

What Do Student Teachers Know about Induction?



Successful Transition into the First Year of Teaching

Annual INTC State Conference
Springfield, IL
2011

Goal of Today's Session

This interactive session will focus on what **student teachers** know about **induction** and how to infuse **pre-induction curricula** to help student teachers successfully transition into their first years of teaching.



Today's presentation is based on...

- Survey of student teachers (n=717) from three state universities in Illinois (ISU, NIU, and SIUE) collected in spring 2010.
- Data were collected from student teachers in early childhood, elementary education, special education, secondary education, and K-12 certificate areas.
- Survey was distributed during the middle of the semester and contained both open- and closed-ended items (51 total questions).
- For this survey, the Cronbach alpha coefficient was .81 (i.e., very good internal consistency reliability for the instrument with the sample).



What is Difference between Pre-Induction and Induction?

PRE-INDUCTION: the enculturation process prior to the initial years of teaching (i.e., preservice teachers)

INDUCTION: the enculturation process during the initial years of inservice teaching (typically 1-3)

The Pre-Induction and Induction Umbrella

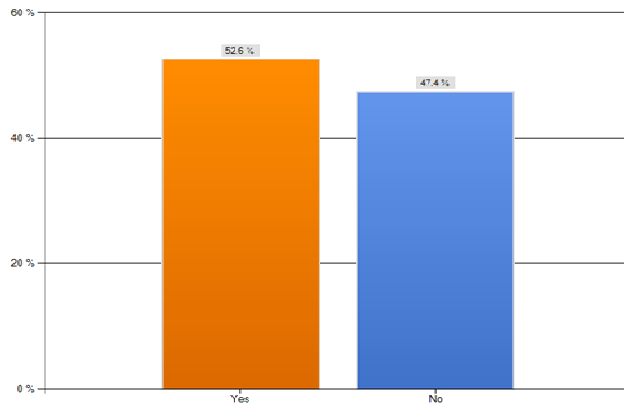


P-20 Teacher Education Continuum



What Student Teachers Know about Induction Programs

Do you know if the school/district where you are student teaching has an induction/mentoring program for beginning teachers?



Quality of Support for Beginning Teachers from Administrators, Mentors, and Other Teachers

STs were asked “to what extent each statement would help them in becoming a successful beginning teacher.”

Descriptors on the Likert scale ranged from “Very Important” to “Generally Important” to “Less Important.”

Quality of Support for Beginning Teachers from Administrators, Mentors, and Other Teachers

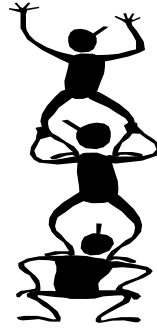
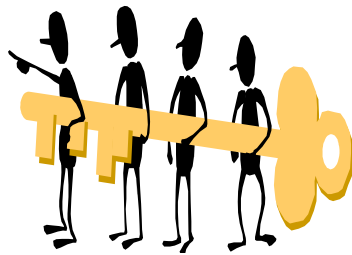
The top supports identified by the STs:

1. Having an **administrative team*** accessible when I need to discuss professional matters
2. Having an **administrative team** actively supporting my teaching
3. Having an **assigned mentor** accessible when I need to discuss professional
4. Having an **assigned mentor** provide feedback about my classroom practice
5. Having an **administrative team** provide useful feedback about my classroom practice

* “Administrative Team” was defined as principals, assistant principal, lead teachers, and anyone else in a leadership position.

Quality of Support for Beginning Teachers from Administrators, Mentors, and Other Teachers

STs see the “administrative team” as their initial life-line of support before “assigned mentors.”



It is also interesting to note that the STs saw “other teachers” as being a lower support.

“Response Card” Activity

Some upcoming slides require your participation.

Yes = Blue

No = Red

Quality of Support for Beginning Teachers from Administrators, Mentors, and Other Teachers

Do males and females differ in the quality of support that are seeking from administrators, mentors, and other teachers? (Mann-Whitney U Test)



Males more than females place a higher value on the “administrative team” and “mentors” in helping them become a more successful beginning teacher. However, there was no significant difference between males and females with regard to “other teachers.”

