



# Virginia New Teacher Support Program (VANTSP)

## Partnership Manual 2023-2024

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## Welcome from the Dean

Dear Colleagues,

The Virginia New Teacher Support Program (VANTSP) is an exciting collaboration between James Madison University's College of Education, Virginia State University, and the Virginia Department of Education. We have assembled a network of colleagues and partners to provide teacher induction support through individualized coaching and professional learning across the Commonwealth of Virginia. VANTSP Coaches work alongside VANTSP Early Career Teachers (ECTs) through high-impact coaching around professional knowledge, instructional planning, instructional delivery, assessment of/for student learning, learning environment, culturally responsive teaching, professionalism, and student academic progress. Focusing on what matters most in teaching and learning, VANTSP coaches and ECTs engage in critical conversations using the VDOE *Performance Standards and Evaluation Criteria of Teachers (2021)*. Purposeful professional learning builds a shared language of teaching and learning helps serve as an essential component of the professional educator continuum.

The importance of the first five years in a teacher's career cannot be overstated. Whether graduating from a teacher preparation program, changing career, or working towards licensure, building the capacity and efficacy of early career teachers across the Commonwealth of Virginia improves teacher effectiveness and reduces teacher attrition in Virginia's classrooms. In the end, this will have a significant and positive impact on the teaching and learning of students across the Commonwealth.

Sincerely,



Mark L'Esperance, Dean

College of Education

James Madison University

## Virginia New Teacher Support Program

**Vision:** Build the capacity and efficacy of Early Career Teachers across the Commonwealth of Virginia to improve teacher effectiveness and reduce teacher attrition in Virginia's classrooms.

**Mission:** To improve the learning outcomes of PreK – 12 learners in the Commonwealth of Virginia by providing teacher induction support through two core services: individualized coaching for early career teachers and professional learning designed to enhance teacher leadership across the educator continuum.

The VANTSP is a customized, non-evaluative, evidence-based program that assists school division's effort in supporting and retaining a diverse workforce of early career teachers through professional development and individualized coaching. The mission of the VANTSP is to develop a diverse teacher workforce representing the Commonwealth of Virginia, increasing teacher retention, and enhancing teacher efficacy. The VANTSP is a collaborative partnership between the VDOE, JMU, VSU, and participating school divisions that provide early career educators an additional layer of professional learning support through individualized coaching and mentoring.

The College of Education defines University-based Teacher Induction as the deliberate, intentional, and purposeful support of early-career teachers through coaching and job-embedded professional learning in the areas of professional knowledge, instructional planning, instructional delivery, assessment of/ for student learning, learning environment, culturally responsive teaching, professionalism, and student academic progress (Virginia Department of Education, 2021). Early career teachers are those teachers in their initial, second, or third year of teaching across all grade levels and licensure areas.

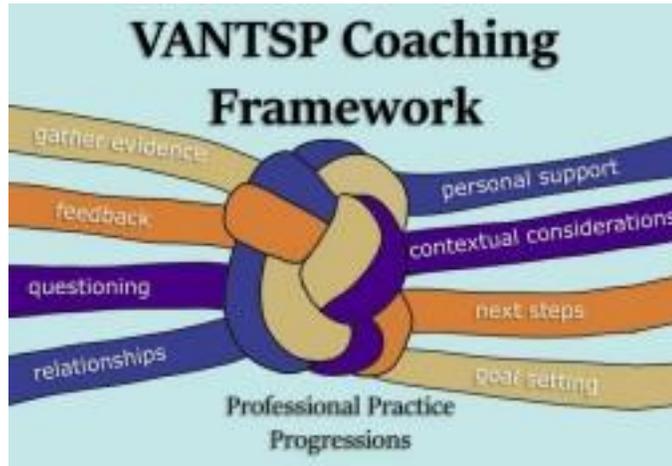
Teacher Induction, implemented through the Virginia New Teacher Support Program (VANTSP), serves as an essential component of the professional educator continuum: early-interest in the teaching profession programs (PreK – 12), pre-professional teacher education/preparation programs, early-career teachers, mid-career teachers, highly-effective teachers, teacher/educational leadership.

