

Rural School Induction: Lessons Learned from Beginning Teachers and Administrators

- Introductions/Response Cards
- Results from a Statewide Rural School Study
- Time for Audience Sharing



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Introductions

What stakeholder group do you represent?

- A. New Teacher
- B. Mentor
- C. Administrator (including Induction Coordinators)
- D. Support Provider (e.g., ROE, Union, Higher Education)

Blue = A

Red = B

Green = C

Yellow = D

Introductions

How many INTC conferences have you attended?

- A. This is my first INTC conference!
- B. I've attended this conference twice!
- C. Been to three INTC conferences here in Springfield!
- D. Attended 4+ INTC conferences! Call me a conference veteran!!

Blue = A

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Green = C

Yellow = D

Introductions

From what part of the state do you hail?

- A. Southern Illinois (south of I-70)
- B. Central Illinois (between I-70 and I-80)
- C. Northern Illinois (north of I-80)
- D. Combination of the above

Blue = A

Red = B

Green = C

Yellow = D

Goal of Today's Session

This interactive session about rural schools will focus on...

1. Induction program supports received in rural settings.
2. Most and least valued rural induction supports.
3. Suggestions for creating a more effective rural induction program.
4. Challenges and successful experiences in creating and carrying out rural induction programs as shared by session participants.



Did you know...

- High-poverty, high-minority, urban, and **rural schools** have been found to have the highest rates of turnover (Ingersoll & Merrill, 2010).
- Gold (1996) referred to induction as a comprehensive *program of support*, both instructional and psychological; principle called the “**totality of experience**.”
- Teacher retention is significantly higher when **multiple support networks** are provided (Ingersoll, 2006), thus supporting Gold's principle.
- In 2007, Monk reported that rural schools often find themselves disadvantaged in their ability to offer a meaningful induction program for their new teachers.
- Studies about rural school induction programs are both limited and dated (Barnhardt, 1999; Heinicke, Herrie, & Gronewold, 1998; Hersh, Stroot, & Snyder, 1993; Lemke, 1994).

Information Shared Today!

- The information shared today is based on data collected from beginning teachers and administrators from the six largest ROEs in the state with the largest number of schools defined as “rural” by the Illinois Interactive Report Card.
- Only “community unit school districts” were selected (n=86).

Population: Six ROEs

- ROE #1: Adams, Pike
- ROE #3: Bond, Fayette, Effingham
- ROE #11: Clark, Coles, Cumberland, Douglas, Edgar, Moultrie, Shelby
- ROE #20: Edwards, Pope, Gallatin, Wayne, Wabash, White, Saline, Hardin
- ROE #43: Marshall, Putnam, Woodford
- ROE #44: McHenry



Thank you to the regional superintendents, administrators, beginning teachers, and anyone here today that participated in this project!!

Data Collected from Beginning Teachers and Administrators

- Data were collected using online surveys and interviews.
- Beginning teachers (n=450) and building administrators (n=202) were invited to complete the online surveys.
- The response rate for each group of participants was 66% for the beginning teachers (n=297) and 65% (n=131) for administrators.
- Follow-up interviews were conducted with a random sample of BTs and Administrators to explore in more detail the availability and impact of support provided. The average interview lasted 35 minutes.

The next slides describe those who participated in this study. As you view them, think about the beginning teachers and administrators in your rural setting.

About the Beginning Teachers

- 46.5% were in their first year of teaching and 53.5% in their second.
- The majority of the participants were female (72%) with 95% identified themselves as White.

About the Administrators

- Of the 131 administrators surveyed, 72% had served as their school's administrator for 1-5 years.
- The majority were male (60%), and when asked about ethnicity, 96% identified themselves as White.



What induction supports do rural school beginning teachers receive the most?

- The BTs reported receiving 4 of 16 support strategies the *most*:
 - (1) Regular communication with the administrator (76.9%);
 - (2) Special orientation for BTs before year begins (75.5%);
 - (3) General professional devo, not just for BTs (73.4%);
 - (4) Working with an assigned mentor (62.2%).
- The BTs identified the remaining 12 support strategies as being received less than 40% of the time



What induction supports do rural school administrators make available to beginning teachers?

- Administrators reported 6 of 16 strategies being available the *most*:
 - (1) Regular communication with the administrator (89.7%);
 - (2) Special orientation for BTs before year begins (83.3%);
 - (3) General professional dev, not just for BTs (81.0%);
 - (4) Working with an assigned mentor (77.0%).
 - (5) Constructive feedback based on non-evaluative classroom observations (73.0%)
 - (6) Opportunity to observe other teachers (65.9%)
- They identified the remaining 10 support strategies as being received less than 48% of the time.

Discussion: Point #1

- Both the BTs and administrators reported all 16 induction supports being used in rural settings.
- These findings support Gold's (1996) argument that induction should include a *comprehensive program of support*, both instructional and psychological, as well as the importance of *multiple support networks* as described by Ingersoll (2006).
- The data demonstrated that a wide variety supports were provided in these rural schools thus debunking the argument made by Monk (2007) that rural schools often find themselves disadvantaged in their ability to offer a meaningful induction program for BTs.

3 Induction Packages (aka "Bundling")

"Basic"

- Two supports

"Basic Plus"

- Four supports

"Expanded"

- Seven supports



THE MORE SUPPORTS NEW TEACHERS
RECEIVE, THE HIGHER THE RETENTION RATE!

