

Growing Great Teachers Playbook

Five models to shelter and develop your rookie teachers

Schools need new models for how to support rookie teachers — whether they are undergraduate student teachers, para-teacher candidates, or participants in a residency or alternative certification program. School leaders and central office staff can use this Playbook to:

1. **Understand** the shelter and development opportunities that best support different types of rookie teachers in your school or district.
2. **Explore** five transformational rookie teacher support models. Consider which approaches can work in your school or district — and how you can tailor, adapt, or combine these approaches to create the right fit for your rookie teachers.
3. **Plan** how to make it work. Consider which shifts you could make so that rookie teachers are supported — and what process changes might be needed at central office to make this possible.

Resources Needed for Rookie Teacher Support



People: Mentor teachers, instructional coaches, or teacher-leaders to support rookie teachers



Time: Well-planned, dedicated time for observation, feedback, and collaborative planning



Money: The underlying budget for people and time

The Rookie Teacher Support Framework

Successful support models combine both shelter and development for each rookie teacher.

	 SHELTER	 DEVELOPMENT
Definition:	Simplifying the job	Training and learning
Leads to:	Retention	Effectiveness
Theory of action:	Teachers stay if their workload is manageable while they improve their craft.	Teachers become more effective with coaching and professional learning opportunities.

Step 1: Understand Key Terms

Guiding Teacher

Guiding teachers are highly-effective and experienced teachers who are trained as mentors, and have protected time to develop a rookie teacher. Guiding teachers might be mentor teachers, teacher-leaders, instructional coaches, or teachers with release time.

Rookie Teachers

We define a rookie as any person new to teaching, regardless of certification status. This includes **teachers-of-record (TOR)**, who are responsible for student learning in ways that are tied to performance measures *and* pre-service teachers (PS) who are not yet teachers-of-record.

	Rookie Teacher Type: Examples	Typically Describes
PS	Student Teacher	An undergraduate or graduate-level student
	Para-to-Teacher	A paraprofessional who is pursuing teaching certification
TOR	Resident	A college-graduate fulfilling the clinical portion of a residency program
	Emergency and Non-Certified	A person permitted to serve as a TOR in response to shortages
	Post-Bacc and Alternative Certification	A college-graduate pursuing certification through a third-party program
	Traditionally-Prepared New Teacher	A graduate of a traditional college teacher preparation program

Shelter and Development Terms

Term	Definition	Shelter	Development
Reduced Load	The rookie has fewer students, teaching periods, or other duties	Yes 	No
Co-Teaching	The rookie and guiding teacher share a classroom and co-facilitate lessons	Yes 	Yes — with observation and feedback 
Observation & Feedback Cycles	The guiding teacher observes the rookie and follows up by debriefing on specific skills	No	Yes 
Collaborative Planning Time	Teachers meet to discuss content, solve problems, and analyze student work	Yes — if team creates and shares lesson plans 	Yes 

Step 2: Explore Rookie Teacher Support Models

Model	Description
<p><i>Model A.</i> The Cycling Guiding Teacher</p> 	<p>The guiding teacher is an effective and experienced teacher with his/her own classroom.</p> <p>The rookie is a teacher-of-record with his/her own classroom.</p> <p>Key Features:</p> <ul style="list-style-type: none"> ✓ The rookie has a reduced teaching load. ✓ The rookie and guiding teacher both have time to observe each other. The guiding teacher uses observations to inform feedback cycles that support the rookie during coaching time. ✓ They have collaborative planning time with the rest of their subject or grade-level team.
<p><i>Model B.</i> The Traveling Coach</p> 	<p>The guiding teacher is an instructional coach who is assigned to multiple rookies.</p> <p>Two rookies are teachers-of-record and each have his/her own classroom.</p> <p>Key Features:</p> <ul style="list-style-type: none"> ✓ The instructional coach travels to each rookie's classroom for co-teaching time. ✓ The rookies have collaborative planning time together, facilitated by the instructional coach.
<p><i>Model C.</i> The Inclusion Rookie</p> 	<p>The guiding teacher is certified to teach Special Education.</p> <p>The rookie is a pre-service teacher who shares an inclusion classroom with the guiding teacher.</p> <p>Key Features:</p> <ul style="list-style-type: none"> ✓ The rookie and guiding teacher alternate who leads a lesson and who pulls small groups during co-teaching time. They also alternate leading a lesson and observing each other. ✓ They use feedback cycles during coaching time together to debrief. ✓ They have rotating collaborative planning time with other instructional teams.
<p><i>Model D.</i> The Floating Rookie</p> 	<p>Two guiding teachers each have his/her own classroom in different subjects or grade levels.</p> <p>The rookie is a pre-service teacher who does not have his/her own classroom.</p> <p>Key Features:</p> <ul style="list-style-type: none"> ✓ The rookie floats between two different classrooms for co-teaching time. ✓ The guiding teachers and the rookie have collaborative planning time together.
<p><i>Model E.</i> The Cohort Companion Rookie</p> 	<p>Two guiding teachers each have his/her own classroom in different subject areas.</p> <p>The rookie is a pre-service teacher who does not have his/her own classroom.</p> <p>Key Features:</p> <ul style="list-style-type: none"> ✓ The rookie follows two cohorts of students to two subject area classes. ✓ The rookie has co-teaching time and opportunities for observation and feedback. ✓ The rookie engages in collaborative planning time by both grade level and subject area.