The VANTSP will evolve into an integral part of the overall engagement of the College of Education in teaching and learning in the Commonwealth of Virginia. This involves:

- People – Early career teachers, highly-effective teachers currently teaching in school divisions across the Commonwealth, coaches, school and division-level educational leadership, College of Education leadership and faculty.
- Places – College of Education, PreK – 12 schools and classrooms, higher education, research and scholarship in the public sphere, distance learning platforms, and professional development.
- Programs – Collaborative partnerships with public and private organizations and school divisions across the Commonwealth of Virginia.
- Policies – Nomination and selection of early career teachers, recruitment, and professional development of VANTSP coaches, James Madison University Coaching Framework (data collection and analysis protocols, VANTSP program evaluation).
- Processes – VANTSP Professional Practice Progressions data informed decision-making, hiring, curriculum development, budget & planning, and program implementation.

## VANTSP Coach Professional Learning and Support

As shown in the VANTSP Coaching Framework, coaches build trusting relationships and provide personalized support to VANTSP Early Career Teachers (ECTs) by leveraging their strengths and promoting their growth as professionals. Coaches gather evidence, consider context, engage in reflective conversations, provide feedback, set goals with the ECT, and offer one-on-one coaching with concrete and clear next steps.



Coaches focus on common issues of concern for ECTs selected

to participate in the VANTSP. Coaches receive Professional Learning and support from the VANTSP *Coaching Team* using the VANTSP framework including an orientation and a series of PL sessions focusing on research-based coaching strategies. Coaches in the network share their practice and experiences and get feedback and support from their peers.

### Professional Practice Progressions (PPPs)

As part of the coaching framework, coaches draw from Professional Practices Progressions (PPPs). The nineteen PPPs were developed with input from teachers, coaches, and university personnel during the 2020-2021 academic year. The updated *Uniform Standards and Evaluation Criteria for Teachers* were foundational to the development of the progressions which are used in a non-evaluative manner to help coaches identify evidence and inform feedback and set goals with ECTs. The PPPs are organized into six domains of practice that are closely aligned with the eight Standards. These include Professionalism, Subject Matter Knowledge, Learning Environments, Planning, Instructional Delivery, and Assessment. Within these six domains, each progression has a particular focus or essential question. For example, one progression for the Domain focused on learning environments examines how teachers develop respectful relationships with students and families. Each PPP has four levels showing the development of effective practices from early career, early career foundational, early career proficient, to highly effective teaching. The goal is to move ECTs forward based on where they are and what they choose to work on with their coach. Coaches use the PPPs as a common language rather than a scoring scheme and can choose to share the PPPs with ECTs if they wish. Coaches are provided with a “User’s Guide to the PPPs” that explains the key practices embedded across each progression, as well as subject and grade level specific examples of what those practices look like at the proficient level.

### Research Findings on Early Career Teacher Support

On average, the cost of losing one teacher in southern states is approximately \$20,000 (Hanover Research, 2019; Learning Policy Institute, 2017). For Virginia, this equates to a nearly \$200 million dollar cost to school districts (Virginia Department of Education, 2023). High-poverty schools especially continue to be staffed with inexperienced teachers (Gagnon & Mattingly, 2012). In Virginia, the percentage of first- and second-year teachers

in high-poverty schools is twice the percentage with the lowest concentrations of poverty (Duncombe, 2017).

The Virginia Advisory Committee on Teacher Shortages (ACTS, 2017) reported teacher turnover's association with low-quality teacher induction. The ACTS recommended strengthening support by offering more robust induction models, consistent with Ingersoll and Strong (2011). Models of significance include strong professional development and mentoring to help novice teachers not only understand the context of their school and district and apply critical teaching skills, such as planning, classroom management, differentiated instruction, and understanding assessment.

