

Designing a Comprehensive New Teacher Induction and Mentoring Program



Deerfield 109

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WHY

Vision:

To **impact** teacher effectiveness, retention, and leadership in a community that **engages**, **inspires** and **empowers** every new member to excel and contribute to our district's mission.

Purpose

To provide a comprehensive, sustainable, rigorous, and collaborative approach to induction ensuring significant impact on teacher effectiveness and student learning.

Coherence

Personalization

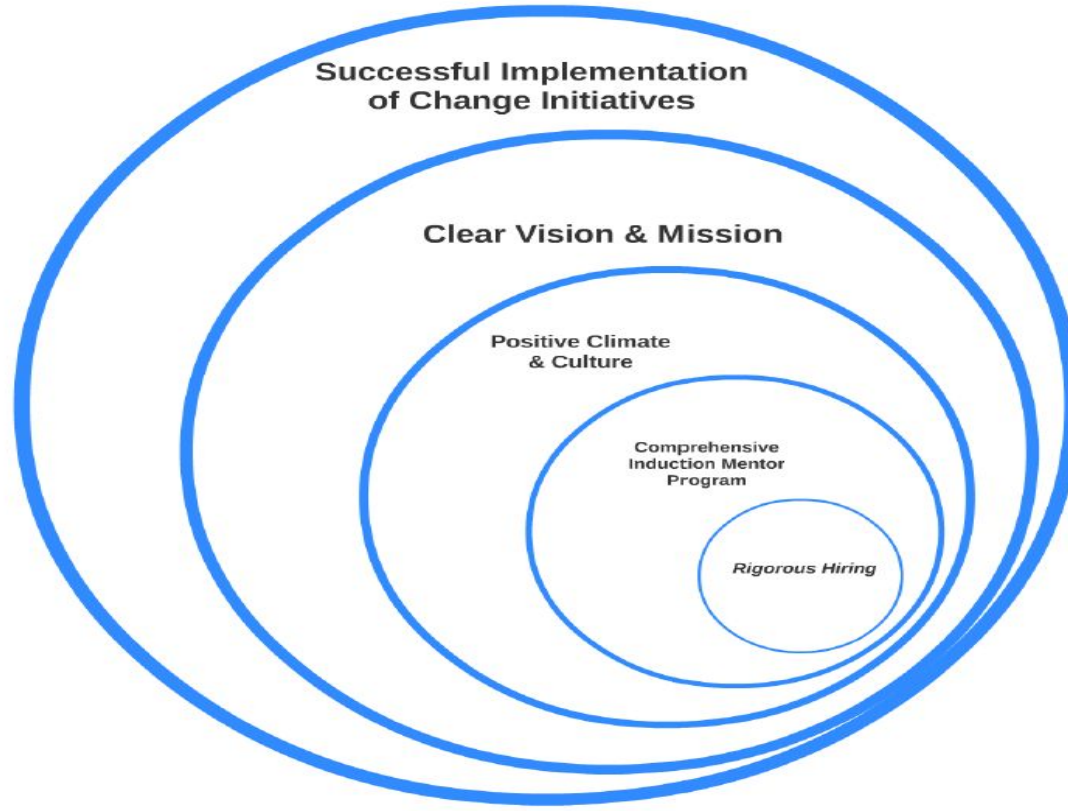
Systemic

Focus on Results

Continuity

Capacity building

Induction Plan Framework



Induction Plan Framework

ADVISORY TEAM LEADERS:

All Assistant/Associate Principals

Program Highlights

Comprehensive 2 yr Induction Program

Mentor to Novice 1:1

Formal & Informal Trainings

IL Standards based

**Funded with support from Central Office
funds and ROE dollars**

ORIENTATION DAYS: 3

Human Resources

Teaching & Learning Dept

Finance & Safety

Student Services

Communications

Activities:

Bus Tour w/ team building

Induction Plan Framework

FORMAL NEW TEACHER TRAINING 15_16

September 28th:

IL Standard # 5 Learning Environments

October 19th:

