
Superintendent's Report to the Board of Education



Saint Paul Teaching Fellows 2007-2008 Summary and Results

Purpose for Initiative with The New Teacher Project

- As first reported in Weekly Board Update of July 12, 2007, the New Teacher Project's Transitions to Teaching Grant application was fully funded by the U.S. Department of Education. This grant funds alternative certification programs and included new initiatives in four cities, including Saint Paul.
- Major reasons for this initiative for SPPS are to:
 - o address the consistent need for teachers in high need areas such as math, science, special education and bilingual elementary education.
 - o acknowledge that we have consistently asked for permissions (variances, waivers, community expert) to find teachers for hard to fill classrooms and to be proactive in the selection of Fellows with strong records of achievement .
 - o recruit and retain diversity in staffing for high need subject areas.
 - o increase student achievement.

Highlights

- Met need for teachers in hard to fill areas including math, special education, science and bilingual elementary education (Spanish). All hard to fill classrooms staffed for beginning of school!
- High level of interest and extensive outreach generated high quality of Saint Paul Teaching Fellows applicants.
- Rigorous selection model to select a cohort of fellows with strong records of achievement.
- All Fellows selected passed their Praxis exams (43 % with honors).
- All Fellows are from the Twin Cities Metro Area.

Purpose: To review results of the first year of Saint Paul Teaching Fellows and to reflect on lessons learned and to identify outcomes and opportunities for the second year.



Background

2007-2008 Saint Paul Teaching Fellows Results

Looking Forward

Next Steps

Given the consistent shortages that school districts experience, the state of MN grants permissions to non-traditional candidates to fill critical shortage areas.

Licenses Granted for Non-Traditional Candidates

Type of Special Permission	Description of Special Permission
Variance	<ul style="list-style-type: none"> • Granted for a fully licensed teacher to serve in a position for which s/he is not licensed. • Teachers who have passed appropriate Praxis exams are Highly Qualified with a Variance.
Temporary Limited License	<ul style="list-style-type: none"> • Available to individuals who have completed a BA or higher degree but have not completed a teacher education program. Teachers with this permission are highly qualified. • Teachers who have passed appropriate Praxis exams are Highly Qualified.
Community Expert	<ul style="list-style-type: none"> • Granted to a school district to hire an individual who is not a licensed teacher but has a specific area of expertise. There are no degree requirements. • Teachers cannot be Highly Qualified.

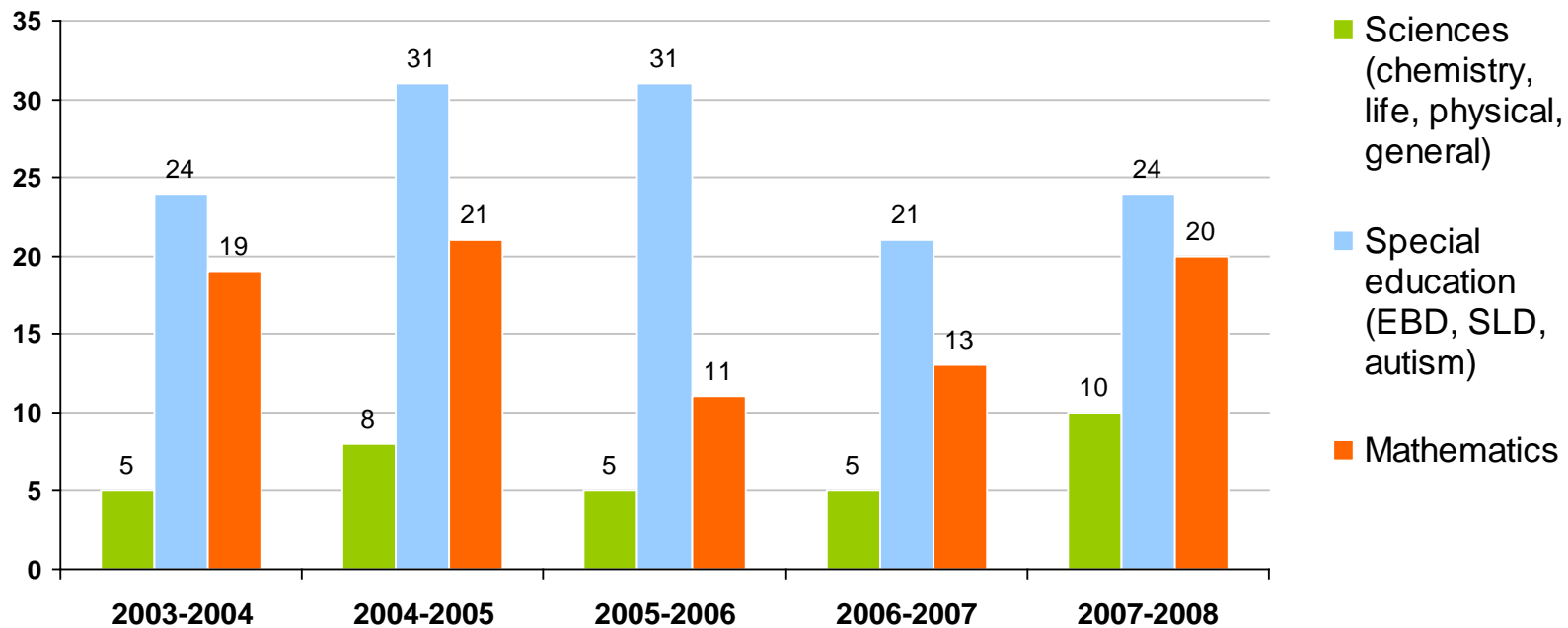
We have consistently asked for permissions to find teachers for our hard to fill classrooms.