In school and division-based induction models, mentors are often assigned multiple duties, not having time to engage in frequent and meaningful coaching conversations that lead to improvement in teacher effectiveness (Zugelder, 2019). With universities charged to enhance and expand school-university relationships (Heafner et al., 2014), more can be done to address the teacher efficacy and retention dilemma beyond pre-service.

### **Partnerships and Participants**

The Virginia New Teacher Support Program (VANTSP) leverages individual and collective resources from across the country to provide deliberate, intentional, and purposeful support to early-career teachers through instructional coaching and job-embedded professional learning in the areas of professional knowledge, instructional planning, instructional delivery, assessment for and of learning, the learning environment, and professionalism (Virginia Department of Education, 2011). Partnerships include a Memorandum of Understanding that represents collective resources that provide support to both VANTSP Early Career Teachers and Coaches.

The tables below show the various roles and responsibilities for each contributor to the VANTSP support network. Division leaders and principals are essential for ensuring that coaches and early career teachers are successful in the program. VANTSP Coaches bring important teaching expertise and experience to the table and require meeting necessary qualifications to fill the role.

**The Virginia New Teacher Support Program**

<b>Roles</b>	<b>Responsibilities</b>
Partners and collaborates with enrolled school division leaders to support early career teachers and provide professional development to coaches.	<ul style="list-style-type: none"> <li>● Provides VANTSP Division Coordinators networking support</li> <li>● Provides VANTSP professional learning and development to enrolled coaches</li> <li>● Invoices Division Partners for enrolled Early Career Teachers</li> <li>● Pays stipend to VANTSP Coaches who remain in good standing</li> <li>● Communicates program information to all stakeholders in a relevant and timely manner</li> </ul>

**VANTSP School Divisions**  
VANTSP School Divisions/Districts function within the Commonwealth of Virginia.

<b>Roles</b>	<b>Responsibilities</b>
Collaboratively partners with the VANTSP to support early career teachers and to professional development to coaches.	<ul style="list-style-type: none"> <li>● Commits to VANTSP participation August 1, 2023 - June 15, 2024</li> <li>● Designates a VANTSP Division Coordinator</li> <li>● Pays the VANTSP Early Career Teacher Enrollment invoice.</li> </ul>

**VANTSP Division Coordinator (DC)**  
The VANTSP DC is the division designated program representative and Program liaison. The DC oversees induction coaching and early career teacher support efforts across the division.

<b>Roles</b>	<b>Responsibilities</b>
Partnership liaison and division lead for VANTSP	<ul style="list-style-type: none"> <li>● Communicates program information to division wide stakeholders including building principals.</li> <li>● Works with principals to secure interested VANTSP Early Career Teachers (ECTs) and VANTSP Coaches to enroll in the program. (See Coach qualifications below).</li> <li>● Creates the Coach and ECT assignments/matched within the division. <u>One Coach per 3 ECTs.</u></li> <li>● Completes and submits VANTSP Coach and ECT enrollment data. (VANTSP will send form to complete)</li> <li>● Attends VANTSP Division Coordinator Orientation (TBD: September 2023)</li> <li>● Attends (preferred method) or reviews each virtual VANTSP Coach Professional Learning session to support Coach attendance and coaching efforts.</li> <li>● Attends VANTSP Division Coordinator virtual check-in and networking meetings (Approx. 4 meetings: TBD Sept. 2023- June 2024)</li> <li>● Completes mid-year and end-of-year Program evaluation surveys.</li> <li>● Oversees VANTSP Partner Invoice payment.</li> </ul>