Model A.

The Cycling Guiding Teacher

A Day in the Life

Rookie: Ms. Brown is a first-year teacher with a temporary license. She is completing a post-bacc program in middle school math through a local university. As one of three math teachers, she serves as a teacher-of-record in her own classroom.

Guiding Teacher: Ms. Peterson is an effective and experienced teacher with her own classroom.

Ms. Brown teaches **two fewer periods per day** than her more experienced teammates. Because she teaches four periods per day (instead of six), Ms. Brown is teacher-of-record for 100 students, instead of 140. Ms. Brown starts her day by **observing her guiding teacher**, Ms. Peterson, deliver a math lesson that they planned together the week before. During period two, Ms. Brown delivers that same lesson in her own classroom while her **guiding teacher observes**. Then, Ms. Brown and Ms. Peterson both have two consecutive periods off. During this time, Ms. Peterson supports Ms. Brown through cycles of **feedback, coaching, and collaborative lesson planning**. To help her navigate this process, Ms. Peterson refers to a monthly coaching pacing guide provided by their district.

Ms. Brown (Rookie Teacher)	
1	Observation (As Observer) <i>Learn by observing Ms. Peterson teach 7th grade</i>
2	Observation (As Teacher) <i>Teach 7th grade while Ms. Peterson observes</i>
3	Coaching <i>Get feedback and coaching from Ms. Peterson</i>
4	Collaborative Planning <i>Plan for upcoming lessons with team</i>
5	Solo Lead Teaching <i>7th grade</i>
6	Solo Lead Teaching <i>7th grade</i>
7	Solo Lead Teaching <i>7th grade</i>

Ms. Peterson (Guiding Teacher)	
1	Observation (As Teacher) <i>Teach 7th grade while Ms. Brown observes</i>
2	Observation (As Observer) <i>Observe Ms. Brown teaching 7th grade</i>
3	Coaching <i>Give feedback and coaching to Ms. Brown</i>
4	Collaborative Planning <i>Plan for upcoming lessons with Ms. Brown</i>
5	Solo Lead Teaching <i>8th grade</i>
6	Solo Lead Teaching <i>8th grade</i>
7	Solo Lead Teaching <i>8th grade</i>

Rethink Resources



Because Ms. Brown is filling a vacancy, she would typically be a teacher-of-record for six periods. To free her up for shelter and development, the school increases class sizes by five students to reduce the number of 7th and 8th grade homerooms. With fewer sections of each course needed, there is time for the rookie and guiding teacher to work together.

You may need to rethink how your school uses: ✓ People ✓ Time ✓ Money
[Go to Step 3](#) to begin thinking about which trade-off levers are most feasible for your school to implement *Model A: The Cycling Guiding Teacher* in a cost-neutral way.

Opportunity for Impact

A Rookie Teacher Gains...

The key features of Model A: The Cycling Guiding Teacher give a rookie teacher both  shelter and  development.

Reduced Teaching Load	<ul style="list-style-type: none">  A simplified first year of teaching  Less time spent grading  Opportunities to build deeper relationships with students
Observation and Feedback Cycles	<ul style="list-style-type: none">  Designated time to observe an expert teacher in action  Goal-setting and coaching that is customized to a rookie's needs  Continuous growth in pedagogy, content knowledge, and classroom management
Collaborative Planning	<ul style="list-style-type: none">  Reduced lesson planning responsibilities  Preparation to deliver higher-quality instruction

Students Gain...