Special Permissions 2003-2008

Year	2005-2006	2006-2007	2007-2008	2008-2009
Variance	82	108	78	39
Temp Limited License	14	16	14	46
Community Expert License	25	23	30	17
Total	121	147	122	102

We launched to address the consistent need for teachers in the sciences, math, special education and bilingual elementary education.

Vacancies by Subject Area, 2003-2008



Source: Saint Paul Public Schools Human Resources

Agenda

Background

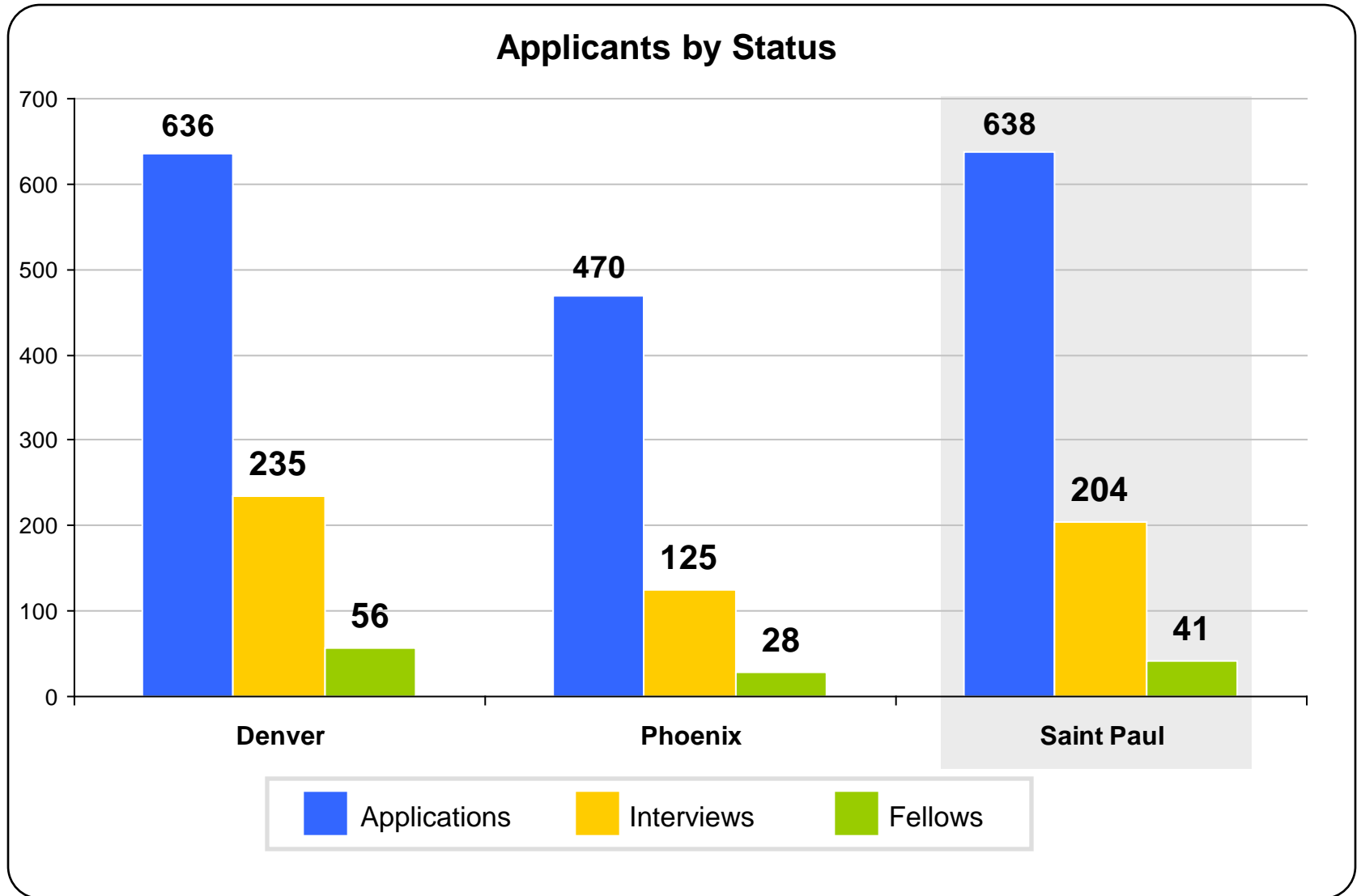


2007-2008 Saint Paul Teaching Fellows Results

Looking Forward

Next Steps

In its first year, the Saint Paul Teaching Fellows program generated significant interest.



Source: The New Teacher Project Teacher Track Database System

An extensive national and local recruitment campaign targeted those eligible to teach critical shortage areas.

Internet Campaign
43% of applicants

Career Builder, Craigslist, subject-specific job sites, university job boards, and non-profit websites

