

NEW TEACHER INDUCTION & MENTORING PROGRAM

Lansing Elementary School

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Information about LES





The Difference Between Mentoring & Induction

Mentoring:

- ▣ Focuses on survival and support
- ▣ Relies on a single mentor or shares a mentor with other teachers
- ▣ Treats mentoring as an isolated phase
- ▣ Limited resources spent
- ▣ Reacts to whatever arises

The Difference Between Mentoring & Induction

Comprehensive Induction

- ▣ Promotes professional and career learning
- ▣ Provides multiple support people and administrators
- ▣ Induction is a life long professional development design
- ▣ An extensive, comprehensive, and sustained induction program
- ▣ Acculturates a vision and aligns content to academic standards



What is Teacher Induction?

Induction is a process, a comprehensive, coherent, and sustained professional development process that is organized by a school (district) to train, support, and retain new teachers.

An induction program helps keep new teachers teaching and improving toward increasing their effectiveness.

(Harry K. Wong, 2004)



Why Have Both an Induction & Mentoring Program?

- ▣ The mentoring component is essential to many induction programs (Serpell and Bozeman, 1999).
- ▣ New teachers' needs are so varied and immediate that the appropriate combination of expertise, experience, and cultural background is unlikely to reside in one mentor who is available when needed (Schlager, Fusco, Koch, Crawford, and Phillips, 2003).



Why Do We Need Induction?

- ▣ The ultimate purpose of any school is the success and achievement of its students.
- ▣ Research confirms that teacher and teaching quality are the most powerful predictors of student success. (Darling-Hammond & Youngs, 2002).
- ▣ Children who had the most effective teachers 3 years in a row posted academic achievement gains that were 54% higher than the gains of children who had the least effective teachers 3 years in a row. (Sanders, 1996)



Why Do We Need Induction?

- ▣ Higher student achievement can be assured by better teaching/instruction.
- ▣ What keeps a good teacher are structured, sustained, intensive professional development programs that allow new teachers to be observed by others, and to be part of networks where all teachers share, grow, and learn to respect each other's work.

What the Research Says

Comprehensive induction proves most effective at keeping good teachers in the classroom. Studies demonstrate that **new teacher turnover rates can be cut in half through comprehensive induction**: a combination of high-quality mentoring, professional development and support, scheduled interaction with other teachers in the school and in the larger community, and formal assessments for new teachers during at least their first two years of teaching.

- T. Smith and R. Ingersoll.
(2004)

Components of a Successful Induction Program

- ▣ Comprehensive
- ▣ Professional Learning
- ▣ Collaboration

Comprehensive

- ▣ Highly structured, comprehensive, rigorous, and closely monitored
- ▣ Well-defined roles of leadership personnel: staff developers, administrators, teachers, mentors

Professional Learning

- ▣ Focus on professional learning and delivering growth and professionalism to their teachers
- ▣ Organized, sustained professional development system using a variety of methods
- ▣ Induction programs should be one phase or part of a total lifelong professional learning process, with many components in the induction and greater professional learning process.



Collaboration

- ▣ Create learning communities where every one, new teachers as well as veteran teachers, gain knowledge.
- ▣ Demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well.
- ▣ Have networks that create learning communities.
- ▣ Treat every colleague as a potential valuable contributor.
- ▣ Turn ownership of learning over to the learners in study groups.



Elements of Successful Induction Program

- ❑ Initial 4 or 5 days of induction before school starts
- ❑ Offer a continuum of professional development through systematic training over a period of 2 or 3 years
- ❑ Provide study groups in which new teachers can network
- ❑ Incorporate a strong sense of administrative support
- ❑ Integrate a mentoring component into the induction process
- ❑ Present a structure for modeling effective teaching

Impact of Induction Program

- ▣ Creates a learning community
- ▣ Integrates into existing learning communities
- ▣ Every colleague is a valuable contributor
- ▣ Ownership of learning
- ▣ Demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well

Administrator's Role in Induction

- ▣ “Recruiting, hiring and supporting teachers as they learn how to teach well are at the heart of a principal’s job. *Nothing is more important.*”

