



Support Early-Career Educators

To embrace our vision, “**Leading Women Educators Impacting Education Worldwide,**” the Educational Excellence Committee established the initiative to Support Early-Career Educators.

Why is our support needed?

Education is a challenging career, and retaining quality teachers is an issue worldwide. Currently the U.S. rate of teachers leaving the profession in the first year is 10%; 50% leave by Year 3 and 70% by Year 5. In New York City Public Schools alone, the first year loss rate is 18%! In 1987-88 the typical teacher had 15 years of experience, but by 2008 the typical teacher had just 1 to 2 years’ experience.

Schools that have depended on a core of veteran teachers are seeing those teachers retire. As much is expected of a new teacher on the first day of school as is expected of a 30-year veteran. Teachers supporting teachers is crucial.

John F. Kennedy said, “In each one of us there is a private hope and dream which, fulfilled, can be translated into benefits for everyone and a greater strength for our nations.”

We truly can make a difference with our support.

How does the Educational Excellence Committee help DKG members get involved with Support for Early-Career Educators?

- Educational Excellence Committee has recommended a program as a model for chapters across the Society called *Teachers Helping Another Teacher* (THAT), which is a proven, recommended program for support of early-career educators that originated in the California State Organization.

The program encourages members/chapters to be creative in support of early-career educators—as many are already doing. Each chapter is to keep a record of both the hours and the money that members spend in their support for early-career educators. This can include mentoring time not only with new teachers but also with educators who are new to positions (such as administration). A (phony) check representing the total value of members’ support will be presented to a government official in 2012. This will be a concrete way to show how much our Society contributes to education!

Forms for recording members’ hours and money spent can be found in the resource section. Totals will be reported to International for reporting purposes.

- Chapter Program ideas will be posted on the international Web site on the Support for Early-Career Educator link.

- Articles published in the *DKG News* and *Presidents' Page* will focus on Early-Career Educator Support.
- The Spring 2012 issue of the *DKG Bulletin* will include support for early-career educators in its theme.
- Committee members will share ideas through a Support for Early-Career Educators blog.
- Additional programs and activities will be available as developed throughout the biennium.
- In addition, information will be available at workshops and Info Fairs at regional conferences in 2011 and at the 2012 international convention.

What support does the Educational Excellence Committee offer to state committee chairs to promote this focus in their state organizations?

- Provides ideas for chapter programs and ways to give financial support
- Suggests ways to honor chapters/members (see resources)
- Holds a training session at regional conferences in summer of 2011
- Indicates ways to partner with student teachers at local educational institutions
- Provides sample state convention workshop for interactive sharing of ideas
- Shares successful practices of chapters
- Utilizes the international Web site for support

More information on how to support early-career educators financially can be found on the international Web site.

By focusing our activities and placing the highest priority on those who will have the maximum impact on education and women educators, we can achieve our vision. DKG will become known as the professional organization that supports early-career educators, consistently increasing its impact on women educators and education worldwide.

PROGRAM IDEA: Dinner and a Movie Night



Title: Dinner and a Movie Night (with monetary gifts for those new teachers attending). (Note: This program was suggested by Omega Chapter, Oregon State Organization; see comments at end regarding its evolution.)

Program Purposes:

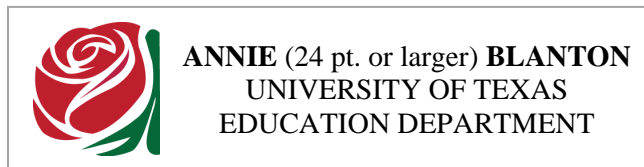
- To Support DKG Purposes:
 - #1. “To unite women educators of the world in genuine spiritual fellowship.
 - #2. “To honor women who have given or who evidence a potential for distinctive service in any field of education.”
 - #6. “To stimulate the personal and professional growth of members and to encourage their participation in appropriate programs of action.”
- To provide personal and professional support to early-career educators.
- To provide an opportunity for networking among veteran and early-career educators.

Program Summary: Members provide support for early-career educators through a program featuring a keynote speech by an educational/community leader and an educational video regarding classroom management. The early-career educator receives a gift of \$20, and members and early-career educators begin to network.

