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# *Supporting New Teachers in Illinois Charter Schools*

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INTC Induction & Mentoring Conference

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## Today's (super short!) agenda

- Whip around introductions
    - Name, school (single campus or network), mentoring role, familiarity with program continuum (1-3)
  - Reviewing the purposes of induction
    - In the US, in Illinois, at our school(s)
  - Digging into the continuum
    - Reflecting on where we are now, and where we need to go, given our goals
  - Action planning
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## Purposes of Induction & Mentoring

Develop teacher efficacy and effective teaching practices that lead to student success and teacher retention, as well as a healthy school environment (for children and for adults).

*Reflect: Yes/no/maybe/unsure?*

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## **Next steps: Learning from others, making a plan, moving forward**

- Engage others in reflecting on the continuum; find other core documents within your organization around teacher recruitment, induction, evaluation and leadership and look for alignment & contradictions
  - Collect & analyze data to understand where induction fits, as a priority
  - Link induction “back” to HR and “forward” to professional development
  - Link induction to teacher evaluation, as appropriate
  - Link mentoring to teacher leadership
  - Build a team, across the organization’s roles (including leadership), and do meaningful work together
  - Build colleagues outside of your campus or network, to have economies of scale
  - Have both short- and long-term goals for improvement (across all program standards, but with your clear priorities)
  - *What else?*
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# Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

## **Standard 1: Induction Program Leadership, Administration, and Support**

The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

## **Standard 2: Program Goals and Design**

Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the district/school improvement plan and local concerns/context.

## **Standard 3: Resources**

Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

## **Standard 4: Site Administrator Roles and Responsibilities**

Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

## **Standard 5: Mentor Selection and Assignment**

Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

## **Standard 6: Mentor Professional Development**

Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor's work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

## **Standard 7: Development of Beginning Teacher Practice**

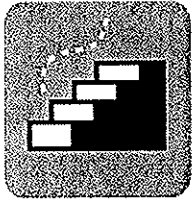
Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

## **Standard 8: Formative Assessment**

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

## **Standard 9: Program Evaluation**

Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.



## NEXT STEPS forward...

A quick win

Important priority action

Longer term

Other to do's not to lose!



**Standard 1: Program Leadership, Administration & Support**

What's working?	What's not working?

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**Standard 2: Program Goals and Design**

What's working?	What's not working?

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**Standard 4: Site Administrator Roles/Responsibilities**

What's working?	What's not working?

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**Standard 5: Mentor Selection and Assignment**

What's working?	What's not working?

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Help Illinois' new teachers become more effective, faster.

## SUPPORT NEW TEACHER MENTORING AND INDUCTION.

**New teachers need more support to become effective.** Research tells us that the most important school-based factor in a student's success is the quality of his or her teacher. We know teachers in their initial years are, on average, less effective than more experienced educators.<sup>1</sup>

### **Intensive new teacher mentoring and induction helps new teachers become more effective, faster.**

"Even the best prepared teachers need intensive, instructionally-focused, on-the-job support," explained Ellen Moir, chief executive officer of the New Teacher Center in recent testimony to the U.S. Senate Committee on Health, Education, Labor and Pensions. Indeed, it is often the most promising novice educators who are the first to leave teaching after facing the challenges of their new profession in isolation.

Mentoring and induction programs can overcome this disadvantage. High-quality induction improves teacher effectiveness and contributes to greater student learning. 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 as a result.<sup>2</sup> Novice teachers in these programs are about as effective as their more experienced peers, despite often being assigned to classrooms with more challenging students.

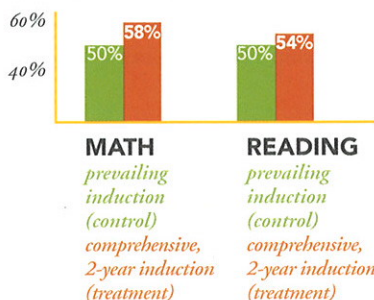
### **Elements of intensive, high-quality new teacher induction.**

As the Illinois Induction Program Standards<sup>3</sup> outline and recent research has confirmed, to improve teacher retention and student outcomes, and provide a cost-savings to

schools, induction programs should have the following elements:

- Multi-year, multi-support design;
- Carefully selected, well-prepared, and systematically supported mentors who focus on instruction and student learning;
- Ongoing formative assessment of the teacher's practice to guide learning experiences and professional goal-setting;
- Sanctioned time for targeted professional development activities, and for mentors and beginning teachers to work together, observe practice, and analyze student learning data;
- Strong alignment with other district goals that support teacher learning (i.e., evaluation, credentialing, tenure procedures, professional learning communities, etc.);

#### **COMPREHENSIVE INDUCTION LEADS TO STUDENT ACHIEVEMENT GAINS<sup>11</sup>**



A federally-funded randomized controlled trial found that beginning teachers who received two years of comprehensive induction support produced greater student learning gains—the equivalent of a student moving from the **50th to the 58th percentile in math achievement** and from the **50th to 54th percentile in reading**—compared to colleagues served by prevailing induction programs.

#### **What is new teacher induction?**

Teacher induction refers to a comprehensive program that is built around on-the-job coaching, aligned to a district's goals and designed to improve the instructional practices of novice teachers, helping them successfully transition seamlessly from a teacher preparation program into the first years in his or her own classroom.

Mentoring is an important component of an induction program. However, assigning a mentor to a new teacher without additional supports does not ensure quality.

