsibility for coordinating the tasks required to complete their student teaching requirements. The student teachers' description of the faculty members and master teacher roles was consistent with the clinical education team.

The master teachers provide the day-to-day coaching as mentor and role model. The faculty clinical supervisor provides an “outside lens” on the classroom instruction and the student teachers' clinical progress. Because the faculty clinical supervisor is on-site, she may also provide coaching to the student and master teacher as necessary. The lead faculty ensures that the connection between the TFB model and the university theoretical and research focus are maintained. This is how one student teacher describes the TFB clinical education team.

The master teacher sees us on a daily basis and they watch us every single day as we are teaching and co-teach the class, whereas the Faculty Clinical Supervisor is a little more removed than the master teachers. She does formal observations, shares resources, and is a resource herself. She also communicates with the principal and master teachers; they work together. The Lead Faculty is the touchstone of everyone in the program. And, that's really the nature of the position at Kinnaman, so it's a very organic process, which is really lucky. (Student teacher)

Master teachers. The student teachers describe the pairings with their master teachers as “oddly perfect” and that their relationships have progressed seamlessly from mentoring to co-teaching relationships. Student teachers unanimously agree that their master teachers are highly skilled, are a wonderful resource for teaching strategies, and constantly explain the rationale for their classroom instruction and management decisions. Moreover, the collegial relationship between the student and teachers allows for the honest exchange of positive and critical advice throughout the day. One student teacher explained the importance of their relationship with the master teacher as follows:

I have an amazing mentor teacher who is really encouraging and thoughtful and takes time to sit with me and to plan and to really set me up for the class. I feel like Kinnaman does a really great job of doing that for us. So, overall it is a really rewarding experience, and it is exactly what I wanted, four years ago. (Student teacher)

Faculty members. Student teachers are very satisfied with the instruction and support provided by faculty. They note that the school-based clinical supervisors provide feedback that links to the theory presented

in their university courses and that they often use immediately in their teaching practice.

The student teachers and lead faculty stated they would be more satisfied if they had more face-to-face contact. Though the university-based lead faculty is very responsive to e-mail and questions, the student teachers miss having the opportunity to discuss questions about their work sample and other program requirements on a regular basis. The lead faculty also desired more contact with student teachers.

Relationships among the Clinical Team Members

The university and school partners are committed to the TFB concept, had shared understanding of the key components of the model, and valued their collaboration. Clinical team members did note concerns related to communication and the cohesiveness of the clinical team.

During the first TFB pilot, university-based faculty members were responsible for oversight of the student teachers, instructing university courses, and clinical supervision. Currently, these responsibilities are divided between the university-based lead faculty and school-based clinical supervisor.

The clinical team members believe shifting clinical supervision to the on-site literacy coach improved the efficiency of the model in linking theory and practice for both student teachers and master teachers. However, a consequence of the reorganized faculty roles and the distance between the university and school is less contact among team members. The reduced connection between the lead faculty and master teachers, in particular, is troublesome because the teachers do not have a previous relationship with the faculty member as they are new to the model this year. All stakeholders expressed a desire for more meetings and communication among the whole team in order to plan, coordinate activities, and share student teacher progress.

BENEFITS OF THE *TEACH FOR BEAVERTON* MODEL

Administrators, program implementers, and student teachers report the TFB model benefits all for different reasons. Student teachers benefit because they receive a high quality clinical experience that links theory to their practice, learn professional skills that are important for members of a collaborative community, acquire knowledge about the whole school beyond the classroom, and build strong connection with the children in their classrooms. Master teachers strengthen their teaching skills and report satisfaction from their role as mentor, role model, and colleague of the student teachers. The faculty members also believe that the TFB work is important because it benefits student teachers, and reflects progressive teacher education reform efforts. This section summarizes the benefits that the stakeholder groups associate with the TFB model.

Student Teachers Receive Quality Clinical Experiences

The design of the TFB model was motivated by the desire to improve the clinical teaching preparation of student teachers. University and school partners structured the program to ensure student teachers were exposed to the full teaching experience and that the connection between theory and practice was explained continuously from multiple perspectives. The focus group results suggest that this goal was met. Student teachers believe that their teaching experiences are both relevant and valuable.

