

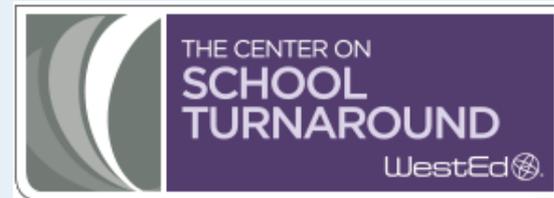
Induction and Mentoring

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GREAT TEACHERS & LEADERS
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NORTHEAST COMPREHENSIVE CENTER



Agenda

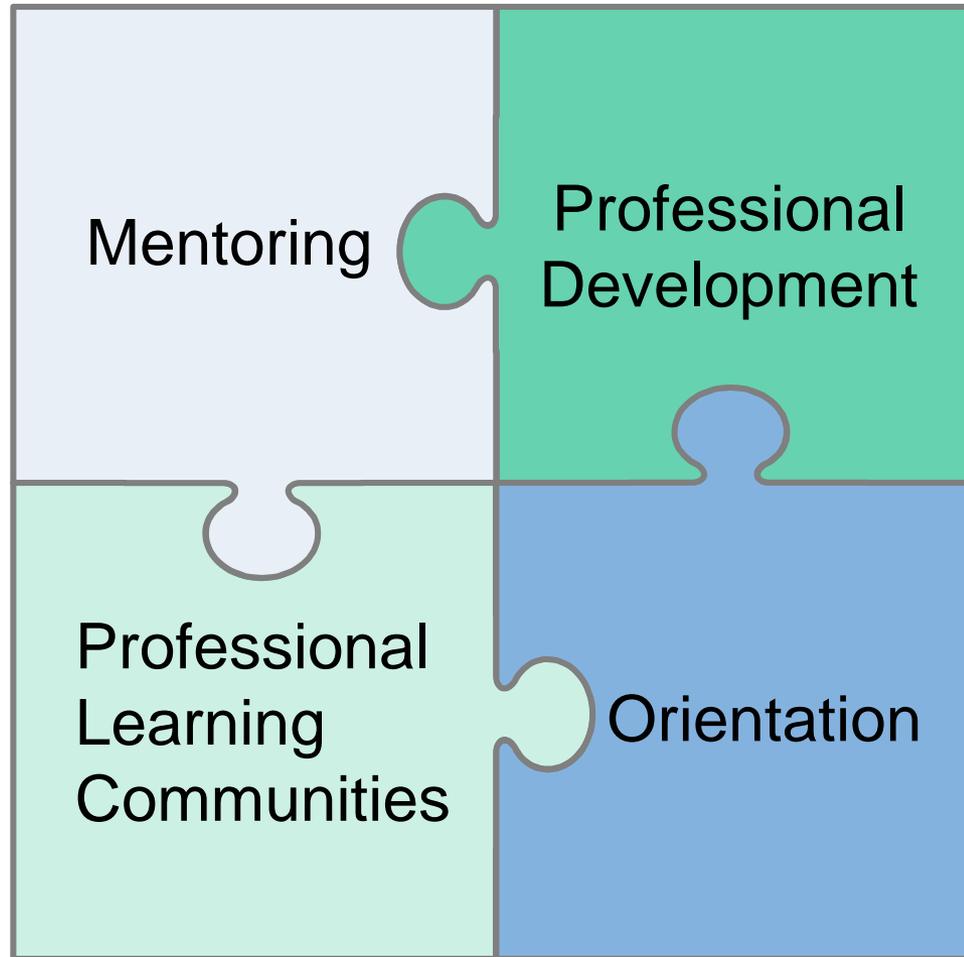
- Introduction
- Interactive activity
- Strategies in action
- Questions and Answers
- Connect and Reflect: Applying Learning to Action Plans

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



National Landscape

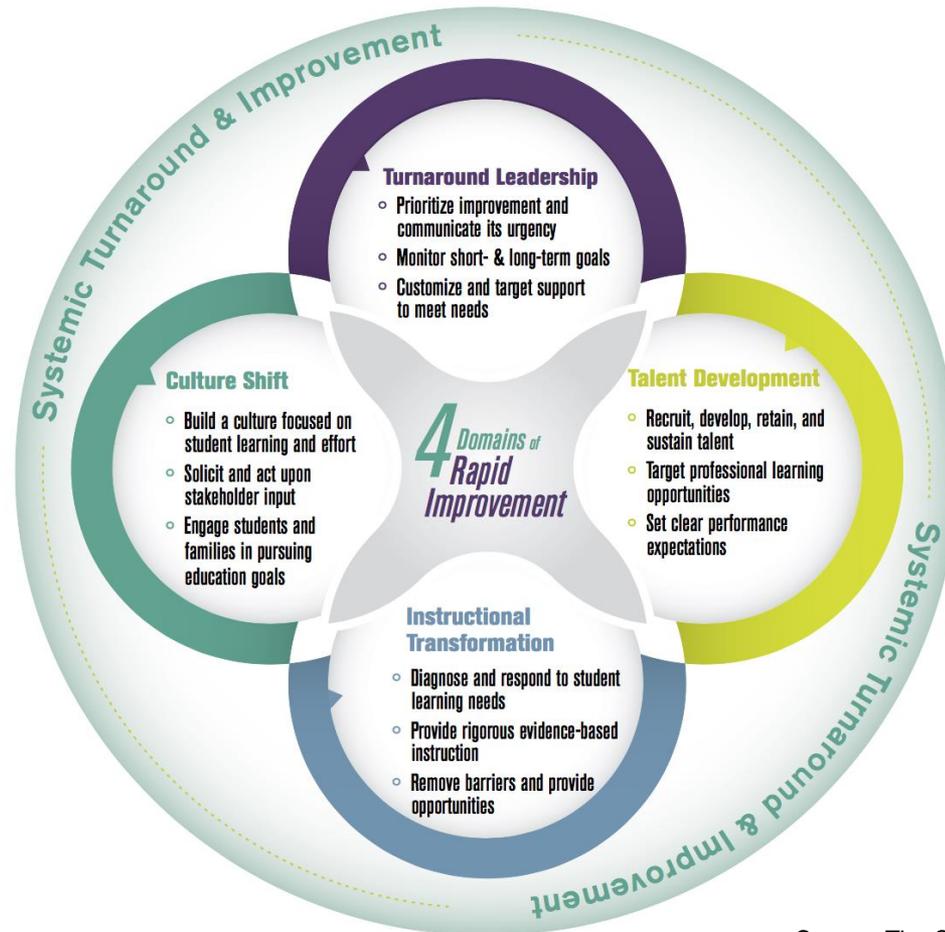
- **Twenty-nine states** have policies requiring some type of mentoring or induction support for new teachers.
- **Twenty states** have policies requiring support for first-time principals.
- **Nine states** require support for new teachers beyond their first 2 years.
- **Sixteen states** provide some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