IL Standard # 8 Assessments

November 16th:

IL Standard # 4 Instructional Delivery

February 22nd:

IL Standards # 9 Collaborative Relationships (PLC)

FORMAL MENTOR TRAINING

September 28th: Novice Learners

PROFESSIONAL LEARNING DAYS: 4

IL Professional Standards

Content Knowledge

Human Development and Learning

Diversity

Planning for Instruction

Learning Environment

Instructional Delivery

Communication

Professional Responsibilities

New Teacher Responsibilities

3 Orientation Days

4 Standards Focused Days

1 iCoach co-taught lesson

1 Classroom Observation

1 School Visit

Monthly Checklist

Earn 6 Badges through Deerfield
University

Mentor Responsibilities

1/2 Day Orientation w/Mentee

Aug 21st 8:10-11:00

1hr individualized training Sept 28th

Monthly checklists w/ mentee

Classroom observation in school

Sister school visit outside of district

New Teacher/Induction Research



Induction Resource

The Big Picture: Comprehensive Systems of Teacher Induction

In current literature, school districts, and educational agencies nationwide, there is no common definition of a *program of teacher induction*. In many places, it refers to an *orientation* for beginning teachers or teachers new to a district prior to the start of the school year. Some districts consider it one-on-one *mentoring* where veteran classroom teachers support new teachers. Most often, the mentor is a site-based teacher appointed by the principal to provide resources, emotional support, and guidance. Other districts use an array of *professional development*—required, or voluntary—to fill in perceived pre-service gaps or ensure that new teachers are *up to speed* on district curriculum and instructional initiatives.

Recent efforts to revise teacher *evaluation* systems nationwide have led many districts to conceptualize teacher induction as a program that carefully assesses a teacher's progress towards effectiveness via more frequent classroom observations by administrators and occasionally peer evaluators. In a few states, California most notably, teacher induction programs are required for *licensure*.

NTC sees all these elements as important to the success of a new teacher. Yet programs that focus just on one or two of

The *Program Theory of Action (ToA)* suggests three programmatic considerations: 1) impact; 2) program design; 3) conditions for success. These help to guide NTC and school districts and state agencies while conveying a vision of induction as a comprehensive program within a larger system of human capital development.

Impact

The ultimate beneficiary of a comprehensive induction program is the student. A growing body of research shows that students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly higher learning gains.

The impact on student learning is predicated upon areas where the induction program can have direct impact:

1. Teacher effectiveness
2. Teacher retention
3. Teacher leadership

Focused, comprehensive induction helps teachers get better faster, sometimes surpassing veteran colleagues. Successful teachers are more likely to stay in the profession; numerous

High Quality Induction & Mentoring Practices

A resource for Illinois educators seeking to develop and/or improve their current induction programs with research-based practices that support teacher retention, teacher development, and improved student learning

DEVELOPING BEYOND

CHOOSING MENTORS WITHOUT CRITERIA OR AN EXPLICIT PROCESS Without administrator and teacher leader engagement in choosing mentors, there is a risk that mentors may be chosen based more on availability rather than on qualifications to engage in meaningful interactions with beginning teachers.

INSUFFICIENT PROFESSIONAL DEVELOPMENT AND SUPPORT FOR MENTORS Without initial and ongoing high quality training to support their development, mentors miss out on the guidance and professional community they need regarding the complex practice of developing beginning teachers and strategizing for the challenges they face.

MEETINGS HAPPEN OCCASIONALLY OR 'WHENEVER THE MENTOR AND TEACHER ARE AVAILABLE' Often both parties are so busy that meeting time gets relegated down on the list of priorities. The short fragments of time that may be found are typically insufficient for fostering

MOVING TOWARD

RIGOROUS MENTOR SELECTION BASED ON QUALITIES OF AN EFFECTIVE MENTOR Qualities may include: evidence of outstanding teaching practice, strong interpersonal skills, experience with adult learners, respect of peers, and current knowledge of professional development.