Quality of Support for Beginning Teachers from Administrators, Mentors, and Other Teachers

Is there a difference in support from administrators, mentors, and other teachers across education major (i.e., early childhood, elementary, special education, secondary education, and those with K-12 certificates)? (Kruskal-Wallis Test)



Secondary education majors placed a higher value on the “administrative team” and “mentors” in helping them become a more successful beginning teacher.

Induction Program Supports
Offered to Beginning Teachers by Schools/District


- In this section of the survey, the STs were told that schools/districts purposely use various supports in their induction programs to help beginning teachers succeed.
- They were asked to rate how valuable each support would be in their success as a beginning teacher.

Induction Program Supports
Offered to Beginning Teachers by Schools/District

The “4” most valued supports identified by the STs:

1. Having a special orientation for beginning teachers before the school year begins
2. Having general school/district professional development opportunities for all teachers, not just for BTs
3. Working with an assigned mentor
4. Receiving constructive feedback on meeting the needs of culturally diverse students

Induction Program Supports
Offered to Beginning Teachers by Schools/District



- Special orientation, general professional development, and having an assigned mentor align with what BTs also find most helpful.

← However, the emphasis on meeting the needs of **culturally diverse** students is an area that has not been identified by BTs in the past.


“Response Card” Activity

Some upcoming slides require your participation.

Yes = Blue
No = Red

**Induction Program Supports
Offered to Beginning Teachers by Schools/District**


Do males and females differ in their perceptions of induction program supports offered by school districts? (Mann-Whitney U Test)



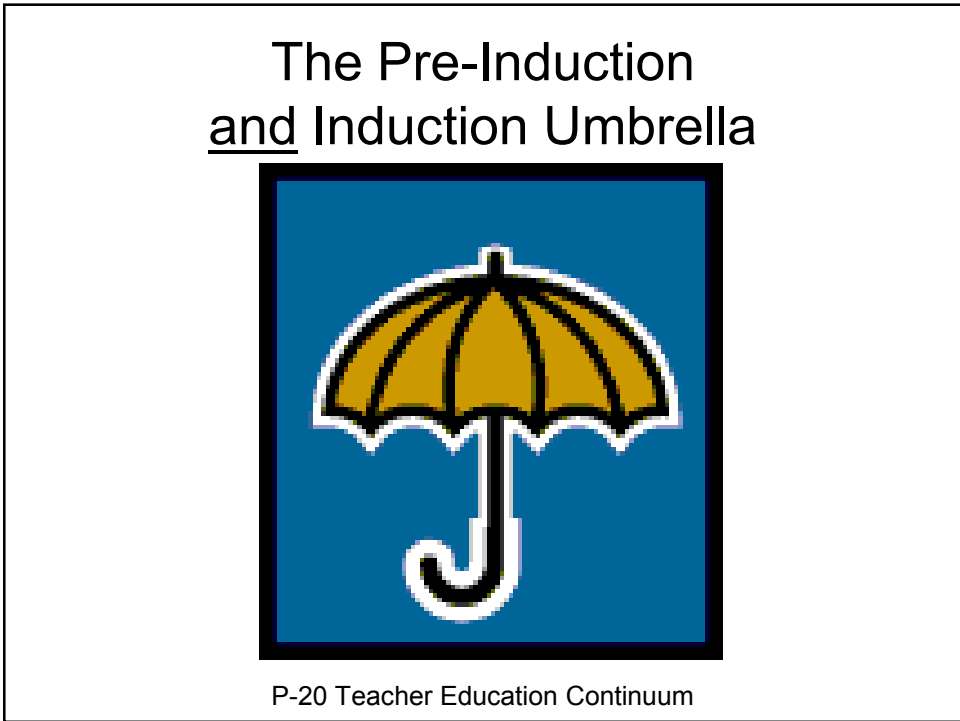
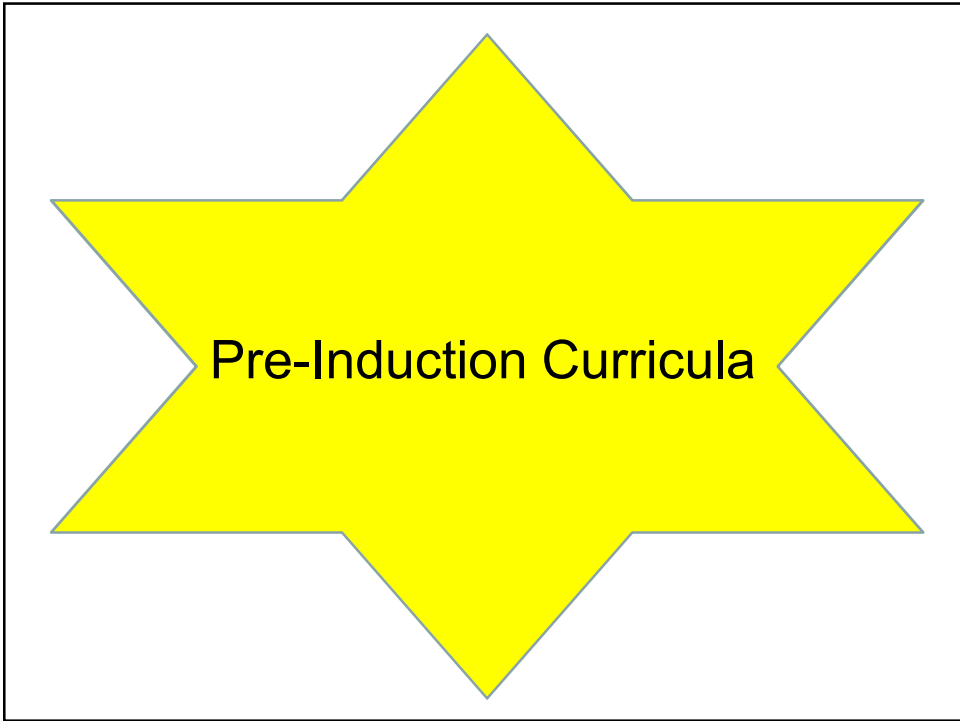
Males more than females place a higher value on 3 of the top 4 supports. The “special orientation” at the beginning of the year was the only support where females placed a higher value.