I was frustrated through college sometimes because of all the pointless busywork. Though it is really hard work, what we do is valuable. We are working with children; we're changing their lives, really. And not to toot our own horns, but I feel that my time is being well spent. (Student teacher)

TFB Integrates Theory and Practice—Understanding the Why

An advantage of having the faculty clinical supervisor and master teachers working in the same building, as professional colleagues, is the exposure of student teachers to a consistent framework of theory and approaches to teaching. The assignment of the school's literacy coach to the dual role of university course instructor and clinical supervisor creates natural opportunities to link theory and practice for the student teachers without the time delays that are sometimes present in traditional student teaching models. Stakeholders at every level stated this was an important advantage of the TFB model.

The integrated aspect of this program is very strong because we have every opportunity, every single day, as a chance to apply what we are learning. It can be a bit overwhelming at times because there is so much scrambling happening on a daily basis that it is just this constant change. But it is really rewarding to see something you learned the day before help a student the very next day—help them get something. And I think those little 'ah-has' are what carry me through on a daily basis. (Student teacher)

Individualized Instruction

The design of the TFB model also allows the faculty instructor to customize course lectures to the needs of student teachers. For example, when the faculty observed that the student teachers' lesson plans did not align with the learning objectives, she taught strategies for writing effective lesson plans during the weekly university course. The ability to adapt course instruction to the needs of the student teachers and to provide "in-the-moment" feedback is a core element of the TFB model.

The TFB model makes this huge link between theory and practice very relevant to our student teachers that are on-site here, because they get to see what they are learning in practice the very next day they walk into a classroom. So, it is really helping them with that relevancy, which I think sometimes can be out of context if you are only learning about things in a university classroom but you are not teaching real children. As their on-site instructor, I am more sensitive to the culture of the classroom and things that are happening at Kinnaman and that allows me to adapt my coursework depending on what I am seeing that they could grow from the most.
(Faculty)

Knowledge about the Whole School

TFB student teachers have multiple opportunities to learn about the school beyond their assigned classroom. For example, student teachers are part of professional learning communities that meet monthly to review data and to engage in adult learning activities. Participation in these teacher meetings allows the student teachers to learn how to engage in professional conversations with colleagues, how to be part of communities committed to continuous learning, and how to use strategies for engaging in solution-focused decision-making to improve student progress. TFB student teachers also have opportunities to participate in “cross-observations” in other classrooms to see what other teachers do that is relevant to what they are learning. For example, if the topic for the university class is pacing, the faculty clinical supervisor may assign them to observe teachers who are exceptional in this skill area. Finally, student teachers participate in Individual Education Plan (IEP) meetings, parent conferences, and other school meetings involving their students.

There is really a group effort going on here. I know when I student taught, it was me and my cooperating teacher and that was it. I

didn't talk to anybody else. They (TFB students) are interacting all over the school. Those (TFB student teachers) who are getting their ESOL (English for Speakers of Other Languages) endorsement are interacting with the English as Second Language (ESL) teachers. They are observing in other grade levels, they are working with our instructional coach and the principal has done coursework with them. This week they are going to a professional conference. (Faculty)

Skills in Reflective Practice

Immersing teachers and student teachers in a culture of learning is a priority for the TFB clinical team. As noted earlier, student teachers are engaged in professional learning teams with teachers as well as among themselves. Additionally, student teachers engage in reflections about their practice routinely during their university coursework and in their teaching practice. One student teacher described her involvement in reflective practice this way.

I have a great relationship with my mentor teacher. If I am uncertain with anything, I can just ask her and it is not a big deal. But, at the same time, she trusts me. I can tell her what I want to do for the day and she will let me run with it. And that trust allows me to be successful and to fail—but not in a bad way. I think, as a teacher, you need to learn how to not be successful in all the lessons you teach because you won't always be successful, but then to be able to reflect and see how you need to adapt it; so the next time you do teach it, you can accommodate your classroom better. (Student teacher)

Connections to Student Teachers

The student teachers stated an advantage of living in their own community was feeling closer to the children in their classroom. Student teachers stated that knowing about the community, what their class liked to do, and

where they liked to go, promoted a “relational connection” that they did not have during previous practicum experiences in other districts. Moreover, the extended time in the classroom provided increased opportunities to build relationships with the children.