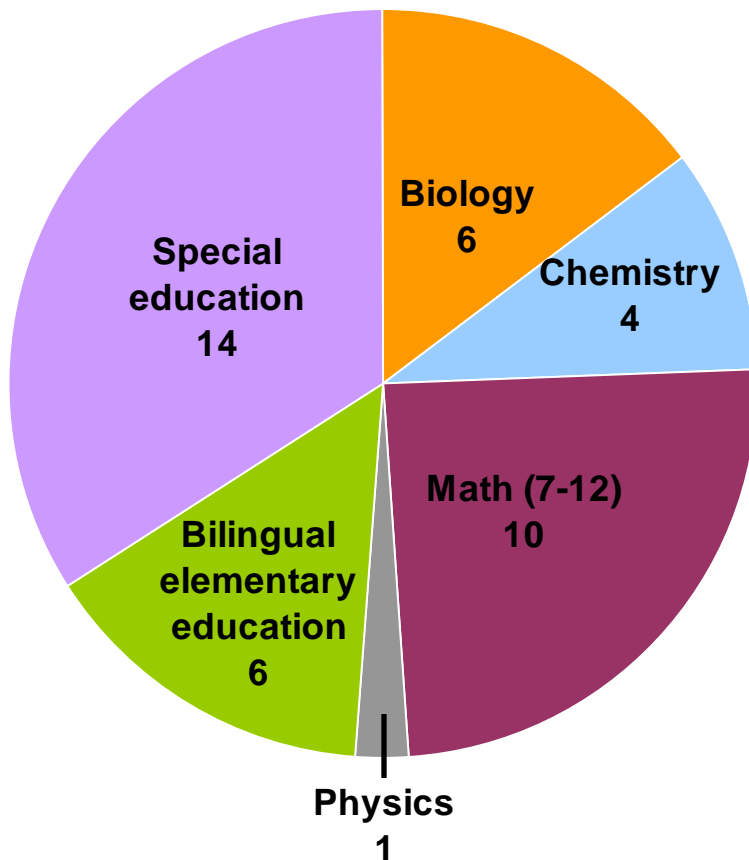
Referrals

36% of applicants
Principals, Teachers, District Staff

Print Advertisement
9% of applicants

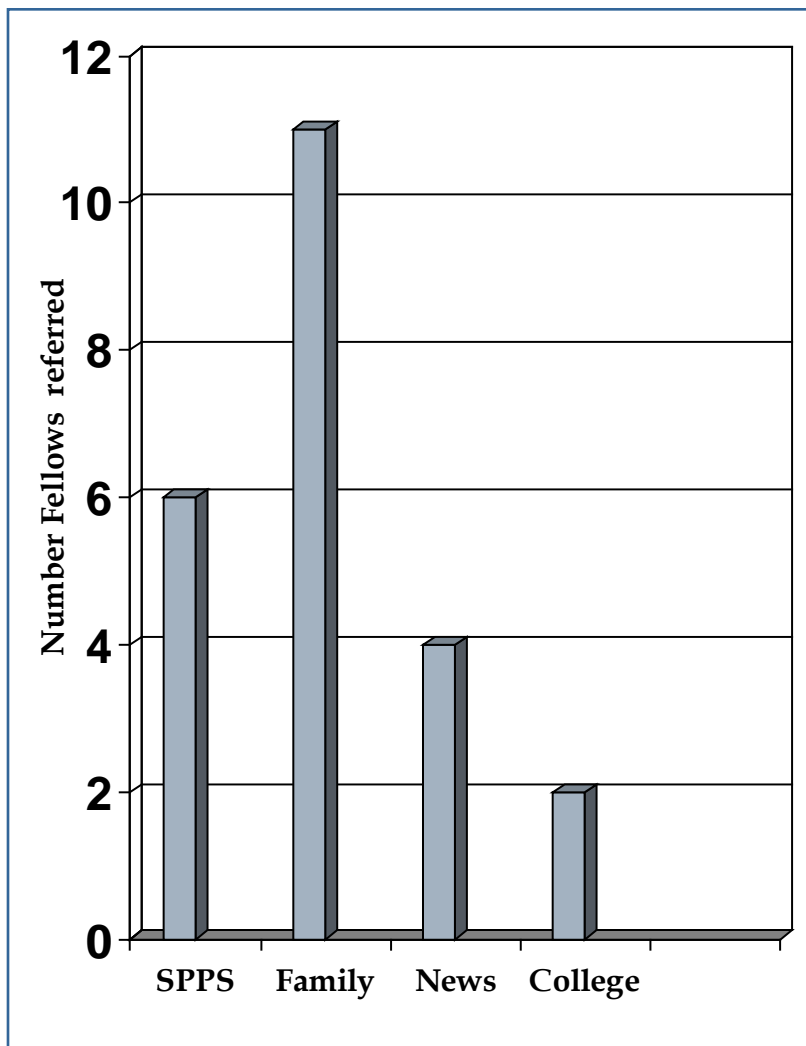
Pioneer Press, Star Tribune

Subject Eligibility of 2008 Fellows:



In particular, referrals from SPPS staff and family members converted at high rates to become Saint Paul Teaching Fellows.

Sources of Fellow Referrals



Background of 41 Fellows

8

Fellows worked as special education support staff (EAs, TAs) in another district before enrolling in the Saint Paul Teaching Fellows.

3

Fellows worked as special education support staff in SPPS before enrolling in the Saint Paul Teaching Fellows.

22

Fellows had experience working in high-need schools before enrolling in the Saint Paul Teaching Fellows.

Candidates demonstrated their excellence in a rigorous selection process.



Application Screening

- Conducted by trained screeners
- Screeners review candidate's written application, including resume, cover letter, personal statement, academic transcripts, etc.
- Candidates who show evidence of selection criteria invited to interview



Day-Long Interview

- Conducted by trained selectors, including principals and former principals
- Includes a sample teaching session, writing exercise, personal interview, and discussion group
- Candidates must demonstrate evidence that they meet selection criteria to be recommended for acceptance



Final Review

- Program staff review each selector's recommendations and make final decisions
- All recommendations must be backed by written evidence
- Outstanding candidates invited to join program

The selection process itself helps inspire candidates to want to participate in the program by communicating the recruitment messages and cultivating a professional, dynamic aura.

In order to be Highly Qualified, all teachers in Minnesota, including Fellows, need to pass several Praxis exams.

▷ **Praxis I**

Designed to measure basic skills. Comprised of three exams: reading, writing and math.