Program Set-up and Plan:

- Program chair or designee will confirm that the meeting site is available on date selected and that a copy of the Harry Wong video excerpt (approximately 23 minutes) will be available for use.
- **Keynote:** Invite a political figure and a superintendent to speak to the group, to set the flavor and add a level of community-wide support for the effort.
Consider such individuals as:
 1. Mayor
 2. Superintendent
 3. City Manager
 4. Curriculum Director
- **Food:** Social Committee Chair will serve as coordinator with two members as chief chefs. Others will bring what these ladies determine is appropriate to complete the meal.
- **Décor:** Apples and hearts centerpieces will be used; favors of silver and red hearts in matching tissue will be prepared for attendees.
- **Nametags:** Different types need to be prepared.
Treasurer or designee will develop something once reservations are confirmed. Consider the following structure:
NAME—in **large** letters for first name for ease of reading across a table
SCHOOL
POSITION
Rose(s) designs to be included for chapter members

e.g.:



- **Folding Place Cards** for dinner tables will facilitate networking and conversation ensuring a mixer effect to promote members' interaction with guests.
- Chapter Secretary or designee will prepare these once she receives the list of confirmed attendees.
- **Gifts for new teachers:** \$20 is the basic amount suggested. Consider providing gifts only to the teachers, not to student teachers. Members may decide to sponsor a \$20 gift to a new teacher. Funds are preferable to gift certificates. Rationale: This is the "Internet generation," and they shop online rather than at school specialty shops or other local firms. With pre-registration necessary, the treasurer can have checks available that night. Secretary will send an e-mail to ask if others are interested in such sponsorship. This could allow more funding if many are supportive of the concept or could provide a "seed" for a following new-teacher project.

(copy of e-memo is below)

Hi, [Chapter Name] Sisters:

Mark your calendars! Save the date and time!

We have the time and date and location for our Support for New Teachers "Dinner and a Movie" (and a gift):

Date: Day and Date

Time: 5:30 p.m.

Place: Riverside Elementary [example]

1200 S.E. Harvey Drive.

Grants Pass, OR 97526

Would you like to sponsor all or part of a gift to a new instructor? Here's how you can do so:

- *Following through on chapter discussions in December, Executive Board made a decision to provide gifts only to the teachers, not to student teachers. Since this is a token gift, a small amount of \$20 was chosen.*
- *Members may decide to sponsor a \$20 gift to a new teacher (five members have already committed to doing so). If you, too, would like to sponsor some or all of a \$20 gift, then:*
 - *Bring a check made out to "DKG" or cash to our February meeting or*
 - *Send a check to XXXXX, Treasurer, at:*
 - Street.*
 - Town, State, Zip*
- *It was decided that a check, rather than a gift certificate, will be provided. Rationale: This is the "Internet generation" and they shop online rather than at local firms. How do we know? A member asked the new teachers that she mentors each week.*

This should be a wonderful evening—good food, good company, a chance to become acquainted with and to network with new teachers, and an opportunity to learn from the film presentation.

Signature

- Publicity
 1. Once all is confirmed, Communications/Publicity Chair will provide the meeting notice to the local newspaper and the secretary will complete the invitations to new teachers and student teachers.
 2. Members who know the new teachers are urged to contact them and encourage attendance at the event.
 3. Communications/Publicity Committee will prepare an article for the local newspaper and request that a reporter attend, if possible, to take pictures.

- Rough Agenda: Approximately 2 hours is the estimated time.
 - Networking/connector activity (15 min.)
 - Welcome Keynoter(s) (15 min.)
 - Connector activity (15 min.)
 - Film (20 min.)
 - Connector Activity related to film (15 min.)
 - Dinner (30 min.)
 - Presentation of Gifts (10 min.)
 - Dismissal

Follow up and Evaluation:

- Debrief at next meeting with members regarding what they learned from the early-career educators—needs, interests, challenges, etc.
- Develop e-network for communicating with the early-career educators who attended the dinner.
- Solicit feedback from early-career educators regarding the usefulness/effectiveness of the program.

Materials Needed:

- Harry Wong video on classroom management (districts may have this available OR downloads are available).
- DVD player (can use laptop) and LCD projector, screen
- Decorations as noted above
- Place cards as noted above
- Presentation cards for cash gift

ORIGIN OF THIS PROGRAM: SUPPORT FOR EARLY-CAREER EDUCATORS OMEGA CHAPTER, JOSEPHINE COUNTY, OREGON

Background: Several chapter members attended the International Convention in Spokane where the concept of support for early-career educators and for educational excellence was discussed. The idea resonated with us, as our districts have lost qualified staff who had barely gotten their feet wet; we also have teachers who are struggling to find their footing in education. New membership guidelines in the International Constitution (2010) allow chapters to initiate highly qualified new teachers, so it seems logical to offer support that could defray the nearly 50% attrition rate among teachers in their first five years—“ . . . and the best and brightest teachers are often the first to leave.”¹ “A conservative national estimate of the cost of replacing public school teachers who have dropped out of the profession is \$2.2 billion a year. If the cost of replacing public school teachers who transfer schools is added, the total reaches \$4.9 billion every year. . . . The Department of Labor conservatively estimates that attrition costs an employer 30 percent of the leaving employee’s salary.”²

One of our members, past-president Margaret “Peggy” Cowens³ is a new-teacher coach/ mentor, so she was asked to research needs and options for the chapter. Peggy shared a graph from the New Teacher Center showing the phases of a first year in teaching, from August to June which showed the curve from anticipation, survival, disillusionment, rejuvenation, reflection, and anticipation. This fall, Peggy brought several ideas to the chapter for consideration.