I am so glad that we are in the same classroom for six months because it took a couple of months, or maybe like several weeks, to get acclimated in my classroom, to get to know the children. So if I had to leave this classroom after the end of this term, I can only imagine what it would be like to make those connections again with new student teachers and a new teacher. So I really like that we are here for six months in the same classroom with the same teacher to develop that kind of relationship and to see progress throughout the year. (Student teacher)

Master Teachers Benefit

The master teachers state that having student teachers “keeps them on their toes” and helps them reflect on their own practice. They also report having another person in the classroom is helpful for meeting children’s needs. Teachers believe the student teachers have evolved, over time, into colleagues with whom they can discuss the day’s events and brainstorm ideas to improve classroom instruction.

I think that the program is not only wonderful for the student teacher, great for me improving my own teaching, you know, together with the student teacher. It is making me be more thoughtful about my planning, what my goals are. But, I mean, it’s a win-win-win situation. I think for the kids in my classroom, having two teachers there to meet their needs is amazing. (Master teacher)

Summary

The benefits reported for TFB student teachers are similar to those found for student teachers attending professional development schools (Neapolitan, 2010). For example, student teachers receive high quality clinical instruction that helps them integrate theory and practice, and is tailored to their immediate teaching practice needs (Castle & Reilly, 2010). The TFB model provides opportunities for student teachers to learn about the whole school as opposed to their assigned classroom. Additionally, the student teachers report multiple opportunities to engage in reflective practice with their master teachers, professional learning teams, university faculty, and among themselves. The master teachers also report learning more about their profession and positive benefits from their relationship with student teachers.

CHALLENGES AND RECOMMENDATIONS

This section reports the challenges related to development and implementation of the TFB innovation. It also summarizes the recommendations made by the administrators, program implementers, and student teachers.

Challenges

More Work for Team Members

The development and implementation of new approaches generally requires more work—even if the change is viewed as positive. This challenge is true of the TFB model. All team members recognize the extra responsibility and work load translates into longer work days for master teachers. Teaching, though satisfying, takes extra time to plan, explain, and review the day's events. In addition, teachers find having someone “watch you all the time” and having to narrate their teaching practice is challenging. The teachers stated that it is helpful to have opportunities to teach their class on their own while student teachers are observing or meeting with others. It should be noted that the focus groups for this evaluation were conducted after the first three months of student teaching, a time period that student teachers are likely to require more support and guidance from teachers. Consequently, it might be helpful to revisit this concern after the six month student teaching period is complete.

Lack of Time to Plan and Collaborate

Stakeholders are unanimous in their call for more time to meet, plan, and collaborate. During the 2009–2010 pilot, the lead faculty member was responsible for oversight of the TFB program, teaching the university courses, observing student teachers, and coordinating directly with master teachers. This increased involvement allowed more interaction and, in turn, the opportunity to build partnerships with the master teachers and student teachers.

During this school year, the school's literacy coach is also an adjunct faculty who assumed responsibility for teaching the university courses, observing student teachers, clinical supervision, and coordinating with master teachers. The lead faculty maintains the important role of ensuring the TFB program adheres to the research-focus and high standards established for Education Double Degree courses and student teaching requirements.

Though team members agree that the addition of a school-based faculty clinical supervisor provides added value to the TFB model, they also express concern about the reduced contact time with each other. The lead faculty member misses the connection with the master teachers, the dialogue about student progress, and having the time to visit the classrooms. The master teachers, who are new to this role, also have expressed frustration about the limited time to discuss the TFB model and how they can help student teachers fulfill their student teaching requirements. A related concern is the limited time for regular meetings to collaborate and reflect on the TFB procedures, student teacher progress, and to celebrate the program's accomplishments.

Lack of Program Structure

During the past year, both district and university faculty members stated the lack of written program procedures, role descriptions, program expectations, and communication systems are frustrating. The university faculty members also state that the existing syllabuses for university courses do not always consider the unique circumstances of the TFB student teacher and should be modified in accordance with university quality assurance procedures.

Recommendations

Conduct Regular School-University Meetings

An essential component of the TFB model is a strong district and university collaboration. The partners of the Beaverton School District and Oregon State University report trust and commitment to shared goals. However, the distance, budget constraints, and reduced faculty time has reduced the opportunities for the team members to meet regularly. All stakeholders state more time to plan and maintain school-university connections would be helpful. Suggested agenda items for this meeting are review of the TFB mission, student teacher progress updates, concerns or problems that need attention, and the celebration of program successes.

Organize Communication Systems

All stakeholders agree that more communication and greater connection among clinical education team members is needed. Though all team members believe that the model provides quality instruction for TFB student teachers, some believe they do not have an adequate understanding of their roles, expectations, and contribution to the success of the project. Part of this need is ensuring that reflection about the model's adherence to the original mission, theoretical basis for the model, and the academic-school partnership is scheduled regularly.

