

Building Quality Programs for Teacher Hiring and Induction



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Berry College in Georgia

- Largest campus in America
- 26,000 acres
- 1,800 undergrads
- 200 graduate students



More deer than students



Your plan for hiring and induction

- Keeps new teachers from feeling “lost in the woods.”





My work with induction

- I'm from Illinois.
- Worked six years at Eastern Illinois University, providing help to teachers and administrators.
- Hiring and induction remain my research area.
- Administrators rarely receive training in how to hire and induct teachers.



List of 5 things that make a good teacher

- 1. Quality education
- 2. Quality teacher preparation
- 3. Quality hiring
- 4. Quality induction
- 5. Quality support and workplace



Retention begins with hiring...

- “Increasingly, reports from research and practice may suggest that a teacher’s hiring experience may influence her satisfaction and retention in teaching.” (Johnson, Berg, & Donaldson, 2005, p. 28)

Why?



Have no surprises

- Create an “information rich” interview where you share as much information as possible with candidates.
- Candidates who leave positions say, “This was not AT ALL what I expected.”



How to Hire the Best New Teachers

- Have a plan.
- Hiring is a year-long process.
- Have someone in charge.
- Recruit from the widest pool possible.
- Use what colleges offer.
- Use a behavior-based approach.



Premise of Behavior-Based Interviewing (BBI)

- Past behavior is the best predictor of future performance
- Much more than that “gut feeling”
- Questions should target past job behavior and allow you to better predict what can be expected from the new hire
- A better way to hire and select qualified teachers



An effective teacher is a professional

- Knows subject matter
- Knows curriculum
- Can plan, organize, and manage classroom
- Can assess and grade students
- Meet individual needs
- Communicate with parents



A behavior-based question

- Tell me about a time when...
 - Describe your experience with...
 - How have you...
 - What has been your approach to...
- Curriculum
 - Planning/Methods
 - Management
 - Parents
 - Student diversity
 - Professionalism



Ask Three to Five Questions in a Phone Interview

- 1. Tell me the best teaching experience you have had.
- 2. Name one accomplishment that characterizes your work.
- 3. Describe a typical lesson you have taught.
- 4. Tell me about a positive management experience you have had.



Write questions about

- Curriculum
- Describe the experiences you have had in implementing a mandated or standards-based curriculum
- Describe a two-week unit of curriculum that you have taught.
- Tell me about an individual lesson plan that went well.



A question of experience

- Will some candidates be able to articulate how to teach without being able to teach in a real classroom? Possibly, but equally important is the premise that a student who can not articulate specifics about planning or methods will probably not be able to write a lesson or organize the instruction.



Don't Ask a Question Whose Answer Can Not be Evaluated

- You should know what kind of answer you are looking for.
- You should be able to rate the answer.
- Rate as
 - Unacceptable
 - Acceptable
 - Target
 - Or on a scale of 1-5, or 1-7

During the hiring process, explain (sell) your induction program



- Hiring and induction combined, help to put the pieces of the first year together for the new hire.



Induction is a big umbrella

- That shelters new teachers from the storm!
- Induction can increase satisfaction with teaching and increase retention
- Induction can increase student achievement



Induction has 3 big parts

- 1. Orientation before school begins
- 2. Ongoing seminars throughout the school year (which may be extended through 2nd year)
- 3. Mentoring

Looking for what to teach?



- Build the topics for orientation around:
- Curriculum
- Planning/Methods
- Management
- Parents
- Student diversity
- Professionalism



What makes the orientation work?

- A director who can arrange times, places, food, and other leaders
- Don't make these sessions too long.
- Interactive
- Use the valuable expertise of teachers already in the district.
- Consider using a panel of 2nd or 3rd year teachers, too.
- Allow time to work in rooms.



During orientation, take time to explain...

- The induction program.
- The mentoring program. Build in mentoring time to orientation.
- The evaluation system.

- Don't try to cover everything. That's why there are ongoing seminars!