¹ Robin R. Henke, Xianglei Chen, and Sonya Geis. (2000.) *Progress Through the Teacher Pipeline: 1992–93 College Graduate and Elementary/Secondary School Teaching as of 1997*. Statistical Analysis Report. National Center for Education Statistics, Washington, DC. Retrieved 22 October 2010 from

<http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf>

² Retrieved 22 October 2010 from

<http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf>

³ Margaret “Peggy” Cowens, Omega Chapter president for 2008-2010, was selected as the southern Oregon representative for the Oregon Mentor Consortium. This group uses grant moneys to help develop and maintain a mentoring induction program for new teachers, staying with them for two years and helping them to learn the BIG ideas in teaching. The Professional Teaching Standards as developed by the New Teacher Center in Santa Cruz, California, will be the basis for the training during the second year of the program. The Oregon Department of Education (ODE) works with chosen mentors in this statewide mentoring program where experienced teachers in the Mentor Academy teach new mentors who, in turn, assist new teachers. ODE hired four facilitators to teach at the Mentor Academy. Peggy was 1 of the 4 selected from among 15 applicants. She is the only facilitator chosen from southern Oregon and is **the only Delta Kappa Gamma member among the group**. In 2010-2011, Peggy is still a Three Rivers School District Coach-Facilitator in mathematics and now mentors new TRSD K-12 teachers in classroom management and student engagement.

For more information on this sample program, contact:

Marie Mueller, Secretary
527 S.W. Edgewater Dr.
Grants Pass, OR 97527-5489
541-479-6726
cwmueller@charter.net

ACTIVITY IDEA: Connecting with Student Teachers



Title: Connecting With Student Teachers

Activity Purposes:

- To Support DKG Purposes:
 - #1. To unite women educators of the world in genuine spiritual fellowship.
 - #3. To advance the professional interest and position of women in education.
- To help members support student teachers as they begin their journey to become educators.
- To become partners with institutions of higher education.
- To promote the visibility of DKG.



Activity Summary:

This activity will show chapters how they can connect with local universities or colleges in order to support student teachers attending those institutions.

Activity Plan:

- Someone from the Chapter call the Department of Education at a local university or college to set up a meeting.
- Meet with the Dean of Education or Director of Student Teacher Supervisors.
 - Explain DKG and bring a brochure.
 - Relate how chapter members could support their student teachers.
 - Request a time to meet with Student Teacher Supervisors.
 - Show the forms that you will use for supervisors and student teachers.
- Meet with all Student Teacher Supervisors.
 - Explain DKG and how members can become partners to support student teachers.
 - Pass out DKG brochures from international.
 - Exchange ideas on how DKG can be of support.
 - Provide forms for supervisors to invite you to a student teacher meeting.
- Attend a student teacher meeting.
 - Explain DKG and provide international brochures.
 - Exchange ideas on how DKG can be of support.
 - Provide forms for student teachers to sign up for support.
- Bring forms to chapter meeting and pair student teachers with members.
- Each member makes contact with the student teacher and begins support.
- Brainstorm ways that members can support the student teachers.
- If there are other chapters in the community, share names with them.

Follow-Up and Evaluation:

- Invite the student teachers in the program to a chapter meeting or function.
- Provide Grants-in-Aid to deserving student teachers.
- Each chapter meeting, have a “sharing” of how the connections are going with the student teachers who were adopted by members.
- Send letters to principals and superintendents acknowledging members’ support (sample letters included here)

Materials Needed:

- Forms for supervisors and student teachers (see following pages)
- Supplies given to support student teachers after decided upon by the members

”Polish the apple with your support.”



The Delta Kappa Gamma Society International
_____ State

Date



School District
Address
City, State Zip

Dear Superintendent [name]:

It is our pleasure to inform you that (Name of Person) is being recognized for her volunteer service to early-career educators in your district. This Delta Kappa Gamma member has been working in the **Teachers Helping Another Teacher (THAT) Program** and has dedicated many volunteer hours assisting teachers and students in the classroom.