Strengthen Program Structure

All stakeholder groups recommend strengthening the structure of TFB program roles and procedures. The master teachers would appreciate clear expectations for themselves and the student teachers, though they want the flexibility in "how" student teachers may meet program expectations to continue. The faculty members state that establishing more structure in the course syllabi and program procedures is also needed. The

team members believe that the accomplishments and learning they achieved during the two pilots will enable them to formalize TFB expectations and procedures. In addition to increased efficiency and team satisfaction, formal, written procedures will also increase program sustainability. The planners may find the websites for the National Council for Accreditation of Teacher Education and (<http://www.ncate.org/Home/tabid/680/Default.aspx>) and National Association for Professional Development Schools helpful in this effort (www.napds.org).

Stakeholders agree that the TFB model provides quality education for student teachers but are concerned that the program is largely personnel dependent. The TFB core group is committed and highly skilled but, if one or more members require replacement, than their expertise and knowledge may be lost if it is not documented.

Recognition and Support for Master Teachers

The master teacher role requires extra work and longer days for the teacher. Although master teachers are provided some monetary compensation and additional professional development when possible, stakeholders believe that additional compensation and professional recognition would be helpful. Suggestions from stakeholders include compensation for additional time required for preparation and planning; adding a step for master teacher, between teacher and administrator, would recognize their leadership and extra effort; or adjusting the student teachers' schedule to allow breaks for the master teacher.

Orientation for TFB Team Members

Budget and time constraints may contribute to reduced orientation for new and returning members. The TFB team members (faculty members, administrators, master teachers, and, as appropriate, student teachers) report that

their meeting to develop a shared understanding of the intervention's processes and theoretical framework was helpful, though more time was needed. They recommend that more meetings of this kind would increase their cohesiveness and strengthen their connection with each other.

Continue Internal and External Evaluation

We encourage Beaverton School District and Oregon State University to continue development of internal and external evaluation systems that will monitor program quality and position Beaverton School District to evaluate short- and long-term outcomes. The aim of this evaluation is to describe the current iteration of the TFB model only. Thus, as the TFB program structure is solidified, the developers should evaluate incorporate internal evaluation systems to track progress, monitor program quality, and guide decision-making. Additionally, future evaluations should examine short and long-term outcomes to determine the utility and effectiveness of the intervention.

The Promise of the TFB Model

Developers designed the TFB model to address the need for producing a higher quality and more diverse teaching workforce. To this end, the TFB concept includes components that are consistent with national teacher education reform recommendations and concerns that continue to challenge educators today. For example, the TFB model's identification and support of student teachers from diverse backgrounds is consistent with

recommendations to mobilize the nation's resources to prepare individuals with diverse backgrounds for teaching careers (Carnegie Forum on Education and the Economy, 1986; Rutter, 2010).

The TFB model also aligns with reform recommendations to involve master teachers in redesigning teacher preparation programs, supervising student teachers teacher (National Commission on Excellence in Education, 1986; National Council for Accreditation of Teacher Education, 2010), and creating professional learning communities that promote continuous learning—cultures of recruiting potential teachers who meet high education standards, have an aptitude for teaching, and proven competence in an academic discipline (Academy for Education Development, 1985).

While it is too early to tell if the TFB model will be a viable tool to recruit Beaverton School District students to choose a career in teaching, this year's student teachers believe this goal may be realized.

*I realized that my passion was really to work with kids who need it most and need the best quality education. There was such a pull to come back to Beaverton School District because I had so much invested in it already. I have family friends whose kids are going through the system now. I feel more equipped to enter into, hopefully, this district as a teacher because I know the experience of the student and of the teacher.
(Student teacher)*

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APPENDIX

Teach for Beaverton Implementation Checklist (Draft)

DRAFT

Teach for Beaverton (TFB) Implementation Checklist

Date TFB checklist completed: _____ Month/year TFB implemented: _____

TFB School: _____ Classroom: _____

University partner: _____ Grade level/specialty: _____

No. of TFB master teachers: _____

Does your school accommodate student teachers from other schools? Yes No Don't know

Review Team: _____

Purpose of The TFB Implementation Checklist

The *Teach for Beaverton* (TFB) Implementation Checklist is a pilot tool that is designed to gather information about the implementation of the TFB components in your school. The purpose of this tool is to provide information that TFB partners may use for planning purposes. There are no right or wrong answers – the important thing is to be as honest and accurate as you can.

