Beginning Teacher Induction Pilot Program

**Abstract:**

In order to attract, develop and retain quality teachers for the 25 rural schools in our 13 district consortium, the ACME Regional Office of Education provides the infrastructure for a quality induction and mentoring program. This infrastructure includes communication and coordination, professional development, networking and support, resources, technical assistance, monitoring and evaluation. The ACME Regional Office of Education is an approved provider of ***Induction and Mentoring for the 21st Century Educator.***  The professional development component of the program includes five workshops for mentors, five for new teachers, and three for district administrators. Communication and coordination is accomplished through monthly meetings with superintendents, principals, and lead mentors as well as through on-site visits. The ROE program coordinator provides on-site technical assistance and support to the districts and schools as needed to ensure that each district fulfills its leadership role and accomplishes its responsibilities. Evaluation is two tiered: first, a survey of the professional development to establish that information has been communicated effectively, and second, measuring the extent to which mentors perceive themselves as delivering the five dimensions of mentoring and novice teachers report receiving that support. In addition, at each of the 25 schools, participants will frequently share with their principals records of their contacts rating the quality of the interaction.

**Proposal Narrative:**

**a) Structure:** Mrs. Smith, the Assistant Regional Superintendentis thecomprehensive program coordinator: Mrs. Smith brings the appropriate education and experience to this role—she has a Type 75 certificate, mentoring, and administrative experience. She is responsible for all program communication, quality control, curriculum development, monitoring and assurances, and fiscal management. As the Assistant Regional Superintendent, she is perfectly positioned for this work since she already has a strong working relationship and meets frequently with the superintendents and principals of the 13 participating districts and their 25 schools. In addition, Mr. Black, a consultant with five years commitment and experience to growing this program, will facilitate meetings and on-site technical assistance to schools.

The on-site mentor leader in each participating district is an administrator who has already or will attend the Administrator Academy series entitled ***Induction and Mentoring for the 21st Century Educator Phases I, II and III.*** This administrator will demonstrate an understanding of the importance of the new teacher induction program and a commitment to ensure that mentors and new teachers get the necessary release time and support they need. This administrator will deliver and assure the quality of the following essential elements within the district:

1. Provide the new teacher at least one opportunity per semester to participate in professional development aligned with the novice teacher’s plan for improvement that involves observing experienced teachers and discussing with them aspects of their teaching practices.
2. Encourage the new teacher to frequently participate in appropriate workshops, conferences, symposia, seminars or other similar training events aligned with the teacher plan and designed to increase the new teachers’ knowledge and skills.
3. Provide systematic opportunities for contact between the mentor and new teacher to support the new teacher both professionally and socially in the school environment. Initially, and as needed, ensure that the mentor and novice teacher spend quality time together at least weekly sharing evidence of those meetings with the principal/lead mentor. Intervene as necessary, should the quality or frequency of the collaboration appear to need strengthening.
4. Ensure that mentors and new teachers know about all workshops in the series and any additional workshops that would strengthen their practice. Provide substitutes for observations, and workshops as needed.

5. Gather evaluative information on the program including retention of new teachers, performance ratings on new teachers, cost related savings of recruiting new teachers due to increased retention, decrease in the number of teachers teaching outside their respective fields.

6 Ensure that the new teacher and mentor have time and support to ensure that they can meet as needed, share reflective journals, analyze student work together, and participate in other professional development as appropriate. Collect meeting logs, journal entries and other evidence to document time and effort invested in the new teacher’s success.

**b) Mentoring:** Twenty five new teachers and twenty five mentors will participate in the first year of the program. Mentors will be selected who are excellent teachers, work well with adults, are open to listening and are willing to commit to the whole program. Administrators will learn how to recruit and select excellent mentors in the Administrator Academy. Their selection will be in accordance to the selection rubric. Mentors will be assigned to new teachers by similar grade level, content area assignment and certification, proximity, and personality. In several very small rural districts where mentors are unavailable, National Board certified teachers will mentor new teachers.

**c) Formative Assessment:** The most rigorous assessment consists of the required sequence of three observations of the novice teacher within the two year period. This observation process includes the preparation with the new teacher, conducting the observation and the feedback conference. Artifacts of this assessment may include several different data gathering tools as collaboratively selected by the new teacher and mentor. For example, the mentor may use one of the following: scripting, proximity analysis, anecdotal record, verbal flow, free writing, numeric data, focused scripting, videotaping and audio taping, visual /auditory evidence, or portfolio.