▷ **Praxis II: Subject Area Assessment**

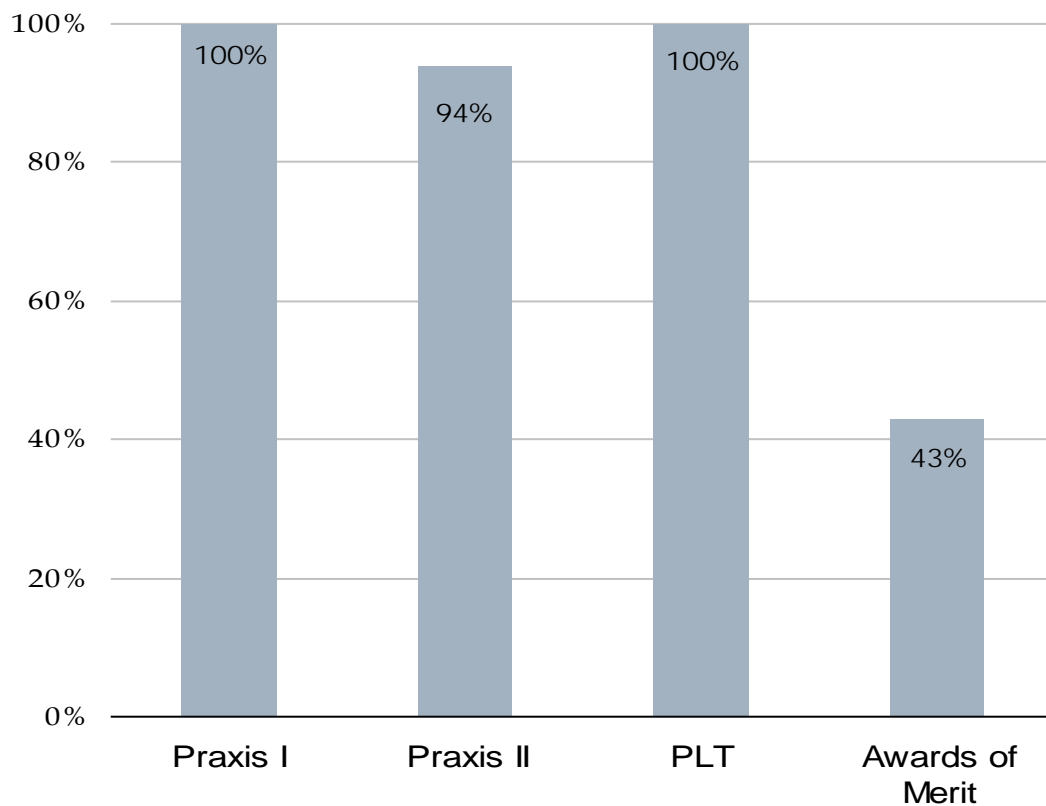
Measures general and subject-specific teaching skills and knowledge in teaching content area.

▷ **Praxis II: Principles of Learning and Teaching**

Measures general pedagogical knowledge at grade levels: K-6 or 7-12

Fellows also accomplished impressive Praxis passage rate.

Fellow Pass Rates and Distinctions



Source: Saint Paul Teaching Fellows Teacher Track database

The quality of the Saint Paul Teaching Fellows applicant pool allowed us to select a cohort of Fellows with strong records of achievement.

HIGHLY SELECTIVE

10% Saint Paul

Saint Paul Teaching Fellows admitted only **10% of 638** applicants to its 2008 cohort (statistically comparable to some of the country's most competitive universities in selectivity).

13% New TF Sites

Average acceptance rate for Teaching Fellow programs **in their first year.**

15% Overall TF

Average acceptance rate for all Teaching Fellow programs.



SAINT PAUL TEACHING FELLOWS PROFILE



3.4

Average undergraduate GPA



100%

Teach **high-need subjects** (e.g., math, science, special education, bilingual elementary education)



20%

Are **people-of-color**



26%

Hold **advanced degrees**



100%

Are from the Twin Cities Metro area

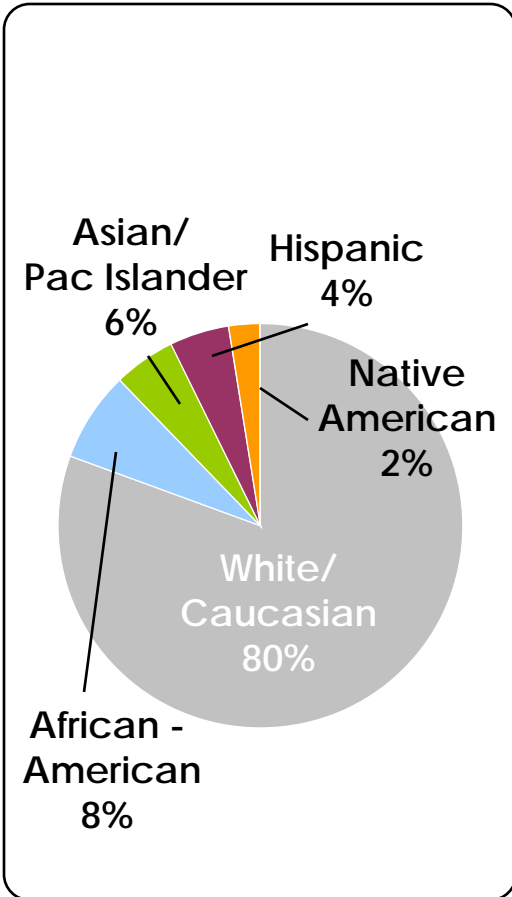


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Average age of Fellows. Fellows range in age from 22 to 48.