Time for ongoing seminars



- Professional development for new teachers takes time.
- In New Zealand, new elementary teachers have one day per week of release time for personalized staff development.



What makes seminars work?

- Time
- Leadership
- Curriculum topics that are needed by the teachers
- Time for sharing
- Time for celebrating
- Again, use the expertise of teachers



Topics to teach...

- Getting started/getting organized
- Grading
- Communicating with parents
- Classroom management
- Differentiation and methods that reach all students
- Special needs, gifted, and ESL
- Time and stress management
- End-of-year success strategies



Example from higher ed

- In new professor seminars, I use 20-minute mentor series
- 20-minute DVD of one topic
- 40 minutes of discussion

Sometimes seminars are

- Very small and personalized
- Characterized by teachers sharing examples
- Presented by a lead teacher or department chair







Final hints on seminars

- Include how to work with mentors
- Should be continued into 2nd year of teacher's career
- Must be evaluated by teachers
- Use teacher input for content
- Confidentiality

Mentoring: Teaching is a gift -
pass it on.



Mentors need training and their
work needs structure.



Mentor training

- Some writers say it is better to not have mentors than to have untrained ones.
- Train mentors in their roles and responsibilities.
- This training should include how to observe and give quality feedback.



Mentor training should include

- What best practice in teaching looks like
- How to provide instructional support to the new teacher
- How adults learn
- Models of how to observe



A curriculum for mentoring?

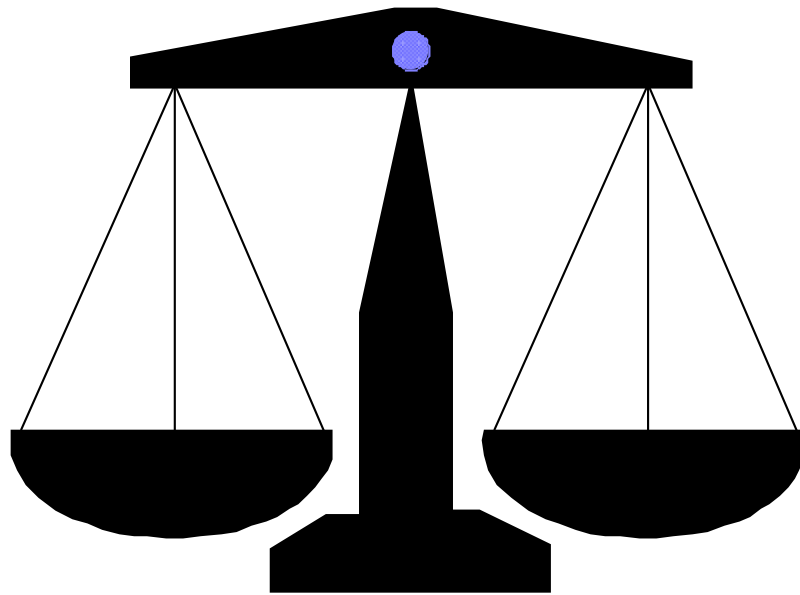
- Month by month topics
- These may correspond to the seminar topics
- Give the mentors a blueprint for the year

Support the mentors



- Provide them with some ongoing support
- Refresher course in mentoring
- Time to discuss their concerns and issues for improvement of program

How do we assess the program's effectiveness?