The Delta Kappa Gamma Society International is an organization of women educators who support excellence in education. The Society can be found in 17 countries throughout the world and has a membership of over 100,000 women.

The Society recognizes (Name of person) for her dedication to and support of your school community. She is to be commended for her outstanding service

Sincerely,

(Sign Name)
State Program Chair (or Educational Excellence Chair)

Mission Statement: *The Delta Kappa Gamma Society International promotes professional and personal growth of women educators and excellence in education.*

The Delta Kappa Gamma Society International
_____ State

Date



School District
Address
City, State Zip

Dear (Name of Principal):

It is our pleasure to inform you that (Name of Person) is being recognized for her volunteer service to early-career educators at your school. This Delta Kappa Gamma member has been working in the **Teachers Helping Another Teacher (THAT) Program** and has dedicated many volunteer hours assisting teachers and students in the classroom.

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(Sign Name)
State Program Chair (or Educational Excellence Chair)

Mission Statement: *The Delta Kappa Gamma Society International promotes professional and personal growth of women educators and excellence in Education.*

The Delta Kappa Gamma Society International

University Supervisor Form

UNIVERSITY/COLLEGE _____

SUPERVISOR

Name _____

Phone number _____ Email _____

I am interested in having a Delta Kappa Gamma member speak to my student teacher group.

Best time and place to be reached _____

How may we best help your student teachers?

Today's date _____



Delta Kappa Gamma contact:

Name _____

Phone number _____ email _____

Mission Statement: The Delta Kappa Gamma Society International promotes professional and personal growth of women educators and excellence in education.

The Delta Kappa Gamma Society International

Student Teacher Form

UNIVERSITY/COLLEGE _____

SUPERVISOR

Name _____

Phone number _____ Email _____

STUDENT TEACHER

Name _____

Phone number _____ Email _____

Address _____

SCHOOL

Name _____

Grade level _____ Major _____

Phone number _____

Address _____

Best time and place to be reached _____

How may we best help you? _____



Additional Program/Activity Ideas

What are some program ideas to stimulate support for early-career educators?

- Have members bring a story to tell about when they were instrumental in helping a new teacher.
- Brainstorm ways that members can give support and tap into their talents.
- Invite new teachers to meeting and have them relate how they could best be supported.
- Locate a list of new teachers in your community.
- Survey the members so their expertise can be best used for support.
- Invite a student teacher supervisor to attend a meeting and suggest ways of chapter support.
- Make cards to send to new teachers at a chapter meeting.
- Prepare gift bags or baskets for new teachers.
- Invite early-career educators to a tea, dinner, or luncheon to hear a program that would be of interest to them.
- Create and share “best practices” of teaching.

How can members/chapters financially support early-career educators?

- Buy supplies for the teacher/classroom
- Give Grants-in-Aid to beginning teachers
- Take a teacher to lunch or provide a treat
- Send letters/cards of appreciation
- Donate gift cards
- Send birthday/Valentine’s Day/Day of the Teacher or other cards
- Send a survey to have the teacher indicate her needs; then fund those needs
- Conduct a grant-writing workshop for new teachers in a school; then offer mini-grant applications as a culminating activity. Award mini-grants.

What fundraisers can be done to raise money for support?

- Hold a garage sale of members’ items
- Collect gently worn jewelry from members and hold a jewelry resale at a meeting
- Have a non-attending tea with donations for support
- Bring items to a meeting for a silent auction
- Visit www.fundraising-ideas.org/DIY/ for ideas

RESOURCES/FORMS

Web based portal to help new teachers: <http://www.roeschoolworks.k12.il.us/novice.htm>

BEST (Beginning and Establishing Successful Teachers) Program

<http://www.uow.edu.au/educ/>

Teachers Helping Teachers

www.pacificnet.net

LEF Books Nominate educators for Teachers Helping Teachers Award

www.lefbooks.org/teachers-helping-teachers

Free teachers resources including chat boards

www.Teachers.net

Free resources for teachers

www.internet4classrooms.com

Technical support for Teachers Helping Teachers, online sharing for teachers

www.sde.state.ok.us/curriculum

Teachers Helping Teachers How to help teachers

www.ehow/teachers-helping-teachers

Free resources for educators, networking Web site

www.tgeacheade.com

Social network, interact with fellow teachers

www.Teacher9.com

20 Social Networking Sites for Teachers by Karen Schweitzer

It has never been easier for teachers to network online. The web hosts thousands of online communities and forums for teachers, administrators, librarians, and other educators. Here are 20 social networking sites that are particularly popular among teachers.

TeachAde – TeachAde is the first social networking site created specifically for teachers. The site combines social networking with teacher resources to create a useful online tool for educators.