In addition mentors will learn the following ways to provide formative assessment to the novice teacher: checklists, surveys, audio or video taping of classroom events, journals; portfolios, peer observation, collegial dialog; student journals, and/or performance data. As a result of analyzing this data, the new teacher and mentor will develop and follow an individual learning plan that addresses the Professional Teaching Standards, Content Area Standards and the School Improvement Plan.

**d) Professional Development:**

1. **The New Teacher Orientation and Workshop Series:**

**Orientation** will take place on site first at the district and then at the school where the new teacher is assigned. In most of the 13 participating districts and 25 schools this will take place on August 16, after the first two days of the new teacher workshop series. The orientation consists of acquainting the new teacher with district and school policies and procedures with special emphasis on the school improvement plan, expectations for planning professional development in order to meet the Illinois Professional Teaching Standards, and the content standards applicable to the new teacher’s area certification. In addition, districts will provide a professional and social introduction to the school environment. New teachers will attend the following five workshops:

**The New Teacher Series:**

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| --- | --- | --- | --- |
| Event Number | Title | Date and Time | CPDU’s |
| 7201 | Everything You Ought to Know about Teaching but Were Never Told! | August 14 & 15, 2006  8:30-3 PM | 12 |
| 7203 | Ten Strategies for Growth | Oct 3, 2006  1-4:00 PM | 3 |
| 7202 | Preparing for Second Semester Opportunities | Jan. 24, 2007  1-4:00 PM | 3 |
| 7210 | Analyzing Student Work | Feb 15, 2007  1:00-3PM | 3 |
| 7211 | Celebrations and Assurances  Open House | April 19, 2007  4:3-6:30 PM | 0 |
| Totals |  |  | 21 |

Ms. White will teach the New Teacher Series. The curriculum for this series of workshops is derived from the graduate course entitled The Comprehensive Educator: Ten Strategies for Growth.

**Descriptions of New Teacher Workshops**

**1. Everything You Ought to Know about Teaching but Were Never Told!**

Learn ten strategies for personal and professional growth. Topics include stress management and life balance skills for educators, best practices and brain-based reflections, building classroom communities, comprehension strategies for content area classrooms, current critical educational issues, problem solving skills, quality assessment and instructional planning, the Illinois Professional Teaching Standards, Content Area Standards, and Illinois Learning Standards.

**2. The New Teacher: Ten Strategies for Growth Revisited**

This workshop will further explore the ten strategies for personal and professional growth introduced in the August workshop with a focus on strengthening skills and removing barriers to growth. The expert presenter will lead new teachers to an ever deepening understanding, leveraging resources and developing networking skills in order to achieve personal and professional growth goals.

**3. Preparing for Second Semester Opportunities**

This workshop is positioned near the beginning of the second semester to support new teachers in delivering effective instruction and increasing student achievement. Participants will explore designing clear learning targets and developing quality assessments. They will practice stress management and communication skills to promote personal effectiveness, and they will design reading comprehension activities specific to their content area.

**4. New Teachers Analyze Student Work**

New teachers will bring samples of student work and join mentors to sort work samples, clarify students’ instructional needs, generate instructional strategies, plan next steps, and then differentiate instruction.

**II.) The Mentor Orientation and Workshop Series:** Mentors will attend the following five workshops:

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| --- | --- | --- | --- |
| Event Number | Title | Date and Time | CPDU’s |
| 7204 | Mentoring 101: Part One & Two | August 14,  8:30-3:00 PM | 6 |
| 7207 | The Coaching Cycle | August 15,  8:30-3:00 PM | 6 |
| 7206 | Formative Assessment | September 19  4:30-7:30 PM | 3 |
| 7208 | Analyzing Student Work | Feb 15, 2007  8:30-3PM | 6 |
| 7211 | Celebrations and Assurances  Open House | April 19, 2007  4:3-6:30 PM | 0 |
| Totals |  |  | 21 |

***Induction and Mentoring for the 21st Century Educator*** trainers facilitate the Mentoring Series.

**Description of Mentoring Workshops**

**1. Mentoring 101: Part One**

Learn about the history, background and research on induction. Explore topics of interest and importance to mentoring; for example, school culture, nature of the protégé, adult learning theory, categories of support and stages of the mentoring process.

