

# The Induction Continuum:

Building the bridge from preservice to  
inservice professional development

## Presentation Outline

- ▶ What is the need for a Continuum?
- ▶ Opportunities to discuss the issues: IMSC, HEC INTC,
- ▶ Possible to make significant changes?
- ▶ Mentors as teacher educators
- ▶ How to build a continuum

## The Issue:

- ▶ There is a disconnect between preservice preparation in higher education institutions and professional growth of the beginning teacher.

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## Some problems

Relating preservice to induction programs

- ▶ Curriculum materials utilized by programs
- ▶ Learning outcomes expected from both programs
- ▶ Practices related to supervision of clinical experiences including student teaching
- ▶ Evaluation strategies and expectations used by schools for beginning teachers
- ▶ Training of mentors of student teaching and beginning teachers
- ▶ Professional growth expectations and provisions for beginning teachers.

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## Similarities in Program

- ▶ Both programs utilize the Illinois Professional Teaching Standards to guide program development and implementation.
- ▶ Both programs train mentors or supervisors to provide guidance to the novice teacher.
- ▶ Both programs focus on helping novice teachers relate teaching skills to student learning.
- ▶ Both programs teach the novice teacher to assess teaching and learning in the classroom and seek ways to improve that performance.

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## IMSC: Induction and Mentoring Steering Committee

- ▶ Formed to promote dialog among ISU faculty and area school personnel on how to support ISU graduates and other beginning teachers.
- ▶ Decision not to create an ISU-based beginning teacher induction program
- ▶ Developed a list of existing services from graduate courses
- ▶ Developed a website of resources
- ▶ Began a program of 1-on-1 discussions between faculty and a beginning teachers

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## Higher Education Initiative

**Purpose:** Encourage participation by higher education institutions and faculty in the induction of new teachers

**Progress:**

- ▶ This INTC initiative began in 2007 by discussions among individuals interested in induction
- ▶ This time we are appealing to institutions to “buy in” to the initiative
- ▶ A meeting will be held in Bloomington on November 15<sup>th</sup>, and was followed by a conference call in January.

## Issues Identified by HEC

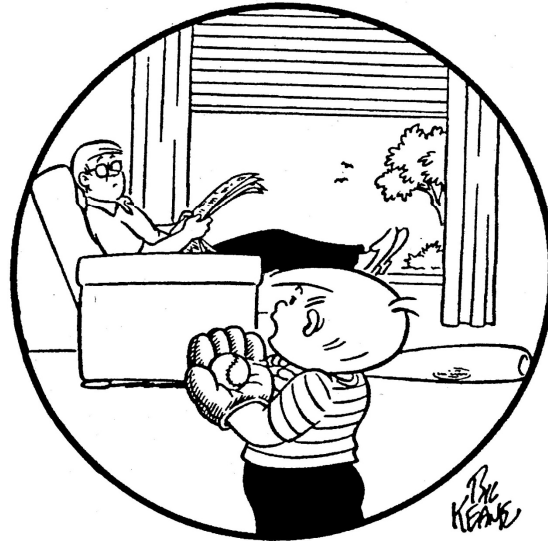
- Focus on I & M outcomes
  - Is retention the right outcome measure?
  - How else should we define effectiveness?
- Clarify potential roles for HE people
- Design a framework for HE-based mentoring programs
- Target educational administration faculty/programs
  - What has been done in I & M
  - Standards and continuum as resources
  - Research on new teacher development and practice
- HE people need a review of what exists now
- Focus on technology supports for teacher candidates that will carry over into induction; introduce INTC and particularly the web site to preservice teacher candidates

“I think there is a world market for about five computers.”

Thomas J. Watson, Chairman of IBM, 1943

“There is no reason for any individual to have a computer in their home.”

Ken Olsen, President of Digital Equipment Corporation, 1977



"Anytime you're ready, Daddy, I'll be sitting outside growing older."

## Mentors of Beginning Teachers

Their role in the continuing education of beginning teachers.

## Are Mentors Teacher Educators?

- ▶ The historic role of a mentor has been described as “buddy”, “guide”, or “helper”: the goal was for the beginning teacher to survive to be a second year teacher.
- ▶ The current thinking on the induction of beginning teachers places the role of mentor as “coach”: the goal is to help the beginning teacher become an effective professional.