**Induction Program Supports
Offered to Beginning Teachers by Schools/District**

Is there a difference in induction program supports offered by schools/districts across education major (i.e., early childhood, elementary, special education, secondary education, and those with K-12 certificates)? (Kruskal-Wallis Test)



Secondary education majors placed a higher value on 3 of the top 4 supports. The “special orientation” at the beginning of the year was the only support where “early childhood” major placed a higher value on that that particular support strategy.



Multiple Choice

What percentage of teachers leave the profession within the first five years?

- A. 10-20%
- B. 21-30%
- C. 31-40%
- D. 41-50%

Blue = A

Red = B

Green = C

Yellow = D

Multiple Choice

Which induction support was reported as being offered the most here in Illinois?

- A. General professional development, not just for beginning teachers
- B. Working with an assigned mentor
- C. Constructive feedback based on non-evaluative classroom observations
- D. Regular communication with the building administrator

Blue = A

Red = B

Green = C

Yellow = D

15 Types of Induction Support

- A special orientation for new teachers before the school year began
- Regular communication with building administrator
- Common planning time with colleagues
- Seminars/workshops specifically designed for new teachers
- Working with an assigned mentor
- Reduced number of preps
- Reduced nonteaching duties (e.g., lunchroom, bus)
- A coach or support provider beyond a mentor
- General professional development, not just for new teachers
- Receiving special publications (handbooks, guides, other materials) to assist new teachers
- Taking part in informal meetings of groups of new teachers for peer support
- Opportunity to observe other teachers
- Constructive feedback based on non-evaluative classroom observations
- Support focused on meeting the needs of culturally diverse students
- Assigned to teach classes with smaller numbers of students

3 Induction Packages

“Basic”

- Two supports

“Basic Plus”

- Four supports

“Expanded”

- Seven supports



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

Relationships are Key!

- Relationships are the key to helping new teachers find a way to survive the profession.
- 95% of the new teachers 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 as a new teacher.
- In short...whether personal or professional, lifelines to relationships benefit new teachers.

Relationships are Key!

During student teaching,
who have you reached out
to for support and why?

True/False

One route by which a new teacher can move from an initial to a standard certificate is to complete an “Approved Induction and Mentoring Program.”

True = Blue

False = Red

ISBE State Approved Program

For an induction program to be approved by the ISBE, the following three components need to be in place:

- (1) observation of the new teachers' classroom practice by an experienced teacher;
- (2) review and analysis of written documentation prepared by the new teacher; and
- (3) reflection by the new teacher.