ONGOING PROFESSIONAL DEVELOPMENT AND SUPPORT FOR MENTORS Effective teachers do not always know what it is about their teaching that is effective. Many mentors are surprised to find that translating knowledge for students is not the same as translating knowledge for adults. High quality and ongoing training and a professional learning community are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.

SANCTIONED TIME FOR MENTOR TEACHER INTERACTIONS Mentors need sanctioned time to focus on beginning teacher development. Research suggests that mentors and beginning teachers should have 1.25-2.5 hours per week to work together in order to allow for the most rigorous mentoring activities. Time to work together should be protected by teachers and administrators.

Logic Model: Overview

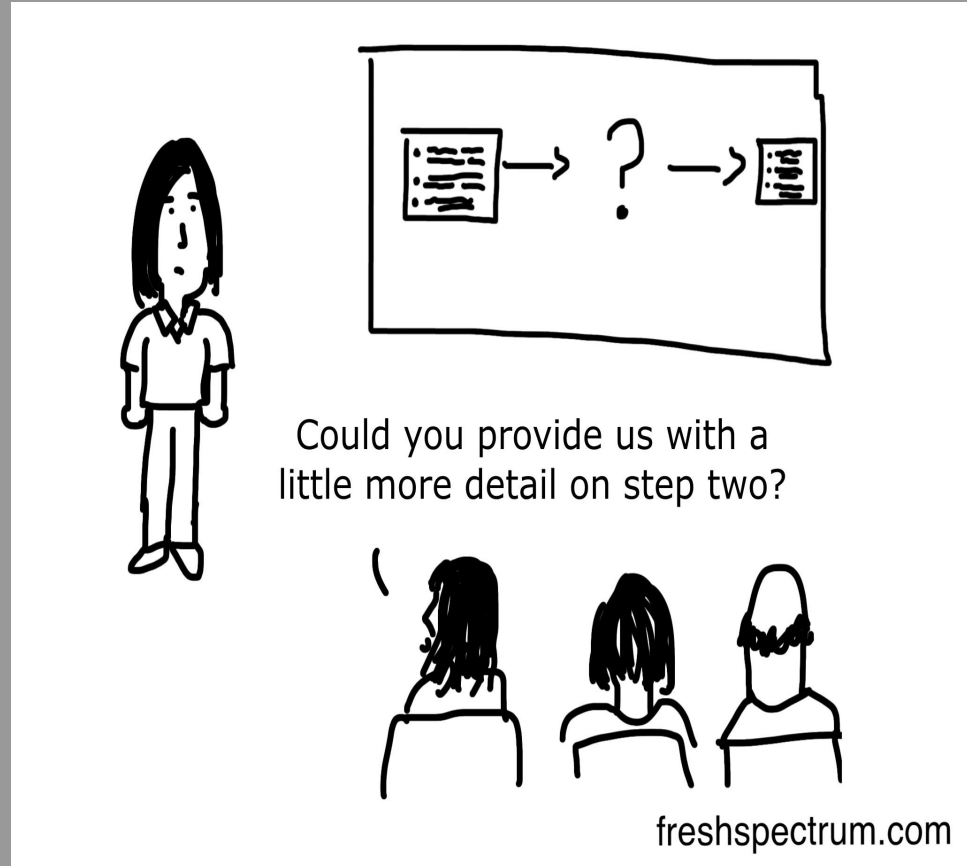
Input

Activities/Tasks

Initial Outcomes

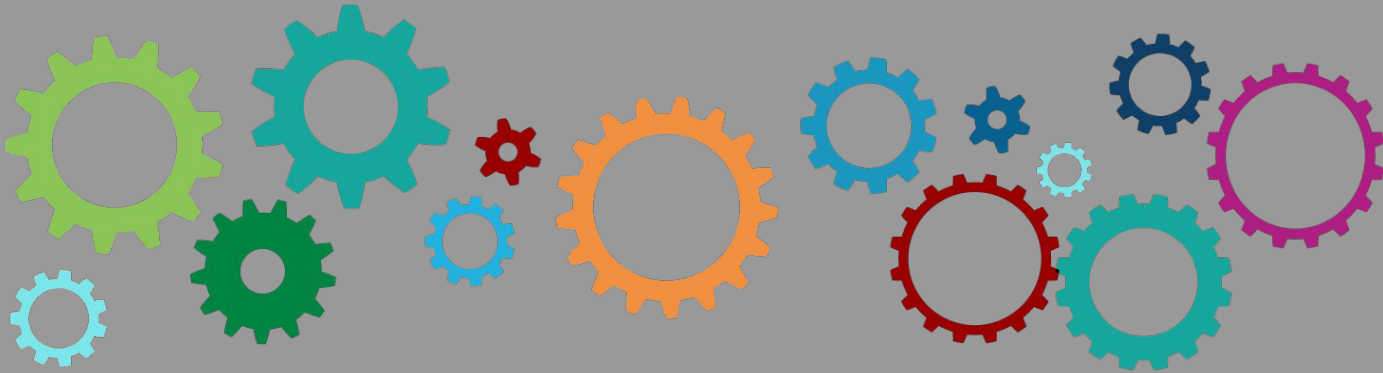
**Intermediate
Outcomes**

Intended Results



Logic Model: Input

Resources assigned to a program including personnel, facilities, equipment, budget, etc.



Logic Model: Input - Survey

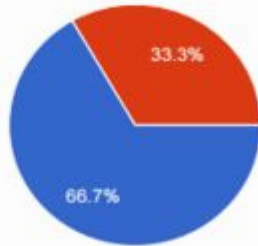
33 responses

[View all responses](#)

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Summary

Please indicate which identifies you most



New Teacher 1-2 years **22** 66.7%

Current Mentor **11** 33.3%

What professional learning opportunities did you find most valuable as part of the new teacher mentor program?

Explain what ideas you might have for improving the current program?

Describe how administration can best support new teachers?

Describe how administration can best support mentors?