- ✓ Increased access to effective, experienced teachers (fewer students will have a TOR who is a rookie)
- ✓ A rookie teacher with rapidly improving skills
- ✓ Closer relationships with their rookie teacher
- ✓ Access to lessons co-planned with expert teachers

The School Community Gains...

- ✓ A career ladder to the guiding teacher role
- ✓ An increased culture of collaboration
- ✓ Improved student behavior (a rookie teacher would only teach three periods without support) — and therefore less administrator time spent on discipline

School Contexts

Ideal Context

- ✓ Rookies who can serve as teachers-of-record
- ✓ Departmentalized schools
- ✓ Schools with more than two homerooms per grade level

Customize the Model for *Your School, Your Context, and Your Teachers*

Adaptations: You can adjust the number of periods for observation, coaching, and collaborative planning depending on certification, rookie teacher expertise, availability of guiding teachers, or point in the year.

Non-Departmentalized Schools		If rookies are teachers-of-record, the guiding teacher could observe and do feedback loops with multiple rookies. If the rookie is not a TOR, they could spend the afternoon providing intervention in the guiding teacher's classroom.
A Student Teacher Rookie		The rookie teacher observes or co-teaches with a guiding teacher during parts of the day, rather than leading his/her own classroom.
Schools with an Instructional Coach		If your school does not have teachers who are ready to be guiding teachers, an instructional coach could take on this role.



Model B.

The Traveling Coach

A Day in the Life

Rookies: Ms. Aguilar and Mr. Smith are both new math teachers completing post-bacc prep programs. They are each the teacher-of-record in their own classroom.

Guiding Teacher: Ms. Black is the high school's instructional coach.

Rather than placing one rookie teacher in 11th grade math and the other in 12th grade math, the school splits the subjects between the two rookie teachers to create a shared content team. The school's instructional coach, Ms. Black, is a math expert. She serves as a guiding teacher by **pushing in and co-teaching** with both rookies. These co-teaching periods rotate each day. Ms. Black also uses this time to model teaching strategies, coach rookies, and provide feedback. By meeting during one period (plus lunch, if needed), Ms. Aguilar and Mr. Smith are able to lesson plan together for an uninterrupted 90 minutes. Ms. Black joins to **facilitate this collaborative planning time**.

Ms. Aguilar (Rookie Teacher)	
1	Co-Teaching <i>11th grade math with guiding teacher Ms. Black</i>
2	Solo Lead Teaching <i>12th grade math</i>
3	Solo Lead Teaching <i>11th grade math</i>
4	Collaborative Planning <i>Plan with Mr. Smith and Ms. Black</i>
5	Solo Lead Teaching <i>11th grade math</i>
6	Co-Teaching <i>12th grade math with guiding teacher Ms. Black</i>
7	Solo Lead Teaching <i>11th grade math</i>

Mr. Smith (Rookie Teacher)	
1	Solo Lead Teaching <i>12th grade math</i>
2	Co-Teaching <i>11th grade math with guiding teacher Ms. Black</i>
3	Solo Lead Teaching <i>12th grade math</i>
4	Collaborative Planning <i>Plan with Ms. Aguilar and Ms. Black</i>
5	Co-Teaching <i>12th grade math with guiding teacher Ms. Black</i>
6	Solo Lead Teaching <i>11th grade math</i>
7	Solo Lead Teaching <i>12th grade math</i>

Rethink Resources



Because Ms. Black is an instructional coach who is not responsible for her own classroom, she is free to push into both Ms. Aguilar and Mr. Smith's classrooms for shelter and development. The principal makes time in Ms. Black's schedule for co-teaching and facilitating collaborative planning with the rookie teachers. This means that the principal and assistant principal sometimes take over the responsibility of dropping in to other teachers' classrooms to provide informal feedback.

You may need to rethink how your school uses: ✓ People ✓ Time ✓ Money
[Go to Step 3](#) to begin thinking about which trade-off levers are most feasible for your school to implement *Model B: The Traveling Coach* in a cost-neutral way.

Opportunity for Impact

A Rookie Teacher Gains...

The key features of Model B: The Traveling Coach give a rookie teacher both  shelter and  development.