Successfully Navigate Your First Year as a New Teacher: Top Ten Tips

10. Don't be a statistic – Commit to being successful!
9. When interviewing, ask about the school/district induction program.
8. Try and participate in an induction program.
7. After you've been hired, identify all of the supports available to you through the school, district, **and** ROE! Then, take advantage of those supports!
6. If assigned a mentor, seek him/her out, especially if that individual doesn't take the initiative. If you don't have an assigned mentor, then find one on your own!
5. Let your administrator know your "support" needs – advocate!!
4. Remember "other teachers" make for good support!!
3. Bundle as many supports as possible – the more the better.
2. Get Involved! Become part of or take the initiative to create a community of learners.
1. Relationships are key! – Use your personal and professional lifelines!

Discussion

Based on the survey data, the student teachers' comments suggest the following regarding how and when the notion of induction and mentoring programming would be beneficial for them throughout the scope and sequence of their teacher preparation program prior to their student teaching experience.

Two ideas emerged that are offered for discussion:

- (1) P-20 Teacher Education Continuum and
- (2) Relationship to the Induction for Beginning Teachers

Discussion

Idea One:

Incorporate the Curricular Component, Induction of the Beginning Teacher, as part of an Institution's P-20 Teacher Education Continuum Conceptual Framework and Teacher Education Program

(Representative Comments Below from Survey)

1. "I'm not really sure I understand the program at all...I have never been really exposed to it, so I can't really comment other than I think it should be optional and not a forced thing."
2. "I would like to know what encompasses an induction program."
3. "Does the administration take the initiative to have a list of things and obtain the needed training that needs to be done prior to the 1st year Teacher being in the classroom?"
4. "What can be done to make the transition easier for first year teachers? Who can they talk to and who is the most available to talk to?"
5. "What are the normal activities that are involved in beginning teacher induction?"
6. "What are the objectives to these induction programs?"
7. "Could you please explain to me how you support first year teachers."
8. "How likely is it that I would be "thrown to the lions" as a new teacher?"

Discussion

Idea Two:

Infuse the Curricular Component, Mentoring of the Beginning Teacher, throughout an Institution's Teacher Education Program Prior to the Student Teaching Experience, that is, in the Professional Education Courses and Corresponding Pre-Student Teacher 's Clinical/Field Experiences;

(Representative Comments Below from Survey)

1. "How are mentors assigned to teachers?"
2. "I think that it is important for a new teacher to have an experienced teacher to help and give him/her advice whenever he/she needs it. A mentor should be someone that the new teacher always feels comfortable to go to and ask for advice."
3. "Is the success rate higher for new teachers with a supportive administration and mentor?"
4. "I believe it is important to have a mentor as a beginning teacher so that you can become well-acquainted with the school and faculty. Personally, I look for guidance when I am new at something and hope that my mentor would be someone welcoming, encouraging, and reflective."
5. "What is the relationship like between a beginning teacher and principal than a seasoned teacher and principal?"

**Teacher Education Continuum Research Framework:
The Pre-Induction, Emergent Induction and Induction Model (PEI)**

Pre-Student Teaching Preparation Curriculum	Student Teaching Preparation Curriculum	Beginning Teaching Years Ongoing Preparation and Professional Development
<p><u>Pre-Induction</u> process consists of: Foundation of Education Courses Curriculum and Instruction Method Courses Content Specialty-based Special Method Courses</p>	<p><u>Emergent Induction</u> process consists of: School-based special methods and curriculum (sometimes know as Professional Development School)</p>	<p><u>Induction</u> process consists of: School-based needs related to directives from ISBE concerning teaching, content learning, core language arts technology, and other related standards.</p> <p>Induction and Mentoring Programs: Professional Development</p>
<p>Clinical Experiences Conceptual Framework for Teacher Education, Curriculum, Instruction, Teaching and Learning – LINKED TO -Continuum of Developmental Induction</p>	<p>Field Experiences Laboratory Setting, that is, On-site Student Teaching Experience linked to Teacher Education, Curriculum, Teaching and Learning: the Continuum of Developmental Induction</p>	<p>Standards</p> <ul style="list-style-type: none"> • 11 IPTS (APT) • Content • Core LA/Teach (APT) • others

*created by Jerich, Wilkins and Bolander, May, 2009

Thank you!

...for coming to today's session!

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