Teach for Beaverton components

The items in this checklist are organized by the seven components of the TFB innovation:

1. Readiness for implementing the TFB Innovation
2. Relationship between the University and school
3. TFB clinical faculty—the University faculty member who provides clinical supervision and support to the school-based administrator, master teachers, and students
4. Master teachers—the classroom-based teacher who provides clinical mentorship, teaching, and supervision for the students.
5. TFB clinical education environment
6. TFB clinical education team
7. Evaluation and quality assurance

Important Terms

Teacher education program refers to the university or academic institution that provides the accredited teacher education program.

TFB school refers to the school that provides the clinical education placements for the students.

Lead Faculty refers to University faculty members that provide clinical supervision and support to adjunct clinical faculty instructors, school administrators, the school-based master teachers, and students.

Faculty clinical supervisor refers to adjunct faculty members who supervise the students' clinical education in the TFB setting. The faculty clinical supervisor may also teach university-level course(s) for the students.

Master teachers refer to the school-based teachers who provide clinical mentorship, teaching, and supervision for the students.

Students refer to the university students who participate in the TFB innovation in place of traditional student teaching experiences.

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Teach for Beaverton (TFB) Implementation Checklist

Instructions: Please read the Checklist items. Please indicate if the item is *Not in place*, *Partially in place*, or *Fully in place*. Please mark *Don't Know* if you are unsure or don't have the information required to determine the item's level of implementation.

1. Readiness for implementing the TFB model	Level of implementation			Comments
	Not in place	Partially in place	Fully in place	
a. The leadership of the University teacher education program and school partner endorses the TFB model.				
b. Increasing the quality of teacher education for the student is the highest priority for the University and school partners.				
c. University and District leaders believe the TFB model supports their organization's goals.				
d. The TFB model meets or exceeds the State Board of Teacher's Standards and Practices regulations.				
e. The University teacher education program and district partner commit resources to develop and implement the TFB model at each school.				
f. The University teacher education program and district partner have a designated liaison to coordinate and help plan TFB implementation.				
g. The TFB planning/advisory committee identifies and agrees on a written set of core values or essential requirements for their TFB model.				
2. Relationship among the TFB partners	Level of implementation			Comments
	Not in place	Partially in place	Fully in place	
a. The University School of Education and designated district administrator provide oversight of the TFB model.				
b. Stakeholder meetings include administrators, lead faculty, clinical faculty supervisor, and master teachers.				
c. Stakeholder meetings are conducted at least twice yearly.				
d. The TFB partners have an established process for communication between stakeholder meetings.				
e. The University teacher education program and school partner use a set of core TFB values or essential requirements to guide decision-making and planning.				
f. The teacher education program and school partner have the necessary resources to operate the TFB innovation.				
g. Decision-making is by consensus among the TFB teacher education program, district, and school partners.				
h. Teacher education program and school partners make necessary adjustments to align the teacher clinical education curriculum and school/classroom practice.				
i. Teacher education program and school partners agree that the clinical education schedule is appropriate for meeting the goals of the TFB innovation.				

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TFB Implementation Checklist

3. Lead faculty and clinical supervisors	Level of implementation			Comments
	Not in place	Partially in place	Fully in place	
a. The lead faculty and clinical supervisors meet regularly to discuss TFB issues, share best practices, and coordinate students' clinical education learning.				
b. The site-based clinical supervisors have teaching expertise and content knowledge in the students' area of study.				
c. Clinical supervisors receive professional development to orient and support them in their clinical education role:				
i) Mission, philosophy, and curricular design of the university's teacher education program				
ii) TFB concept and model of clinical education				
iii) TFB roles and responsibilities				
iv) Clinical education observation and coaching protocols				
v) Communication, problem-solving, and student support				
d. The TFB model meets or exceeds the University teacher education course syllabi and clinical requirements.				
e. Clinical supervisors ensure the students' clinical education course objectives align with their teaching experiences.				
f. The lead faculty and/or clinical supervisors communicate regularly with the school principal.				
g. Formal communication processes are in place between the lead faculty, clinical supervisor, and master teachers.				
4. Master teachers	Level of implementation			Comments
	Not in place	Partially in place	Fully in place	
a. The school principal plays an active role in selecting highly qualified teachers for the master teacher position.				
b. The master teacher is an expert teacher and role model.				
c. Master teachers receive professional development to orient and support them in their clinical education role:				
i) Mission, philosophy, and curricular design of the university's teacher education program				
ii) TFB concept and model of clinical education				
iii) TFB roles and responsibilities				
iv) Clinical education observation and coaching protocols				
v) Communication, problem-solving, and student support				
d. Master teachers are intentional in explaining the reasons for their teaching and classroom management decisions.				
e. Continuing education sessions related to mentoring and coaching are conducted yearly for master teachers.				
f. The school partner releases master teachers to attend orientation and professional development.				
g. Master teachers contribute to their student's evaluations				