Co-Teaching	 Shared classroom duties and reduced workload
	 Daily cycles of low-stakes observation, coaching, and feedback
	 Classroom management support
Collaborative Planning	 A teaming model that reduces lesson planning responsibilities
	 Preparation to deliver higher-quality instruction

Students Gain...

- ✓ Increased access to the support of a master teacher
- ✓ More personalized learning experiences (rookie and guiding teacher can provide small group instruction)
- ✓ Higher-quality lessons, co-planned with the school's instructional coach

The School Community Gains...

- ✓ Classroom-based leadership opportunities
- ✓ New teaming opportunities that contribute to collaborative school culture
- ✓ Fewer behavior management challenges typically faced by rookies

School Contexts

Ideal Context

- ✓ Rookies who can serve as teachers-of-record
- ✓ Departmentalized schools
- ✓ Schools of any size

Customize the Model for *Your School, Your Context, and Your Teachers*

Adaptations: You can adjust how frequently the instructional coach co-teaches based on both the rookie teachers' development and the needs of the rest of the teachers in the building.

Non-Departmentalized Schools



The instructional coach pushes into both classrooms each day, but at rotating times, so that they support the rookies in all subjects. They can tailor the amount of support they provide in each subject based on the needs and goals of the rookies.



Model C.

The Inclusion Rookie

A Day in the Life

Rookie: Mrs. Lee is a paraprofessional pursuing a fully certified teaching role. She is seeking dual certification as an elementary and special education teacher. She is not yet a teacher-of-record.

Guiding Teacher: Ms. Garcia is a teacher-of-record who is dual-certified in elementary and special education.

Rookie teacher Mrs. Lee is a special education paraprofessional who helps students in Ms. Garcia’s class meet and exceed their IEP goals. Mrs. Lee **co-teaches alongside** Ms. Garcia throughout the day — they alternate **observing each other**, pulling small groups of students, and leading whole-class instruction. They have **protected coaching time** each day to debrief about their observations and engage in **feedback cycles**. They also have **collaborative planning time** to prepare lessons together, and meet with the rest of the 2nd grade and special education teams. This time backs up to lunch so that Mrs. Lee and Ms. Garcia can have additional time, if needed. This week, they spend their collaborative planning time with the rest of the 2nd grade team. These meetings are facilitated by the assistant principal, who has deep content expertise in early elementary.

Second-Grade Inclusion Classroom			
	Students	Mrs. Lee (Rookie Teacher)	Ms. Garcia (Guiding Teacher)
1	ELA Lesson	Observation <i>Observe Ms. Garcia lead-teach</i>	Lead Teaching <i>Mrs. Lee observes to learn</i>
2	ELA Stations	Co-Teaching <i>Pull small groups</i>	Co-Teaching <i>Pull small groups</i>
3	Interventions	Co-Teaching <i>Lead the lesson</i>	Observation <i>And/or lead interventions with students</i>
4	Art, Gym, or Music	Collaborative Planning <i>Rotating meetings with 2nd grade and special education teams</i>	
5	Math Lesson	Observation <i>Observe Ms. Garcia lead-teach</i>	Lead Teaching <i>Mrs. Lee observes to learn</i>
6	Math Stations	Co-Teaching <i>Pull small groups</i>	Co-Teaching <i>Pull small groups</i>
7	Science and Social Studies	Coaching <i>Debrief lessons, share feedback, identify student supports, plan for the next day</i>	

Rethink Resources



Under the school’s old schedule, Mrs. Lee would work in multiple classrooms — in the Inclusion Rookie Model, she stays with her guiding teacher all day for shelter and development. To ensure that all students’ IEPs are fulfilled, the principal carefully considers which homerooms she assigns students to and how she builds the other paraprofessionals’ schedules. By using a project-based learning grant to hire a science and social studies teacher, Mrs. Lee and Ms. Garcia have time for daily coaching sessions and students receive engaging learning experiences.

You may need to rethink how your school uses: ✓ People ✓ Time ✓ Money
[Go to Step 3](#) to begin thinking about which trade-off levers are most feasible for your school to implement *Model C: The Inclusion Rookie* in a cost-neutral way.

Opportunity for Impact

A Rookie Teacher Gains...

The key features of Model C: The Inclusion Rookie give a rookie teacher both  shelter and  development.