- Engaged principals who know how to create conditions that support teacher development;
- Program leadership collaboratively shared among all stakeholders including district administration and union/association leaders.

A 2010 SRI International study of Illinois induction programs confirmed that characteristics like a wide variety of beginning teacher supports and learning opportunities, rigorous mentor selection, initial mentor training and ongoing development, and holding mentors accountable for their work contribute to the success of a mentoring and induction program.<sup>4</sup>

### **Intensive new teacher induction is worth the cost.**

An upfront investment in high-quality induction yields cost savings and improved student outcomes. Intensive induction for new teachers results in a return after five years of \$1.66 for every dollar invested, according to a study by the New Teacher Center. The benefit is due in large part to the acceleration of teacher impact on student achievement and then savings from increased teacher retention.<sup>5</sup>

The consequences of teacher attrition are high for districts. Each teacher who leaves the profession costs between \$17,000 and \$22,000.<sup>6</sup> The schools they leave struggle to sustain improvement,<sup>7</sup> and the students who are left behind face a revolving door of new teachers.

### **New teacher mentoring and induction is key to sustained school improvement.**

Intensive mentoring and induction is not a standalone solution,

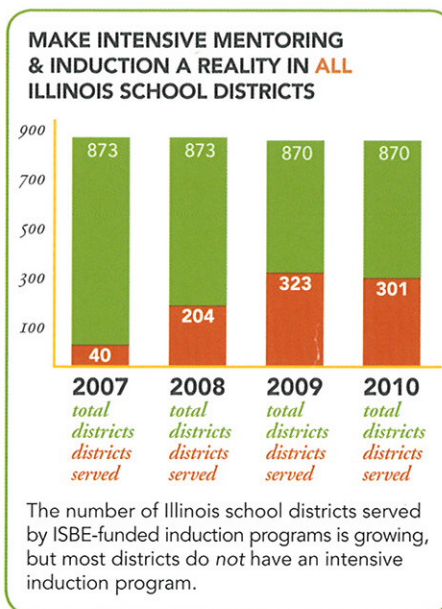


but a critical piece of a comprehensive approach to teacher effectiveness. High-quality induction programs are integrated into larger systems of educator development that build a continuum of seamless support for teachers and administrators, new and experienced.

**The quantity and quality of induction programs in Illinois is increasing.**

Illinois has already made significant progress toward ensuring new teachers don't struggle in isolation or navigate a steep learning curve as a result of a "sink or swim" approach to induction.

State funding has supported the launch of a dynamic teacher mentoring and induction movement in Illinois, which has grown from 10 pilots in 2006 to 61 programs in 2010, serving 301 of the states' 870 districts.<sup>8</sup> State funding has also allowed program leaders to improve the quality of their induction programs through a continuous quality



Research in the 2010 SRI report "strongly suggests that teacher induction, as practiced in the 39 programs [in existence during SRI's data collection] in Illinois, makes important contributions to new teachers' sense of efficacy and their professional growth."<sup>9</sup>

**But most new teachers in Illinois school districts do not have access to a high-quality induction program.<sup>10</sup>**

Every student in Illinois deserves a highly-effective teacher. Investing in intensive induction programs for new teachers directly supports the Illinois State Board of Education goal: "Every student will be supported by highly prepared and effective teachers and school leaders."

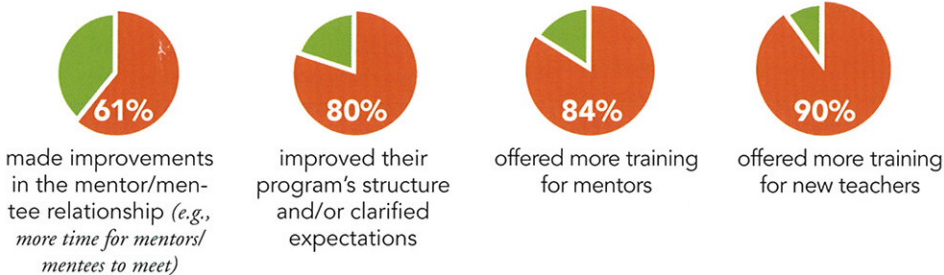
**Make intensive mentoring and induction a reality for ALL new teachers in Illinois.**

Please continue to make high-quality induction a priority for the improvement of teacher effectiveness and student achievement in Illinois.

improvement cycle, with leadership from the Illinois New Teacher Collaborative and other trained facilitators.

**LEARN MORE ABOUT NEW TEACHER INDUCTION IN ILLINOIS.**  
**Illinois New Teacher Collaborative**  
<http://intc.education.illinois.edu/>  
**Illinois State Board of Education**  
<http://www.isbe.net/certification/html/mentoring.htm>  
**Let's talk.**  
 Illinois New Teacher Collaborative  
[intc@illinois.edu](mailto:intc@illinois.edu)  
 217.244.7389

**PROGRAM IMPROVEMENT MADE POSSIBLE BY ISBE-FUNDING<sup>12</sup>**



Invest in expanding the *number* of Illinois school districts served by ISBE-funded new teacher induction programs, and the level of *quality* for these programs.

*This document was produced with support from The Joyce Foundation (www.joycefdn.org). Based in Chicago, the Foundation invests in initiatives to improve public education and works to close the achievement gap by improving the quality of teachers in schools that serve low-income and minority children.*

Reference list available at <http://intc.education.illinois.edu/resource/rod/support-illinois-induction>.