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TFB Implementation Checklist

5. TFB clinical education setting	Level of implementation			Comments
	Not in place	Partially in place	Fully in place	
a. The TFB classroom aligns with the students' program and licensure requirements.				
b. The majority of school personnel understands and supports the TFB innovation.				
c. The majority of school personnel agree that participating in teacher education is a high priority for their school.				
e. TFB school staff members are proactive in providing learning opportunities for students.				
f. School staff members are always willing to explain school processes and answer student's questions.				
g. Students are an integral part of the classroom and school operations.				
h. Students are active members of professional learning communities that align with their grade or content areas of interest.				
i. Students are welcome at faculty meetings and events.				
j. Communication and clinical education assignments are integrated into the classroom and school routines.				
6. Clinical education team	Level of implementation			Comments
	Not in place	Partially in place	Fully in place	
a. Faculty clinical supervisors and master teachers communicate face to face _____. (specify frequency)				
b. Lead faculty, principal, clinical supervisors, and master teachers meet formally at least _____ (specify frequency)				
c. Clinical education team members (i.e., lead faculty, school principal, clinical supervisor, master teacher, students, etc.) have clear goals and an action plan.				
d. Clinical education team members have a clear understanding of their roles and responsibilities.				
e. Clinical education team respect each other's expertise and contribution to the students' clinical education.				
f. Students receive evaluation feedback from all clinical education team members.				
g. Clinical education team members use solution-focused problem-solving to address issues that arise.				
h. Clinical education team members have an equal partnership in addressing learning and discipline concerns.				

DRAFT

TFB Implementation Checklist

7. Evaluation and quality assurance	Level of implementation			Comments
	Not in place	Partially in place	Fully in place	
a. Clinical education team members use a formal process to assess and reflect on the quality of the working relationships between the TFB faculty members and master teachers at least twice yearly.				
b. A TFB planning/advisory committee meets regularly to discuss ongoing governance, reflect on evaluation and quality indicator data, and revisit their collaboration.				
c. Master teachers receive written evaluation feedback completed by students and faculty members annually.				
d. Faculty members receive written evaluation feedback completed by students and master teachers annually.				
e. Faculty involvement in TFB is recognized and formally rewarded in their career path.				
f. Master teacher involvement in TFB is recognized and formally rewarded in their career path.				

Appendix B



5.0 = Strongly Agree, 3.0 Neutral, 1.0 Strongly Disagree

All Teachers (81) Elem (23) Secondary (43) SpEd (13)

Observations:

Human Resources

Overall, the HR Department was supportive during my transition into the Beaverton	4.59	4.65	4.56	4.69
My experience with the Beaverton Online Application System was positive.	4.31	4.35	4.30	4.38
My experience with the interview process was positive.	4.69	4.71	4.76	4.54
The contact I had with the Human Resources personnel was positive.	4.73	4.70	4.77	4.77
Attending the New Employee Orientation in Human Resources was helpful.	4.31	4.21	4.28	4.75

HR

Many compliments to HR staff and smooth, timely hiring process
 Several had difficulty with EdZapp, but many also said it was simple
 Candidates would like more feedback after submitting applications
 Late hires would like more support and information about what was possibly missed

Teaching & Learning

Overall, I was pleased with the new teacher support provided to me this year.	4.28	4.37	4.29	4.42
The New Staff Academy in August was helpful.	4.27	4.24	4.23	4.60
Overall, I have benefited from the district mentoring program.	4.30	4.50	4.21	4.50
My mentor supports me and my work.	4.46	4.90	4.32	4.67
The professional development (ie: release time, observations, meetings/trainings) is	4.35	4.55	4.21	4.45
Participating in a Professional Learning Community is meaningful to me and my work.	4.45	4.65	4.36	4.45