## ATE's Standards for Teacher Educators

- ▶ A focus on the teacher educator standards recognizes the important role mentors play in the continuing professional development of teachers.
- ▶ Recognizing that mentors are teacher educators may help develop the cohort relationship among teachers and university teacher educators

## Continuum of Teacher Development

Building a community of teacher educators can be enhanced through common definitions of

- ▶ Criteria used for teacher assessment
- ▶ Terms used to describe teaching strategies
- ▶ Common understanding of professional development initiatives



**TEACHER+PLUS GRANT**  
**(US Department of Education)**



## KEY OBJECTIVES

- ▶ Prepare ISU pre-service teachers to work in high need, *under-serviced*, Chicago Public Schools (CPS)
- ▶ Supply 500 ISU-trained teachers to CPS by 2014
- ▶ Support and retain these teachers during teacher induction phase
- ▶ Track improvement in academic performance of CPS students (tests quality of ISU teacher training)



## Serving beginning teachers in Chicago

- ▶ The mission of the New Teacher Center (NTC) is to improve student learning by supporting the development of an inspired, dedicated, and effective teaching force
  - We achieve this primarily through the induction programs we implement for new teachers
  - Our focus is particularly on meeting the needs of students in urban districts across the US by helping to ensure that new teachers in these districts get better faster and stay longer
- ▶ Up until June 30, 2009, NTC was part of the University of California, Santa Cruz—this is NTC's first year as an independent non-profit
  - After over 20 years of operation and 11 years at UCSC, the organization launched as a standalone entity to improve service to clients and maximize our flexibility in responding to their needs
- ▶ NTC is a 501(c)(3) non-profit organization
  - Our financial goal is to maximize our impact in districts and offer our services as inexpensively as possible, while roughly breaking even each year

## Mentoring and Induction in Chicago Public School's Human Capital Framework



*"CPS is getting more gems in the front door. Now it has to make sure they aren't immediately searching for the exit."*

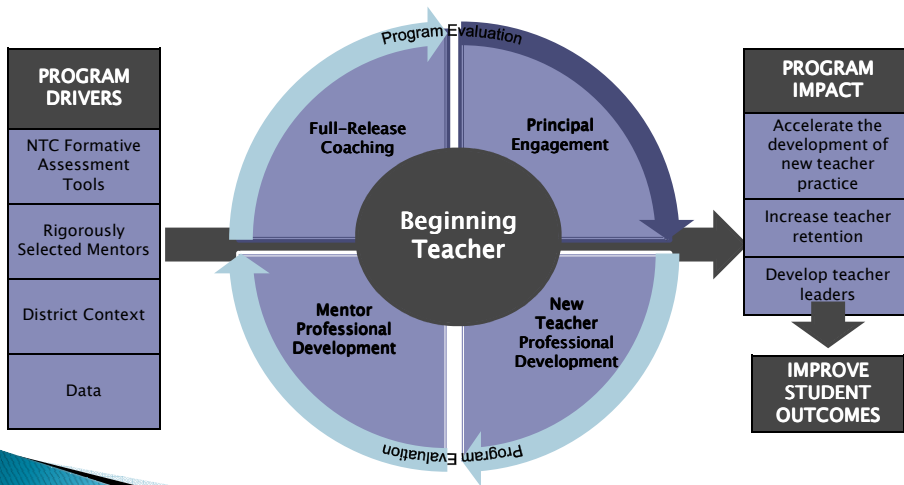
-Chicago Sun-Times, June 30, 2008

*"Chicago Public Schools has improved the quality of its teaching staffs...Moreover, the district will have to work even harder in the future to keep this stronger cadre of new teachers."*

"Leveling Up: Narrowing the Teacher Academic Capital Gap in Illinois" IERC(2008).

\*Adapted from Wurtzel and Curtis (July 2008) "Human Capital Framework for K-12 Urban Education: Organizing for Success"

## CNTC's Theory of Action is centered on the distinct needs of new teachers in CPS



## CNTC's Mentor Professional Development

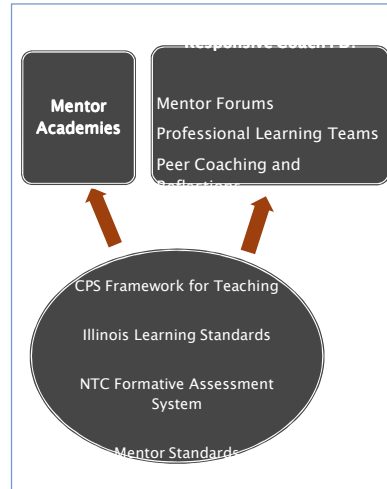
### Mentor Academies:

- Developmental curriculum, revised and updated annually
- Three-day sessions designed to meet the needs of adult learners
- Allows for gradual introduction of Formative Assessment System (FAS) tools to coaches

### Responsive Coach PD:

- Three key components:
  - *Mentor Forums*
  - *Professional Learning Teams*
  - *Peer Coaching and Reflection*
- Adapted to in-the-moment needs of coaches, differentiated for grade levels, content areas, coach experience

Built around monthly themes and extending learning from Mentor Academies



## How to move forward?

The Professional Development School model holds promise:

- ▶ Established with formal contract
- ▶ Focuses on pre-service and inservice
- ▶ Collaboration among university and school-based teacher educators
- ▶ Can be the basis of agreement on issues related to teacher education

# Discussion

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