Lynn Stuart, Principal, Cambridgeport School, Cambridge, MA

Lansing Elementary School's Hiring Process

- ▣ Establish relationships with Universities
- ▣ Application process
- ▣ Screening process
- ▣ Classroom observations
- ▣ Interviews with references
- ▣ On-site interviews, tour of facilities, interactions with current staff
- ▣ Recommendations

Prior to School Starting New Teachers Receive

- ▣ Technology (iPads / Dropbox)
- ▣ School Improvement Plan
- ▣ MTSS Plan
- ▣ Teacher / Student Handbooks
- ▣ Username & Password
- ▣ Curriculum Materials
- ▣ Pacing Guides
- ▣ Access to Classrooms



Lansing Elementary School's Induction Program

- ▣ Meeting days prior to school starting
- ▣ Scheduled monthly meeting times
- ▣ Weekly PLC meetings
- ▣ Monthly faculty meetings
- ▣ Weekly meetings with mentors



Topics Covered

- ▣ Building Plans – SIIP, MTSS
- ▣ Administration Expectations and Philosophy
- ▣ Curriculum Materials / Pacing Guides
- ▣ Assessments
- ▣ BIST
- ▣ Student Improvement Plans
- ▣ Professional Learning Communities
- ▣ PDP Toolbox
- ▣ Teacher Evaluation
- ▣ Instructional Practice – Explicit Instruction
- ▣ Special Education
- ▣ Book Study

Teacher Evaluation

- ▣ Explain expectations and procedures at the beginning of the year
- ▣ Schedule observations in advance; provide new teachers with copies of evaluation records
- ▣ Use standards to guide your assessment
- ▣ Help new teachers set reasonable individual staff development goals
- ▣ Balance formal observations and conferences with informal observations and feedback

School Level System Supports Induction

- ❑ Plan the induction program and factor the needs of the program into decisions made at the school regarding school improvement issues.
- ❑ Select mentors and new teachers taking into consideration experience, grade level, subject matter, proximity, personality, and personal style
- ❑ Provide and hold accountable the mentor-mentee time for planning, observing, and conferencing

School Level System Supports Induction

- ▣ Inform prospective teachers about the induction program and its requirements.
- ▣ Build an active support team around each new teacher.
- ▣ Administrators stay engaged.
- ▣ Assess the induction program through reflection from building leaders, new teachers, and Site Council (Evaluation of School Programs).



Class Placement and Scheduling

- ▣ New educators are assigned students and classes that are appropriate to the beginner status.
 - ▣ Stripped down classrooms
 - ▣ Large classes
 - ▣ Challenging students
 - ▣ A heavy load of extracurricular assignments

Class Placement and Scheduling

- ▣ This also means that new teachers receive schedules that allow for:
 - ▣ Common plan time with their mentors for conferencing and other meetings
 - ▣ Provide opportunities to observe and be observed by their mentors
 - ▣ Excuse new teachers from committee assignments so they can concentrate on first year tasks of learning their curriculum and how to teach.



Questions to Think About

- ▣ How do you help new teachers understand the culture of the school?
- ▣ How does an induction program fit into the culture of the school?
- ▣ How do you make yourself accessible?
- ▣ What are some specific things you do to help your first year teachers feel more at ease and more comfortable?
- ▣ Where do you place new teachers?



Questions to Think About

- ▣ During the interview, do you mention anything about induction or mentoring opportunities that the new teacher can take part in?
- ▣ Other than the formal observations throughout the year, do you meet with your new teachers to discuss strengths and weaknesses?
- ▣ What do you believe are some of the unique needs of the first year teachers in your building and how do you meet those needs?
- ▣ What do you view as the most important role of the principal in new teacher induction?
- ▣ Which of your actions do you believe are most effective for your new teachers?

Professional Learning Standards

- ▣ Data
- ▣ Resources
- ▣ Learning communities
- ▣ Leadership
- ▣ Learning Design
- ▣ Implementation
- ▣ Outcomes

Questions?

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