**2. Mentoring 101: Part Two**

Explore interactive journaling as a way of becoming a reflective practitioner. Learn about the characteristics and expectations of excellent mentors and how to interact with a new teacher. Gain an appreciation of how mentoring can stimulate professional growth for the veteran educator. Practice different styles of mentoring, and learn how to assess the beginning teacher’s needs. Finally, develop a conceptual framework for effective support.

**3. Formative Assessment:**

The purpose of this session is to build an understanding of peer coaching, and review the three-part coaching cycle which includes the planning conference, the observation, and the reflecting conference. Mentors will become more familiar with the professional teaching standards -- especially those addressing diverse learners, the learning environment, and communication to guide data collection. Mentors will practice data collection and analysis, using observational tools, and giving strategic feedback using the language of support. Finally, the mentor will use the formative assessment process to help the beginning teacher develop a plan for professional growth.

**4. The Coaching Cycle:**

Mentors will review important aspects of the planning conference including effective listening, brain research, clarifying goals, determining evidence, exploring teaching strategies, identifying focus, and choosing documentation and tools. They will practice observation and data gathering. They will learn the reflecting conference four part protocol which includes summarizing, clarifying, analyzing, and reflecting. Finally they will practice interactive journaling, reflective writing, and analysis a videotaped reflecting conference.

**5. Analyzing Student Work:**

In the morning session, mentors will learn how to identify appropriate work samples for assessment, sort them, clarify students’ instructional needs, generate instructional strategies, plan next steps, and then explore differentiated instruction. Protégés will join their mentors for the afternoon session bringing student work samples to analyze jointly with their mentors.

**6. Celebrations and Assurances:**

The purpose of this celebration is to acknowledge work well done. This is the forum for new teachers in the presence of their mentors and administrators to prove that they have met the requirements to move from an initial to a standard certificate. Documentation of this passage will include evidence of observations, meetings, reflections, learning logs, and other indicators of progress.

**The Administrator Workshop—**Administrators attend one phase per Year

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| --- | --- | --- | --- |
| Event Number | Title | Date and Time | Presenter |
| 7209 | Induction and Mentoring for the 21st Century Educator—Phase I | August 14,2006  8:30-3 PM  BHS ROE  Atkinson Grade School | Clayton Naylor |

The ***Induction and Mentoring for the 21st Century Educator Administrative Academy*** trainer is a high school principal, curriculum director and engaging presenter.

**Administrator Workshop: Induction and Mentoring**

**for the 21st Century Educator—**

**Phase I: Awareness**

Design a meaningful induction and mentoring plan so that your district and school can attract and retain exemplary teachers. This is the first part of a three phase program for administrators and teacher leaders interested in creating or strengthening their mentoring and induction program. Phase I examines the role of the mentor and administrator, the nature of the novice teacher, and initial steps in the development of a strong induction & mentoring programs.

**Phase II: Application**

The second phase of this three part series focuses on tactical issues. This is a practical workshop assisting the administrator to plan and implement an exemplary program. This workshop places induction and mentoring in the context of a comprehensive school improvement plan. It provides resources and networking opportunities to assist in ongoing program development and improvement.

**Phase III; Assessment and Evaluation**

The third phase of this three part series focuses on evaluation and monitoring. After examining a large menu of choices, administrator will select excellent formative and summative assessment strategies and tools customized to their school contexts and their student learners.

**e) Evaluation:** Evaluation is two-tiered: first, a survey of the professional development will establish whether the instruction has been communicated effectively, and second, self-reports of the extent to which mentors have delivered the five dimensions of mentoring and novice teachers have received that support. The five roles of the mentor to be assessed are coaching, supporting instruction, assessing, guiding, and community building. The novice teachers, in turn, will report whether or not they received support for teaching, evaluation, their own professional development, accessing resources, and becoming a member of the school community. In addition, at each of the 25 schools, participants will frequently share with their principals records of their collaboration rating the quality of the interaction. These regular records will allow principals to better support and strengthen the program.

Finally, the evaluation will identify what program elements correlate with performance and retention of new teachers. Over the next five years, the continued service record of new teachers in the program will be tracked though the Teacher Service Record so as to compile longitudinal data on the long term effects of the intervention.

5. Budget Summary and Payment Schedule:

6. Assurances:

7. Letters of Support