<p>Oversees and supports VANTSP Coach and ECT VANTSP program implementation efforts</p>	<ul style="list-style-type: none"> <li>● Communicates the vision and mission of VANTSP to division stakeholders (Central office leaders, building principals, assistant principals, and educators enrolled in the program)</li> <li>● Meets with central office leaders and building principals to determine ECT enrollment needs and to nominate potential (<i>interested</i>) teacher leaders to enroll as VANTSP Coaches.</li> <li>● Matches the ECTs to a VANTSP Coach (3:1) who meets the ECTs' support needs (grade level, content, etc.)</li> <li>● Completes the VANTSP Participant Enrollment Form (August-September 2023)</li> <li>● Promotes VANTSP as <u>non-evaluative</u> teacher support</li> <li>● Oversees and supports Program efforts that includes: <ul style="list-style-type: none"> <li>○ Communications between ECTs and assigned Coaches</li> <li>○ VANTSP Coach Professional Learning Attendance (see requirements in Coach section)</li> <li>○ VANTSP post coaching log monthly submissions</li> <li>○ Mid-year and End-of-Year Program Evaluation Survey Completion</li> </ul> </li> <li>● Monitors participants program implementation <ul style="list-style-type: none"> <li>○ Coach and ECT successful connections</li> <li>○ Needs of participants</li> </ul> </li> </ul>
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**VANTSP Building Principal**  
A VANTSP Building Principal has either a participating VANTSP Coach and/or an Early Career Teacher working in their school building.

<b>Roles</b>	<b>Responsibilities</b>
<p>Provides <b>non-evaluative support</b> to the VANTSP Coaches and/or Early Career Teachers who are participating in the school</p>	<ul style="list-style-type: none"> <li>● Communicates with VANTSP Division Coordinator to nominate qualified and highly motivated VANTSP Coach(es) and highly motivated and interested Early Career Teachers (ECTs).</li> <li>● Collaborates with Coaches and ECTs to support the participation of VANTSP professional development activities and coaching efforts.</li> </ul>

### VANTSP Coach

The VANTSP Coach is a teacher leader who is teaching in a Virginia school division, meets the VANTSP coaching \*qualifications, agrees to participate as a VANTSP Coach, and is recruited, nominated, selected, and enrolled into the program by the Division Coordinator. Upon completion of the program and meeting all the requirements and responsibilities of the coaching role, each Coach will receive a stipend.

Role	Responsibilities
<p>Builds teacher capacity by providing non-evaluative, evidence-based coaching to early-career teachers using the VANTSP coaching cycle informed by the Professional Practice Progressions.</p>	<p><b>Required VANTSP Coach Qualifications:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evoke genuine passion to work with and support students and peers.</li> <li><input type="checkbox"/> Possess a current Virginia Teaching License in any area of specialization.</li> <li><input type="checkbox"/> Completed a minimum 4 years' experience teaching, with a record of successfully impacting learners' achievement and working successfully with a diverse population of learners.</li> <li><input type="checkbox"/> Demonstrate ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of learners.</li> <li><input type="checkbox"/> Demonstrate leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback.</li> <li><input type="checkbox"/> Use student data and other forms of evidence to inform instructional decisions with credibility.</li> <li><input type="checkbox"/> Exhibit strong pedagogical knowledge and content expertise.</li> <li><input type="checkbox"/> Model continual improvement, demonstrates lifelong learning, and applies new learning to help all learners achieve.</li> <li><input type="checkbox"/> Demonstrate evidence of continual professional growth, including participation in a wide range of significant professional development activities.</li> <li><input type="checkbox"/> Utilizes technology comfortably with a willingness to learn new platforms and software</li> </ul> <p><b><u>VANTSP Coach Commitments and Obligations:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Attends all VANTSP Coaches' orientation and scheduled professional learning events.</b> (<i>See *Coach Professional Learning Schedule provided. All meetings are conducted virtually.</i>)</li> <li>● Meets with <u>each</u> assigned Early Career Teacher (ECT) and provides evidence-based coaching support minimally twice a month.</li> <li>● Supports ECTs by using the VANTSP Coaching Framework and Coaching Cycle with evidence aligned with the VANTSP Professional Practice Progressions.</li> <li>● Completes post coaching logs by the end of each month. (6 logs per month, minimally)</li> <li>● Builds positive, supportive relationships with all VANTSP stakeholders</li> <li>● Completes mid-year and end-of-year Program evaluation surveys.</li> </ul>