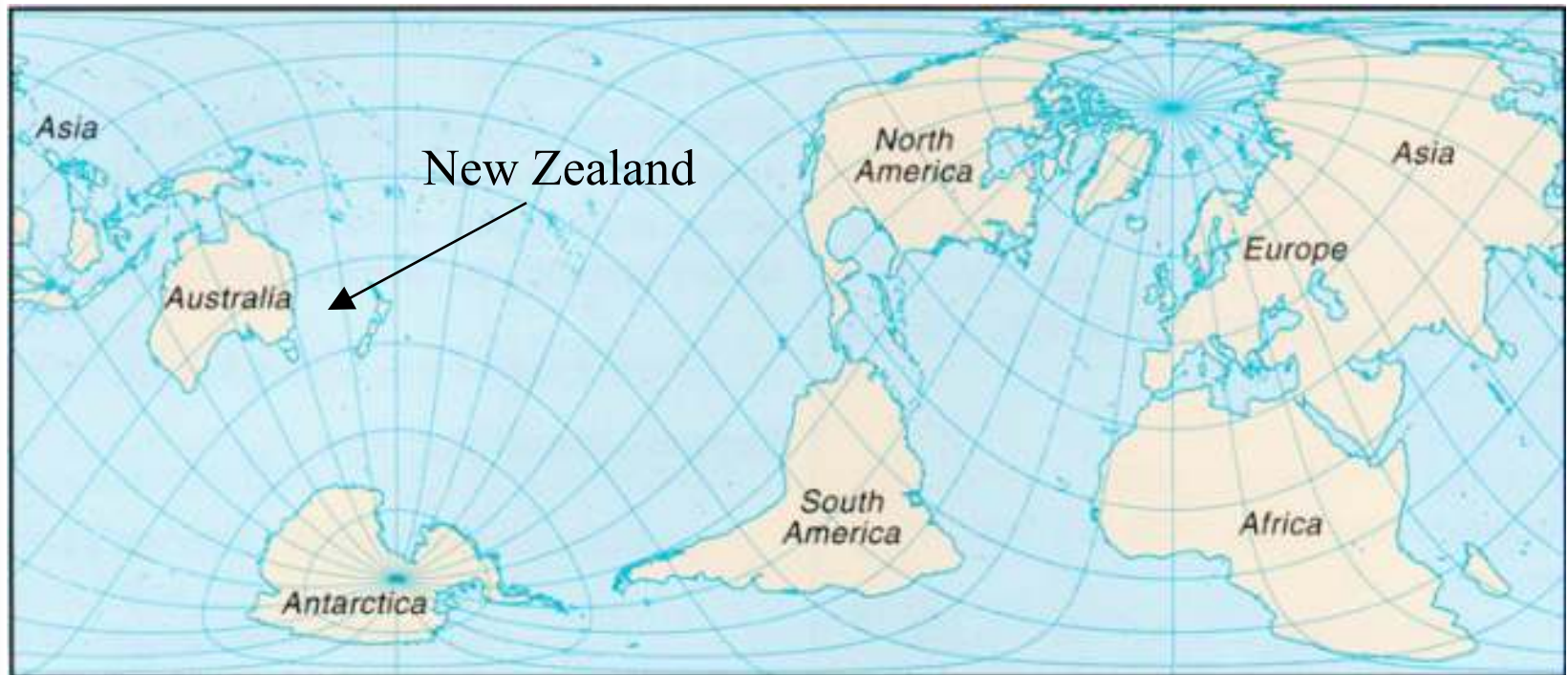
- Survey the beginning teachers about what they gained.
- Survey the mentors about the time and effort needed to mentor.
- Share findings with administrators.

Induction is like planting trees...

- Get the best new trees
- You are going to be careful how you plant and tend
- It takes time before you take a picnic in the shade of the tree



We need to study each other's plans—including New Zealand's example. Then, think outside of the box.





Final hints for successful induction that leads to retention:

- Personnel dedicated to all aspects of hiring and induction.
- - it's their job to organize the programs, evaluate them, report to other administrators and boards of education
- Philosophy - we are going to do this.
- Allocate the resources - time, money

Induction is vitally important



- Students need the best teachers.
- Education is the key to a better world.
- Let's make induction as accepted and as expected as a deer sighting as Berry College.



For Clement's books:

- *Building the Best Faculty, and First Time in the High School Classroom*,
www.rowmaneducation.com, phone:1-800-462-6420
- *How to Interview, Hire, and Retain High-Quality New Teachers*, 2nd ed.,
- Educational Research Service, www.ers.org
or phone 1-800-791-9308
- Go to amazon.com and type in my whole name—Mary C. Clement



Reference

- Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why: A review of the literature on teacher retention*. Boston: Harvard Graduate School of Education/ The Project on the Next Generation of Teachers.