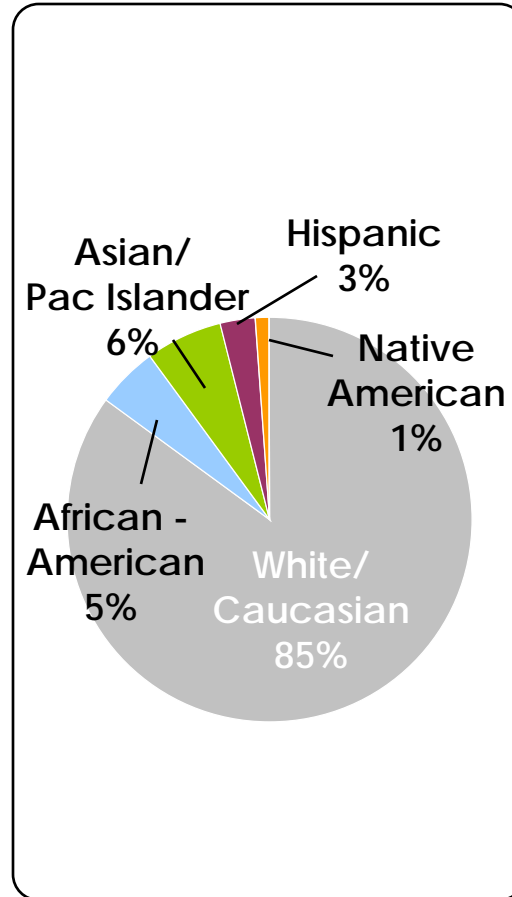
While Saint Paul Teaching Fellows attracted a diverse cohort in its first year, the program will continue to focus on bringing in increased diversity.

Diversity of Saint Paul TF



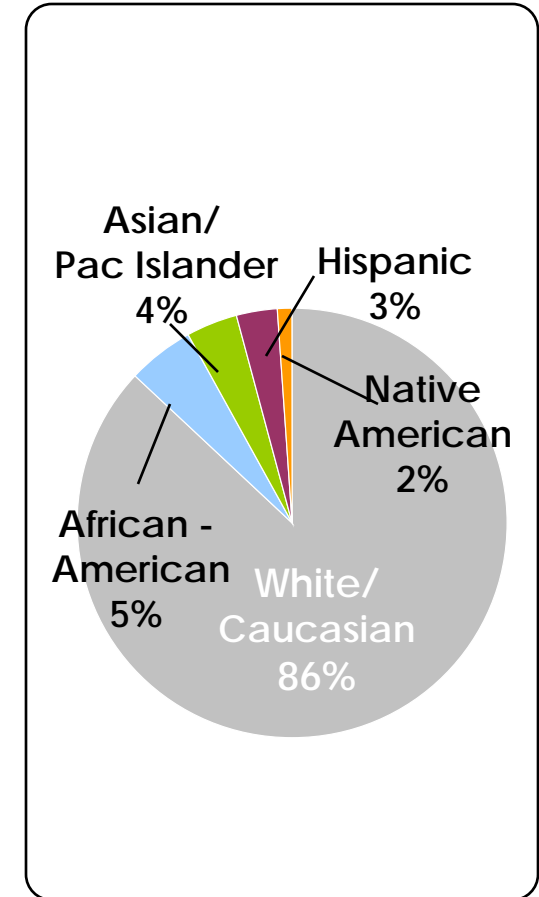
Source: Saint Paul Teaching Fellows Teacher Track database

Diversity of SPPS Teachers



Source: Saint Paul Public Schools Human Resources

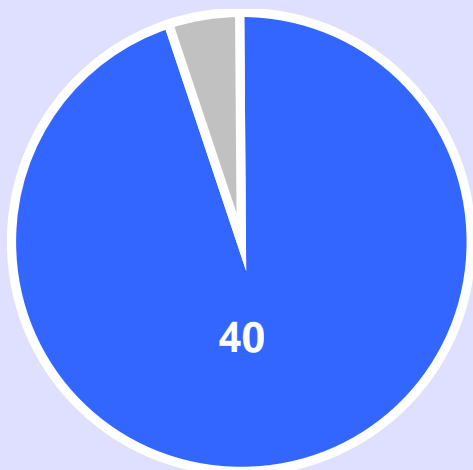
Diversity of workforce in the Twin Cities Metro Area



Source: United States Census Data, 2000

Human Resources worked to ensure that administrators were able to interview and select Fellows for their schools.

Placement Strategies



The majority of Fellows interviewed with school administrators to find placement.