**2023-24 VANTSP Coach Professional Learning Events**  
***Required Coach Attendance: Orientation and each PL Event***

<b>Professional Learning/Activity</b>	<b>Date</b>	<b>Time</b>
<b>VANTSP Coach Orientation</b> <i>(Request Division Coordinator Attendance)</i>	<b>Thursday, Oct. 5, 2023</b>	<b>4:30 p.m.-6:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Full-Day Coach PL</b>	<b>Saturday, Oct. 21, 2023</b>	<b>9:00 a.m.-3:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Office Hours (Optional)</b>	<b>Thursday, Oct. 26, 2023</b>	<b>4:00 p.m.-5:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Coach PL</b>	<b>Thursday, Nov. 9, 2023</b>	<b>4:30 p.m.-6:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Office Hours (Optional)</b>	<b>Thursday, Nov. 16, 2023</b>	<b>4:00 p.m.-5:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>

<b>Coach Celebration (optional)</b>	<b>Thursday, Dec. 7, 2023</b>	<b>4:30 p.m.-6:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>January 2024 - no office hours</b>		
<b>Full-Day Coach PL</b>	<b>Saturday, Jan. 27, 2024</b>	<b>9:00 a.m-3:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Coach PL</b>	<b>Thursday, Feb. 8, 2024</b>	<b>4:30 p.m.-6:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Office Hours (Optional)</b>	<b>Thursday, Feb. 15, 2024</b>	<b>4:00 p.m.-5:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Coach PL</b>	<b>Thursday, Mar. 7, 2024</b>	<b>4:30 p.m.-6:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Office Hours (Optional)</b>	<b>Thursday, Mar. 14, 2024</b>	<b>4:00 p.m.-5:00 p.m.</b> <b>Zoom link provided to partnering division participants.</b>
<b>Coach PL</b>	<b>Thursday, April 12, 2024</b>	<b>4:30 p.m.-6:00p.m.</b> <b>Zoom link provided to partnering division participants.</b>

<b>Coach Celebration (optional)</b>	<b>Thursday, May 9, 2024</b>	<b>4:30 p.m.-6:00 p.m.</b>  <b>Zoom link provided to partnering division participants.</b>
<b>Office Hours (Optional)</b>	<b>Thursday, April 18, 2024</b>	<b>4:00 p.m.-5:00p.m.</b>  <b>Zoom link provided to partnering division participants.</b>

<b>Early Career Teacher (ECT)</b>	
An ECT is a teacher who is entering their 1st, 2nd, or 3rd year of teaching in the current school division for which they are employed.	
<b>Role</b>	<b>Responsibilities</b>
<p>Seeks highly effective coaching by a VANTSP Coach to set goals and improve teaching practices aligned with the VANTSP Professional Practice Progressions and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.</p>	<ul style="list-style-type: none"> <li>Actively engages with the matched VANTSP Coach twice a month (minimally)</li> <li>Communicates responsibly with the matched VANTSP Coach</li> <li>Provides evidence to inform reflective conversations and goal setting to improve practice</li> <li>Seeks constructive feedback to address problems of practice</li> <li>Completes program evaluation surveys as provided (mid-year and end-of-year)</li> <li>Provides 3 classroom teaching video recordings for observation (non-evaluative) to share with assigned VANTSP Coach (if receiving virtual coaching) <b>OR</b> allows for 3 in-person classroom observations if logistics and travel are manageable. Coaching sessions may be video recorded for Coach and ECT reflection and feedback. Classroom observations are foundation components for maximizing coaching feedback and support.</li> </ul>

**VANTSP Contact Information**  
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