Discussion: Point #2

- The **most common supports** provided in rural settings were “regular communication with the administrator,” “a special orientation at the beginning of the school year,” “general professional development, not just for BTs,” and “working with an assigned mentor.”
- All of these supports appear to be readily applicable in rural settings probably due to practicality and limited finances needed to offer them.
- However, the dichotomous differences in what BTs and administrators reported warrants attention:
“Constructive feedback based on non-evaluative classroom observations” (BTs: 39.9%; A: 73%);
“Opportunity to observe other teachers” (BTs: 36%; A: 65.9%).
- Either these supports are being provided but BTs are not aware of them, or administrators think they are being offered frequently when in reality they are not. What do you believe is true?



Were there any differences in support strategies received by beginning teacher experience (1st/2nd year) or grade level (PreK-6/secondary)?

- No significant differences were found between **1st and 2nd Year BTs** on each of the 16 support strategies. That is, the proportion of 1st year BTs who received each of the support strategies was not significantly different from the proportion of 2nd Year BTs who received them.
- However, a significant difference was found between level of teaching (**PreK-6 vs. Secondary**) on three support strategies:
 - (1) Common planning time with colleagues
 - (2) Having an assigned teacher’s aide
 - (3) Assigned to teach classes with smaller numbers of students

Discussion: Point #3

- Since the data revealed significant differences for some of the support strategies when examining level of teaching (PreK-6 vs. Secondary), to what extent can rural induction programs differentiate the supports they provide?



What do rural school beginning teachers and administrators value as support strategies?

- Both BTs and administrators were asked to place a value on the induction support strategies delivered. Perceptual differences were found.
- For the BTs, “common planning time with colleagues” was found to be highly valued, however, it was not highly ranked by the administrators.
- The administrators placed a higher value on “working with an assigned mentor,” “observing other teachers,” and “taking part in informal meetings of groups of BTs for peer support.”



What do rural school beginning teachers and administrators value as support strategies?

- The qualitative data gathered from the open-ended questions on the survey and the interviews revealed two major themes about the most *valued* induction program support.
- Over 239 comments indicated that **relationships are key** to helping new teachers find a way to be successful. They described a mentor, fellow teacher, friend, administrator, family member, professor, or staff member as the person they relied on for the bulk of their support. In short, professional or personal “lifelines” in the form of relationships were beneficial to BTs.
- A second qualitative theme emerged from the data: “**getting involved is critical.**” Resoundingly BTs and administrators said, no matter what actually exists in the form of supports, BTs must “get involved.” More specifically, BTs need to advocate for their own needs, and nurture their ability to become part of, or work toward the creation of, a community of learners.

Discussion: Point #4

To what extent can the differences in *value* be remediated between BTs and administrators? Given the constraints of the work day, including limited personnel in a rural setting, is it possible for BTs to have more common planning time with colleagues? How might administrators make working with a mentor, observing other teachers, and encouraging more informal meetings of BT groups for peer support more explicit with BTs and a priority?



Are there differences between beginning teacher year of experience (1st /2nd year), gender (male/female), or grade level (PreK-6/secondary) and the value of induction support strategies?

- 1st/2nd Year BTs: No differences!
- Male/Female: **Differences!!**
- PreK-6/Secondary: **Differences!!!**

**** From these findings, what are the implications for those who plan, deliver, and receive induction programming?**



What kind of mentoring support do rural beginning teachers receive?

- Is a mentor assigned?
BTs: (Yes: 59.3%)
Administrators: (Yes: 78.1%)
- BTs and mentors typically met “weekly” (40%) or “Monthly” (38%) and spent on average 30 or less minutes together.
- BTs attributed “some” of their success as a beginning teacher (mean ranking: 2.76/5.00) to the support they received from their mentor.

Discussion: Point #5

- Administrators (80%) reported that they assigned a mentor to each BT, whereas only 60% of the BTs reported being provided a mentor. This difference might be attributed to the “formality” of the mentoring component. That is, some mentoring programs are more formal where both the mentor and mentee are identified by the administration and required to meet. Other mentoring programs are seen as a “buddy” system with no specific requirements given for interaction.
- If BTs are assigned a mentor, then they should seek him/her out, especially if that individual does not take the initiative. If a BT is not assigned a mentor, then he/she should identify one on their own!

WORKPLACE CHARACTERISTICS				
	Veterans (1922-1945)	Baby Boomers (1946-1964)	Generation X (1965-1980)	Generation Y (1981-2000)
Work Ethic and Values	Hard work Respect authority Sacrifice Duty before fun Adhere to rules	Workaholics Work efficiently Crusading causes Personal fulfillment Desire quality Question authority	Eliminate the task Self-reliance Want structure and direction Skeptical	What's next Multitasking Tenacity Entrepreneurial Tolerant Goal oriented
Work is ...	An obligation	An exciting adventure	A difficult challenge A contract	A means to an end Fulfillment
Leadership Style	Directive Command-and-control	Consensual Collegial	Everyone is the same Challenge others Ask why	*TBD
Interactive Style	Individual	Team player Loves to have meetings	Entrepreneur	Participative
Communications	Formal Memo	In person	Direct Immediate	E-mail Voice mail
Feedback and Rewards	No news is good news Satisfaction in a job well done	Don't appreciate it Money Title recognition	Sorry to interrupt, but how am I doing? Freedom is the best reward	Whenever I want it, at the push of a button Meaningful work
Messages That Motivate	Your experience is respected	You are valued You are needed	Do it your way Forget the rules	You will work with other bright, creative people
Work and Family Life	Ne'er the twain shall meet	No balance Work to live	Balance	Balance

*As this group has not spent much time in the workforce, this characteristic has yet to be determined.



Time of Sharing!

What challenges are you facing in your rural setting?

What successful experiences have you found in creating and carrying out your induction programs?

Thank you!

...for coming to today's session!

...to ROE #1, 3, 11, 20, 43, 44 for their support in making this project and presentation possible!!

To receive this PowerPoint slide presentation, feel free to leave your email address!