Co-Teaching	<ul style="list-style-type: none">  Content expertise in both elementary and special education  Experience with different types of co-teaching  Classroom management support
Observation and Feedback Cycles	<ul style="list-style-type: none">  Feedback and pedagogical support, informed by consistent, low-stakes observations
Collaborative Planning	<ul style="list-style-type: none">  Reduced lesson planning responsibilities

Students Gain...

- ✓ Less restrictive environment for special education students
- ✓ The support of two teachers
- ✓ Increased access to differentiated small group instruction

The School Community Gains...

- ✓ A homegrown talent pool (as the rookie becomes a dual-certified teacher-of-record)
- ✓ Fewer behavior management challenges typically faced by rookie teachers
- ✓ A more inclusive and collaborative school culture

School Contexts

Ideal Context

- ✓ Rookies who can help fulfill IEPs
- ✓ Non-departmentalized schools
- ✓ Inclusion special education approach

Customize the Model for *Your School, Your Context, and Your Teachers*

Adaptations: You can adjust this model based on the individual and collective needs of students with IEPs — but your school must comply with relevant state laws *and* provide rigorous and meaningful instruction to all students with disabilities.

Departmentalized Schools



The rookie teacher follows a cohort of students throughout their day. The rookie co-teaches and provides special education supports in each of the students' classes.

ELL Dual-Certification



A rookie teacher and a dual-certified guiding teacher co-teach English language learners and general education students.



Model D.

The Floating Rookie

A Day in the Life

Rookie: Mr. Hernandez is not yet a teacher-of-record because he is in his last year of his undergraduate education program. He is pursuing certification in secondary science.

Guiding Teachers: Ms. Byrd teaches chemistry, and Mr. Hardy teaches biology. They are both teachers-of-record.

Mr. Hernandez has no homeroom teaching responsibilities. Instead, he pushes into both of his guiding teachers' classrooms to **co-teach**. He spends the first three periods in Ms. Byrd's chemistry class, and the second three periods in Mr. Hardy's biology class. Mr. Hernandez and his guiding teachers share responsibility for lesson preparation, grading, and behavior management. During class, Mr. Hernandez works with small, targeted groups of students. Ms. Byrd, Mr. Hardy, and Mr. Hernandez have **collaborative planning time together** to plan the week's lessons and review student data to determine which students and which standards Mr. Hernandez will work on with his small groups.

Ms. Byrd (Chemistry Guiding Teacher)	
1	Co-Teaching <i>Chemistry with rookie teacher Mr. Hernandez</i>
2	Co-Teaching <i>Chemistry with rookie teacher Mr. Hernandez</i>
3	Co-Teaching <i>Chemistry with rookie teacher Mr. Hernandez</i>
4	Solo Lead Teaching <i>Chemistry</i>
5	Solo Lead Teaching <i>Honors chemistry</i>
6	Solo Lead Teaching <i>Chemistry</i>
7	Collaborative Planning <i>Plan with Mr. Hernandez and Mr. Hardy</i>

Mr. Hardy (Biology Guiding Teacher)	
1	Solo Lead Teaching <i>Biology</i>
2	Solo Lead Teaching <i>Biology</i>
3	Solo Lead Teaching <i>Honors biology</i>
4	Co-Teaching <i>Biology with rookie teacher Mr. Hernandez</i>
5	Co-Teaching <i>Biology with rookie teacher Mr. Hernandez</i>
6	Co-Teaching <i>Biology with rookie teacher Mr. Hernandez</i>
7	Collaborative Planning <i>Plan with Mr. Hernandez and Ms. Byrd</i>

Rethink Resources



When the honors science teacher retired last year, the school made the difficult decision to save money by not filling the vacancy — resulting in larger class sizes for Ms. Byrd and Mr. Hardy. Mr. Hernandez pulls small groups of students who are struggling with particular standards. This gives him both shelter and development and helps to offset the impact of the increased class sizes. Mr. Hernandez also makes the increased student loads more manageable by periodically using his push-in time for duties delegated by Ms. Byrd and Mr. Hardy, such as preparing materials and grading.

You may need to rethink how your school uses: ✓ People ✓ Time ✓ Money
[Go to Step 3](#) to begin thinking about which trade-off levers are most feasible for your school to implement *Model D: The Floating Rookie* in a cost-neutral way.

Opportunity for Impact

A Rookie Teacher Gains...