T&L

Those with mentors are very appreciative and feel the program is extremely beneficial
 Those without mentors would like to have mentors - at least informally
 New Staff Academy was generally helpful for those who could attend, while others felt they missed out
 Particular groups (specialists) feel like they need more connections and staff development geared towards their areas

Technology

Overall, I feel supported by the Information and Technology (IT) Department.	3.92	4.22	3.78	4.23
As a teacher, I have adequate technology.	3.65	3.77	3.44	4.31
There is adequate technology for students in my building.	3.43	3.82	3.14	4.08
My students and I are able to access the technology in my building.	3.86	4.09	3.67	4.46

Technology

Schools varied greatly from having more than adequate technology to those who felt they had limited and/or outdated tech
 Positive experiences reported when working with IT staff
 First Class and eSIS access took a long time for many new hires
 New staff would have liked more eSIS training - especially for report cards

School Site

Overall, the support I receive at the building level has met my needs.	4.41	4.35	4.37	4.62
The staff development at my school site has been meaningful to me and my work.	4.10	4.35	4.14	3.67
I have access to the physical resources in my building (ie: facilities, texts, materials).	4.37	4.57	4.30	4.38
There is a sense of community at my building.	4.36	4.52	4.36	4.31

School Site

Most new hires felt welcomed by staff and teams and administrators
 Space is an issue for some
 Heavy workload/unequal or too many preps was a repeated issue

District Wide

Overall, my first year in the district so far has been a positive one.	4.62	4.57	4.64	4.69
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District

Concerns over budget situation and job security
 Desire by new hires to see more focus on equity in schools
 Overall, new hires felt like there has been good communication between district and staff

Reason for Choosing Beaverton

Reputation	26.9%	40.9%	19.6%	33.7%
BSD student teacher	14.1%	18.2%	16.3%	
Commute/proximity/location	7.7%	4.5%	7.0%	16.7%
Hiring Process-quick hire, offered position first, had positions	19.2%	13.6%	10.9%	16.7%
Growth/large district				
Former employee/sub	7.7%	13.6%	2.3%	
Specific school site	5.1%		9.3%	
Resources/support/mentoring	1.3%		2.3%	
Professional Development				
Focus on diversity/diverse populations	3.8%		7.0%	
Former student	5.1%	4.5%	7.0%	
Community support/funding				
Resident/BSD parent	1.3%		2.3%	
HR experience: recruiting, follow-up, responsive, licensure, presentation	1.3%			8.3%
Recommended by employee or other individual	5.1%	4.5%	7.0%	
Pay and benefits	1.3%			8.3%

Indicates top reason for choosing Beaverton
 Indicates second reason for choosing Beaverton



Appendix C



Principal Selection Process

Posting

- 4-6 weeks
- EdZapp, Washington Association of School Administrators (WASA), Oregon School Personnel Association (OSPA), Oregon Association of Latino Administrators (OALA), Ed Week

Paper screening

- Central administrators conduct paper screening
- Rate candidates 1-3

Telephone screening interviews

- Central administrators conduct 20 minute phone interviews in pairs
- Rate candidates 1-3
- Debrief as a group
- Schedule Round 1 candidates

Round 1 training for parents, staff and principal leaders

- Sample interview questions and processes
- Decision-making process

Round 1 (school site rotation interviews; includes all in-District assistant principal applicants)

- Parent leadership team
- Staff leadership team
- Principal leadership team
- Debrief as a group
- Schedule Round 2 candidates
- Reference checks

Round 2 (District Office)

- Central administrators: SPED, ESL, T & L, HR, IT, Business Office, Facilities, Maintenance, Community Involvement, parent leader, staff leader and principal leader from Round 1
- On-demand writing sample and performance-based interview
- Schedule Round 3 candidates

Round 3

- Contact superintendents to schedule site visits
- Site visits for 1-3 candidates (include representatives from Round 1 and 2 interview teams)

Final Round

- Interview with Superintendent

Appendix D



2011-2012 Principals' Planning Calendar

Contractual days: 193 teacher contract days (minus 4 unpaid furlough days)

- ▶ 5 holidays
- ▶ 3 pre-service days
- ▶ 4 grading / assessment days
- ▶ 173 student days
- ▶ 2 fall conference days
- ▶ 2 spring conference days
- ▶ 4 staff development / work days

Last week in August – 11.5 hours available to principals

- ▶ 3 pre-service days: Principals may use up to 8 of the 24 pre-service hours for professional development, nuts and bolts, etc. However, one whole workday without administrator-directed meetings must be provided. The pre-service days may be scheduled on any 3 days during the week, but teachers typically appreciate not having any meetings on Thursday as they make their final preparations. Just a reminder...Friday is a furlough day, and no employees should be working on that day, per the MOU.
- ▶ 1 staff development / work day: Wednesday from 12:30-4:00 is reserved for SPED to conduct required staff development activities. Teachers attending these events must be allowed 4 hours of work time in the morning and may not be required to attend school-based staff development on this day.