The Apple – This site is a free social networking community for current and future teachers. Special features include message boards, lesson plans, videos, and up-to-date news.

Classroom 2.0 – This online community for educators has become a place for teachers to come together and share information about web 2.0 tools and other education technology. Classroom 2.0 also offers live webinars and online events.

NextGen Teachers – Teachers can network with one another and discuss new ways of educating and learning on this social networking site.

The English Companion – The English Companion is an online community for English teachers who want to meet new people, network, and share ideas.

We the Teachers – This education search engine and online community can be used to find other teachers and network. We the Teachers is also a good place to share lesson plans and resources.

TeacherLingo – TeacherLingo is an online blogging platform for educators. Teachers can start their own blogs or network with other teachers through forums and comment sections.

Google Teacher Community – This Google Discussion Group keeps teachers in the loop on Google’s K-12 education initiatives. It also serves as a forum for teachers to ask questions, share ideas, and discuss hot topics in education.

Applebatch – Ablebatch is a K-12 teacher community. Teachers can find jobs, build their network, and share education resources.

TeachersRecess – TeachersRecess is a free social network with many useful resources. Teachers can communicate online, share lesson plans, get news, publish a personal blog, and buy or sell teaching tools.

PBS Teachers Connect – PBS Teachers Connect is a place for site members to meet up and share ideas. The site also provides a wide range of teaching resources for the classroom.

ProTeacher Community – This online community was created for K-8 teachers who want to communicate and network with each other. ProTeacher offers blogs, forums, and chat capability.

ClassScene – Designed specifically for schools, ClassScene is an online repository/community for photos, videos, and more. The site can also be used to generate revenue and collaborate with the school community.

Education World – Education World is an enormous site with thousands of resources for educators. Teachers can use it to ask questions and network.

Tapped In – Since 1997, Tapped In has served as an online meeting place for K-12 teachers, administrators, and librarians. Thousands of educators gather on this site to share stories, ideas, lesson plans, and resources.

Teacher Focus – Teacher Focus is an online community/forum for teachers. The site also offers lesson plans, news, and other education-related resources.

Edublogs – Edublogs is more of a blogging platform than a social networking site. Nevertheless, it is a great way to connect and interact with other teachers.

Diigo – This section of Diigo hosts nearly 5,000 bookmarks for educators. Teachers can go here to discover and share education-related articles.

Twitter – Twitter wasn't designed specifically for educators, but it is a good place to network with teachers, students, and parents.

Delicious – The largest and most popular social bookmarking site on the web, Delicious is an excellent place to find and share online bookmarks with other teachers.

Schweitzer, K., in SuzieVesper (2009, August 17). 20 social networking sites for teachers [Web log post]. Retrieved from <http://sharetheadddiction.edublogs.org/2009/08/17/20-social-networking-sites-for-teachers/>

**The Delta Kappa Gamma Society International
THAT Program (Teachers Helping Another Teacher)**

VOLUNTEER HOURS REPORT

Name _____ Retired: Yes___ No___

Chapter _____

Date (month/year)	Hours	Teacher's Name / School / and District	How you helped

Return to your chapter designee.

Let's Support Our New Teachers

(sung to the tune of: "Take Me Out To The Ballgame")

Let's support our new teachers;
Future leaders at work!
Share with them great tips to help them soar,
Pencils, glue sticks and oh, so much more!
Let us give our time to assist them
In ways that fill them with glee!
For they're 1 – 2 – 3 times our future in D – K – G!

Teachers helping each other!
T-H-A-T's the name!
Focus on five simple elements.
All together makes teaching a cinch!
With support from schools and school districts,
Helping new teachers lead!
For they're 1 – 2 – 3 times our future in D – K – G!

Volunteer in the classroom.
Offer tutoring too!
Give them a smile that will melt their stress.
Time you give will help them stay their best.
Be a loyal DKG mentor,
A friend and sister indeed!
For they're 1 – 2 – 3 times our future in D – K – G!

Local government leaders...
Let them know you are there!
Reach out your hands and give them your heart!
Let them know they can do it...they're smart!
With support from higher ed mentors,
Our brand new teachers will see
That they're 1 – 2 – 3 times our future in D – K – G!

Words by: Patricia Taylor
International Music Representative 2010-2012



Lifelong Learner

Each life begins a new circle, a circle of learning.
We learn to read, to write, to live.
We teach others to read, to write, to live
A continuing circle of past, present, and future.

Learner, teacher, student – an exchange of knowledge
Each giving, each receiving, and returning the gifts.
Each a lifelong learner-- an exchange of knowledge
Embracing the vision...designing the future.

Janye Brainard