The key features of Model D: The Floating Rookie give a rookie teacher both  shelter and  development.

Co-Teaching  A supportive environment for developing classroom management skills
 Feedback and coaching from two guiding teachers

Collaborative Planning  Fewer lessons to plan
 The opportunity to build expertise in multiple content areas or grade levels

Students Gain...

- ✓ Intensive small group intervention, when needed
- ✓ More integrated instruction as a result of cross-subject collaborative planning time
- ✓ Closer relationships with their rookie teacher
- ✓ Less reliance on a rookie teacher for the entirety of their science courses

The School Community Gains...

- ✓ Flexibility for small, needs-based grouping within classrooms
- ✓ Increased support for grading, lesson planning, and following through with student interventions
- ✓ Teaming opportunities for teachers who may otherwise be the only instructor in their subject

School Contexts

Ideal Context

- ✓ Pre-service rookies
- ✓ Departmentalized schools
- ✓ Schools interested in growing rookie teachers who have content expertise in multiple areas

Customize the Model for *Your School, Your Context, and Your Teachers*

Adaptations: Based on the rookie teacher's development, you can adjust the amount of time the rookie teacher spends teaching solo, co-teaching, pulling small groups, and observing. You can also vary the purpose of the rookie's pull-out groups to best meet students' needs — for example, intervention and/or enrichment.

Elementary Schools  The rookie teacher pushes in to two different grade levels, each for half of the day.

Small Schools  The rookie teacher works with more than two classrooms. For example, the rookie could push into all math classrooms.

A Rookie Pursuing Dual-Certification  The rookie teacher pushes into classrooms as a special education or ELL inclusion teacher.



Model E.

The Cohort Companion Rookie

A Day in the Life

Rookie: Ms. Pham is student teaching as the final step toward earning certification and her master's degree in education.

Guiding Teachers: The 6th grade ELA teacher and the 6th grade social studies teacher are Ms. Pham's guiding teachers.

Ms. Pham sees two cohorts of students twice a day in their ELA and social studies classes. During the first two periods of each day, she **observes her guiding teachers** teaching the day's lessons. Later in the day, she either **co-teaches with her guiding teachers** or leads the lesson herself while her **guiding teachers observe**. As her instructional skills grow, her guiding teachers gradually release responsibility so that Ms. Pham lead-teaches larger and larger portions of each lesson.

Ms. Pham has two planning periods per day so she can plan independently and have **collaborative planning time** with both the ELA and social studies teams. This helps her to feel prepared for the content she will teach each week. Once or twice per week, she attends the 6th grade team's collaborative planning meetings. During these meetings, Ms. Pham and the team plan interdisciplinary activities and analyze student data. Once per week Mrs. Pham uses her individual planning time to meet with her guiding teachers for **feedback and coaching**.

Ms. Brown (Rookie Teacher)			
Mon/Wed/Fri		Tues/Thurs	
1	Observation <i>Observe class 6A in ELA</i>	1	Observation <i>Observe class 6A in ELA</i>
2	Observation <i>Observe class 6B in social studies</i>	2	Observation <i>Observe class 6B in social studies</i>
3	Co-Teaching <i>Co-teach class 6B in ELA</i>	3	Co-Teaching <i>Co-teach class 6B in ELA</i>
4	Collaborative Planning <i>Plan with ELA and social studies teams</i>	4	Independent Planning <i>Solo planning and grading or coaching sessions</i>
5	Independent Planning <i>Planning and grading or coaching sessions</i>	5	Collaborative Planning <i>Plan with 6th grade team</i>
6	Co-Teaching <i>Co-teach class 6A in social studies</i>	6	Co-Teaching <i>Co-teach class 6A in social studies</i>
7	Intervention and Enrichment <i>Teach small groups from both classes</i>	7	Intervention and Enrichment <i>Teach small groups from both classes</i>

Rethink Resources



Because Ms. Pham is a pre-service rookie teacher, she is not yet a teacher-of-record. The school pays her a stipend to offset her college tuition. With Ms. Pham and the other rookie teachers, the school no longer needs as many paraprofessionals. These savings help to fund the rookies' stipends.

You may need to rethink how your school uses: ✓ People ✓ Time ✓ Money
[Go to Step 3](#) to begin thinking about which trade-off levers are most feasible for your school to implement *Model E: The Cohort Companion Rookie* in a cost-neutral way.