“I am so excited about my Fellows!
They are motivated and ready to go.
I feel so lucky to have them.”
-SPPS Principal

“There could not be a better fit for this
position. He is going to be so perfect for this
position and school. I loved talking with
him and can’t wait for him to join this team.”
- SPPS Principal

The majority of Fellows were able to secure teaching positions in their own classroom by the start of school.

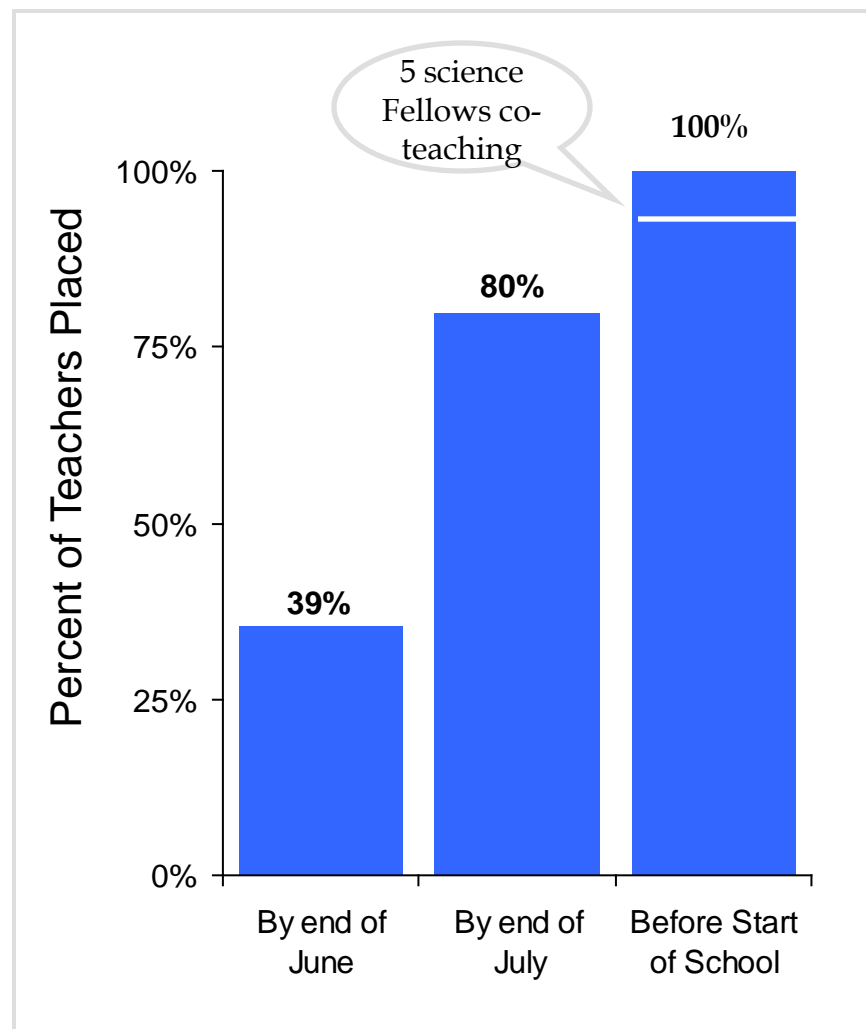


Five science Fellows were placed in co-teaching assignments until permanent positions could be secured.



Fellows in co-teaching positions collaborate with other SPPS teachers to create and deliver lessons.

Fellow Placements Over Time



Saint Paul students will benefit from the wealth of professional and academic experience Teaching Fellows bring to their classrooms.



Science Fellow. The former director of bird conservation and public policy at the National Audubon Society in New Mexico, as well as the rare species project manager for the Minnesota Department of Natural Resources. She holds a BS in zoology and an MS in resource ecology and management from the University of Michigan. She wanted to use her extensive work background to create engaging lesson plans.







Special Education Fellow. This Fellow decided he wanted to be a teacher after two years as an education assistant for Saint Paul Public Schools. He received a Recognition of Achievement from the Minnesota Anti-gang Taskforce for his work with at-risk youth at a Twin Cities non-profit. he holds a BA in English from Metropolitan State University.



Math Fellow. She left her position as the sales administrator for Manhattan Toy, where she directed all sales for the company. She is currently the committee chair of the Ending Poverty Leadership Team, as well as the committee chair for Minnesota Without Poverty. She holds a BA in psychology from Macalester College, where she graduated second in her class of 430.