For all other staff, principals may use up to 3.5 hours of administrator-directed professional development scheduled in collaboration with the staff. The remaining 4.5 hours includes lunch and teacher-directed work time. Specialists (P.E., music, media, counselors, fine arts, health, world language, etc.) may self-organize and attend events on a voluntary basis during their personal work time, following normal checkout procedures.

Grading / assessment days: Please see Article 11 A.4 for contract language.

October staff development day:

- ▶ 3.5 hours staff development for schools / District-level departments
- ▶ 4 hours teacher work time

Note: This is the State-wide inservice day. It is recommended that schools consider releasing teachers for professional development opportunities provided outside of the District. The afternoon (12:30-4:00) is reserved for District-level departments such as Teaching and Learning, ELL and SPED to conduct required staff development activities. Non-core specialists (P.E., music, media, etc.), for whom there is no District-required professional development, may self-organize and submit their plan to HR for the upcoming school year no later than May 15. Teachers attending these events must be allowed 4 hours of work time in the morning and may not be required to attend school-based staff development on this day.

Remaining staff development / work days (2): The remaining staff development / work days occur on non-student and non-grading or assessment days. These occur in November and March for semester schools and in November and January for trimester schools. Principals may use up to 3.5 hours per day of administrator-directed professional development scheduled in collaboration with the staff. The remaining 4 hours includes lunch and teacher-directed work time.

Appendix E



Table 3. Multiple Measures Aligned to the Model Core Teaching Standards for Teacher Evaluations

MODEL CORE TEACHING STANDARDS										
	DOMAIN 1			DOMAIN 2		DOMAIN 3			DOMAIN 4	
	#1 Learner Development	#2 Learning Differences	#3 Learning Environment	#4 Content Knowledge	#5 Applica- tion of Content	#6 Assessment	#7 Planning for Instruction	#8 Instructional Strategies	#9 Professional Learning and Ethical Practice	#10 Leadership and Collaboration
Multiple Measures										
Evaluation of a teacher's performance includes measures from all three categories of evidence:										
(a) Professional Practice										
Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.	a. Classroom Observation of Instruction Practice Evaluator's observation, documentation and feedback on teachers' professional practices; both formal and informal observations b. Examination of Artifacts Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work									
(B) Professional Responsibilities										
Measures of the teacher's progress toward his or her own professional goals and contribution to schoolwide goals.	Examples: professional growth plan, setting student growth goals, teacher reflections, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios									
(C) Student Learning and Growth										
Quantitative measures of the teacher's impact on a student (or sets of students) as measured by multiple sources of student data over time.	Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal: a) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills. b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach. Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Classroom-based or school-wide measures									

Oregon Department of Education, July 27, 2012

Table 5. Multiple Measures Aligned to Educational Leadership/Administrator Standards (ISLLC) for Administrator Evaluations

Multiple Measures	EDUCATIONAL LEADERSHIP/ADMINISTRATOR STANDARDS					
	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political Context
(a) Professional Practice Evidence of school leadership practices, teacher effectiveness, and organizational conditions.	a. Observation of Leadership Practice Evaluators' observation, documentation and feedback on administrator's leadership practices; both formal and informal					
	b. Examination of Artifacts Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/ student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360 degree feedback					
(B) Professional Responsibilities Evidence of administrator's progress toward their own professional goals and contribution to school wide and district goals.					Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360 degree feedback.	
(C) Student Learning and Growth Evidence of administrators' impact on the academic growth of all students, regardless of socioeconomic status, language, and family background, contributing to overall school success.	Administrators will establish at least two student learning and growth goals and select measures from the categories below: Category 1: State or national standardized tests Category 2: Common national, international, regional, district-level measures Category 3: Other school-wide or district-wide measures One goal must include evidence from state assessments (i.e. building-level data in reading and math, including all subgroups) from category 1.					

Oregon Department of Education, July 27, 2012