Which of these professional learning opportunities would you have liked to participate in if it was offered to you this year as part of your new teacher induction?

Logic Model: Activities/Tasks

Services the program provides to clients.

Activities/Tasks	Initial Outcomes	Intermediate Outcomes	Intended Results
Survey the system	New Teachers and mentors will be asked to fill out a survey prior to the development of the new programing. This data will be used to inform the system of current practice and program design. Identifying gaps in programing will inform which areas need focus. Knowledge Attitude	AP's will use data from the survey to design the new teacher program. Throughout the new teacher program, AP's will continue to survey new teachers and mentors to gauge program effectiveness. Skill	Providing a two year comprehensive induction/mentor program that meets professional learning and state standards for teaching, accelerates our inductees professional knowledge and builds their skill capacity.

Logic Model: Initial Outcomes

Knowledge

Attitude

Skill

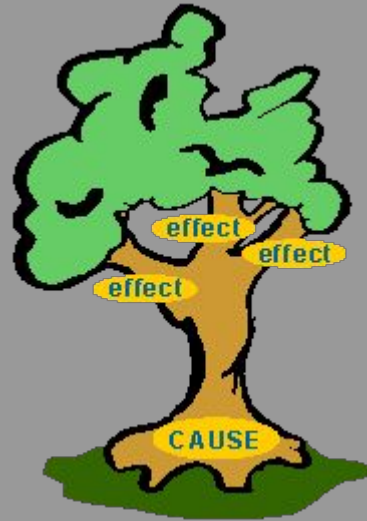
Aspiration

Behavior

Where are we?

Logic Model: Intermediate Outcomes

Changes in clients' knowledge and skill as a result of early activities.



Logic Model: Intended Results

Desired results of the program expressed as increases in student achievement.



Logic Model of Change

Following the process of the model



WHAT HAVE YOU ENJOYED ABOUT THE PROGRAM?

NEW TEACHER

Re-Evaluate

What we are going to do at the end of this year:

Review the inputs

Administer survey

Analyze the data