Saint Paul Teaching Fellows: A program of the Saint Paul Public Schools

-  Human Resources developed a more rigorous application and screening process for all teacher candidates based on elements of the Saint Paul Teaching Fellows program selection process.
-  11 SPPS teachers, administrators and staff members served as selectors of Saint Paul Teaching Fellows
-  29 SPPS teachers served as Cooperating Teachers during the summer training, providing guidance to Teaching Fellows
-  All Fellow Advisors, who deliver the training curriculum, are current or past Saint Paul Public Schools teachers

Questions and Answers about Saint Paul Teaching Fellows Program

QUESTIONS

ANSWERS

Were probationary ELL Teachers non-renewed so that Saint Paul Teaching Fellows could be hired in their place?



No. Probationary ELL Teachers were non-renewed. No Saint Paul Teaching Fellows were hired for ELL; rather, the Saint Paul Teaching Fellows program did place Fellows to fill bilingual elementary classes.

Does the Saint Paul Teaching Fellows Program sometimes “freeze out” student teachers and other licensed teachers from employment at SPPS?



Yes. Saint Paul Teaching Fellows, like any new teacher in the District, have rights to vacancies over non-employees. Student teachers and licensed teachers not employed by SPPS do not have placement rights. During the placement process, employees are placed before external hires can occur.

Are Saint Paul Teaching Fellows Highly Qualified under NCLB?



Yes. All Saint Paul Teaching Fellows are Highly Qualified and have passed their Praxis tests.

Did we overestimate the need for science Fellows?



Yes, due to the expected need for teachers to support the BioSmart grant.

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2007-08 Saint Paul Teaching Fellows Results



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While Saint Paul Teaching Fellows makes plans to launch the 2008-2009 recruitment season, program staff will also continue to work with the first cohort.

Saint Paul Teaching Fellows Approach:

- Designed to help Fellows feel connected to a network of peers and to direct them toward support resources.
- Intended to complement district- and school-based support and mentoring programs.
- Includes professional development meetings, newsletters, emails/phone calls, and social events.
- Fellows who struggle in the classroom may be assigned a Fellow intervention coach who will work intensively with them for a limited time to ensure success in the classroom.

Saint Paul Teaching Fellows has identified several priorities and workable solutions to challenges that arose last year for the year ahead.

Priority	Detail	Recommendation
<p>Build on 2007-2008 outreach efforts to increase knowledge of Saint Paul Teaching Fellows program.</p>	<p>Context for administrators and union leadership.</p>	<ul style="list-style-type: none"> • Meet regularly with key stakeholders to ensure Fellows program addresses any identified concerns. • Attend school-based staff meetings to discuss program with teachers and administrators. • Meet regularly with coaches and supervisors in special education and professional development departments to make institute more Saint Paul-specific and learn more about new teacher induction and support in SPPS. • Schedule regular steering committee meetings to ensure that key stakeholders can attend.

Priorities (cont'd)

Priority	Detail	Recommendation
<p>Improve projections for staffing needs each year and over the long-term.</p>	<p>Expand feedback loops to better project student enrollment levels.</p>	<ul style="list-style-type: none"> • Work closely with Executive Directors and Principals to project staffing needs. • Create robust models for projecting retirements, leaves and resignations.
<p>Monitor for quality instruction and provide needed support.</p>	<p>Review teaching performance per teaching standards.</p>	<ul style="list-style-type: none"> • Provide mentors, professional development and assistance as needed.
<p>Track student achievement data to allow comparisons of the Saint Paul Fellows to other Fellows nationally and to other SPPS teachers.</p>		

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Preliminary Target Ranges for 2008-2009

- Math (grade 5-12) 8-10 Fellows
- Science
 - Middle School Science 2-4 Fellows
 - High School Science 1-3 Fellows
- Special Ed (elementary and secondary) 8-10 Fellows
- Bilingual
 - Spanish 3-4 Fellows
 - Hmong 2-3 Fellows
 - French 2-3 Fellows
- Other Possible Areas TBD
 - ECFE
 - Keyboarding

Key dates

Date	Task
September 2, 2008	School begins fully staffed
October 1, 2008	Meeting with Superintendent to review 2008 results
October 21, 2008	Meeting with Board of Education
October 23, 2008	Information Session at 360 Colborne Street.
Mid-October, 2008	Hire selectors and ambassadors
October 27, 2008	2009 Cohort Application goes Live
December 6, 2008	First Selection Event
December 15, 2008	Priority Application Deadline
February 16, 2009	Final Application Deadline
June 8, 2009	Final Selection Event
June 17, 2009	Summer Institute Begins