Induction and Mentoring

Lisa Lachlan and Lindsey Hayes, GTL Center
Caitlin Beatson, Indiana Department of Education
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Agenda

- Introduction
- Interactive activity
- Strategies in action
- Questions and Answers
- Connect and Reflect: Applying Learning to Action Plans
Introduction
Defining Induction and Mentoring

- **Mentoring** is one-on-one support and feedback provided by an experienced veteran educator to a new or struggling educator.

- **Induction** is a larger system of support for new educators that often includes mentoring but also includes additional supports.
Comprehensive Induction Systems

- Mentoring
- Professional Development
- Professional Learning Communities
- Orientation
National Landscape

- Twenty-nine states have policies requiring some type of mentoring or induction support for new teachers.
- Twenty states have policies requiring support for first-time principals.
- Nine states require support for new teachers beyond their first 2 years.
- Sixteen states provide some dedicated funding for induction.
- Two states fund statewide teacher induction programs.

Brainstorm

- What supports are in place in your state or district for new teachers and leaders?
- To what extent are these supports purposefully organized and connected to form a comprehensive induction program?
Why Induction and Mentoring for Turnaround?

Impact of Induction and Mentoring

- Induction and mentoring
- Satisfaction with working conditions
- Instructional efficacy
- Retention
- Student achievement
Empirical evidence exists to support the claim that mentoring and induction activities have a positive impact on teacher commitment and retention, teacher classroom instructional practices, and student achievement (Ingersoll & Strong, 2011).

However, wide variation exists in the way in which mentoring and induction activities and programs are implemented at schools and in districts (Strong, 2009).
Interactive Activity
High-Quality Mentoring and Induction Practices

- Each group will receive an envelope.
- Carefully read the slips of paper containing descriptions of mentoring and induction practices.
- Sort the slips into pairs that match a practice the field is Moving Away From with a practice the field is Moving Toward.
- Check your selections using Handout 1: High-Quality Mentoring and Induction Practices.
## Example

<table>
<thead>
<tr>
<th>Moving Away From</th>
<th>Moving Toward</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHOOSING MENTORS WITHOUT CRITERIA OR AN EXPLICIT PROCESS</strong></td>
<td></td>
</tr>
<tr>
<td>Without strong criteria and a rigorous selection process, a risk exists that mentors may be chosen based more on availability or seniority, rather than their qualifications to engage in meaningful interactions with beginning teachers.</td>
<td><strong>RIGOROUS MENTOR SELECTION BASED ON QUALITIES OF AN EFFECTIVE MENTOR</strong></td>
</tr>
<tr>
<td>Qualities may include evidence of outstanding teaching practice, strong intra- and interpersonal skills, experience with adult learners, respect of peers, and current knowledge of professional development.</td>
<td></td>
</tr>
</tbody>
</table>
Reflection

Using the sticky dots, mark where your state or district falls on the implementation continuum for the nine high-quality mentoring and induction practices.

- Not currently implementing
- Exploration
- Installation
- Initial implementation
- Full implementation
Share Out

- Which induction and mentoring principle(s) do you believe represent the greatest shifts in thinking and in practice for your district or state? Why?
- What support and resources do you need from your T4T partners and colleagues to move forward with implementation of these practices?
- What support and resources are available from your state or district to help your T4T colleagues?
Strategies in Action
Identifying Challenges and Strategies

**Challenges**

**Attrition**
- Eighty-three percent of first- and second-year teachers left within a 5-year period.
- Fifty percent of first- through fifth-year teachers left within a 5-year period.

**Vacancies**
- Fifty teacher positions across subject areas and grade levels

**Strategies**

- Inexperienced teacher induction
- More than 25% of all teachers in first through fifth years (*large-scale impact*)
- Leadership opportunities for master teachers (*change the fundamentals*)
- Building capacity among district- and school-level leadership (*systemic*)
Partnering for Pilot and Scaling Up

Kokomo School Corporation

- **Time:** 12 hours, 3 sessions
- **Topics:** vision, research and best practices, mentor selection and recruitment, mentor training, and program evaluation
- **Audience:** district- and building-level administrators, mentor teachers
- **Support:** GTL Center, Great Lakes Comprehensive Center
Measuring Progress

- Mentor standards and evaluation
- Inexperienced teacher effectiveness
- Stakeholder feedback
- Student achievement and growth
Questions?
Connect and Reflect: Applying Learning to Action Plans
Reflection

- How can we strengthen alignment between existing induction and mentoring strategies and our action plans within the domains of rapid improvement?
- Use the T4TLA template to record your reflections about the session.
References


Lisa Lachlan  
American Institutes for Research  
llachlan@air.org

Lindsey Hayes  
American Institutes for Research  
lhayes@air.org

Caitlin Beatson  
Indiana Department of Education  
cbeatson@doe.in.gov