Opportunity for Impact

Rookie Teachers Gain...

The key features of Model E: The Cohort Companion Rookie give a rookie teacher both  shelter and  development.

Co-Teaching	<ul style="list-style-type: none">  The ability to build deeper relationships with a smaller number of students  Less time spent grading  Strong content knowledge in two subjects
Observation and Feedback Cycles	<ul style="list-style-type: none">  Protected time to both observe and be observed by two expert teachers  Continuous growth in pedagogy, content knowledge, and classroom management
Collaborative Planning	<ul style="list-style-type: none">  Reduced lesson planning responsibilities  Lessons developed alongside experienced teachers

Students Gain...

- ✓ The ability to make cross-subject connections through cohesive interdisciplinary lessons
- ✓ A rookie teacher with rapidly improving skills
- ✓ Closer relationships with their rookie teacher

The School Community Gains...

- ✓ A career ladder for strong teachers who want to fill the guiding teacher role
- ✓ Improved school culture, as the rookie builds connections and relationships across classrooms

School Contexts

Ideal Context

- ✓ Pre-service rookies
- ✓ Departmentalized schools

Customize the Model for *Your School, Your Context, and Your Teachers*

Adaptations: You can adjust the amount of time and the type of content that the rookie teacher lead-teaches, co-teaches, and observes, based on their growth and development.

Elementary and Small Schools		The rookie teacher pushes into classrooms during ELA or math blocks to work with small groups that support intervention and/or enrichment.
A Rookie Pursuing Dual-Certification		The rookie teacher follows a smaller group of students who benefit from extra support throughout their daily classes. The rookie provides push-in support across multiple classrooms. This works well if the rookie is pursuing dual-certification (such as special education or ELL) that is aligned with students' needs.
A Rookie Who is a Teacher-of-Record		Divide lead-teaching responsibilities for both subjects between the rookie and both guiding teachers so that they can collaboratively plan together.

Step 3: Plan How to Make it Work

How can you implement these models in a cost-neutral way? It *is* possible, but requires rethinking how your school uses:

- ✓ People
- ✓ Time
- ✓ Money

There are **four key levers** that your school can draw on to ensure rookie teachers have both shelter and development.



Lever 1.

Class Size

By increasing class size, your school could provide instruction to the same number of students, but with fewer teachers.

Questions to Consider and Discuss

- ✓ How will master schedules need to be redesigned to ensure all students meet their course requirements?
- ✓ Which classrooms are large enough to accommodate class size increases?
- ✓ What structures can be put in place to offset the challenges that come with larger classes? Will these structures help develop buy-in among teachers? Will they positively contribute to student learning?
- ✓ Which courses and teachers are a good fit for increased class sizes?
- ✓ How could implementing this key lever affect other key levers?



Lever 2.

Scheduling

By altering teaching loads and master schedules, your school could cover times when a guiding teacher and rookie teacher are together.

Questions to Consider and Discuss

- ✓ Which teachers are not fully utilized?
- ✓ How can the master schedule be more efficient, while still preserving instructional priorities?
- ✓ How could implementing this key lever affect other key levers?



Lever 3.

Staffing

By repurposing staff during certain times of the day, your school could cover times when a guiding teacher and rookie teacher are together.

Questions to Consider and Discuss

- ✓ Are there non-teaching positions that could be swapped for more teachers?
- ✓ Are there non-teachers who are certified to teach and would add value to the student experience?
- ✓ Could a high-quality, meaningful technology rotation that is led by a paraprofessional be included in the schedule?
- ✓ How could implementing this key lever affect other key levers?



Lever 4.

Compensation

By differentiating compensation, your school could pay rookie teachers who have reduced responsibilities a stipend, instead of a full salary.

Questions to Consider and Discuss

- ✓ Are there rookie teachers with minimal-to-no teacher-of-record responsibilities?
- ✓ Is compensation flexible?
- ✓ How could salary increases for guiding teachers be implemented?
- ✓ How could implementing this key lever affect other key levers?

Next Steps

It can be a challenging balancing act to design programs and models that are both effective *and* financially viable. Although you will need to use your judgement about which trade-off levers are advisable in your district or school, our Excel tool does all the math for you by balancing costs, schedules, class sizes, teacher assignments, and other variables.



Input your data points into the tool by visiting:

www.erstrategies.org/tap/new_teacher_support_toolkit