Source: New Teacher Center (2016).

Brainstorm

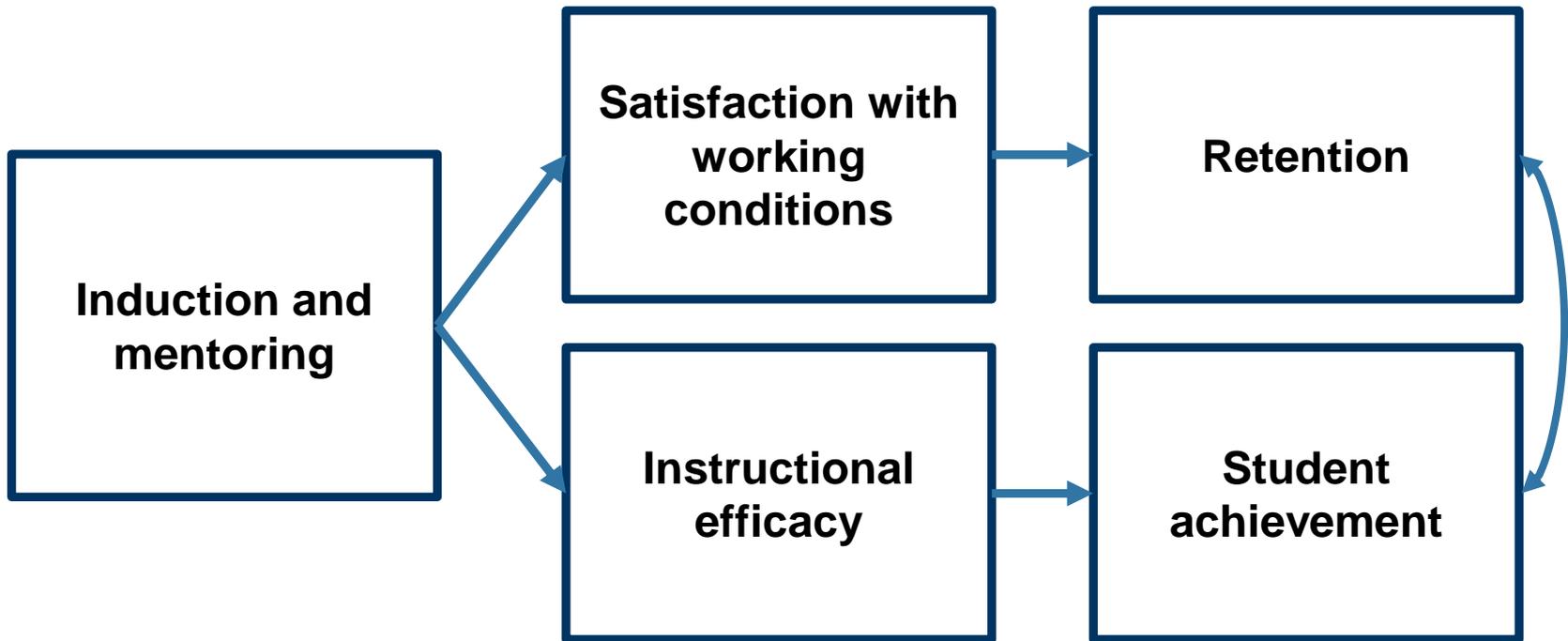
- What supports are in place in your state or district for new teachers and leaders?
- To what extent are these supports purposefully organized and connected to form a comprehensive induction program?

Why Induction and Mentoring for Turnaround?



Source: The Center on School Turnaround. (2017). Four domains for rapid school improvement: A systems framework [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd.

Impact of Induction and Mentoring



Key Themes From Research

- 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

Moving Away From	Moving Toward
<p>CHOOSING MENTORS WITHOUT CRITERIA OR AN EXPLICIT PROCESS</p> <p>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.</p>	<p>RIGOROUS MENTOR SELECTION BASED ON QUALITIES OF AN EFFECTIVE MENTOR</p> <p>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.</p>

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

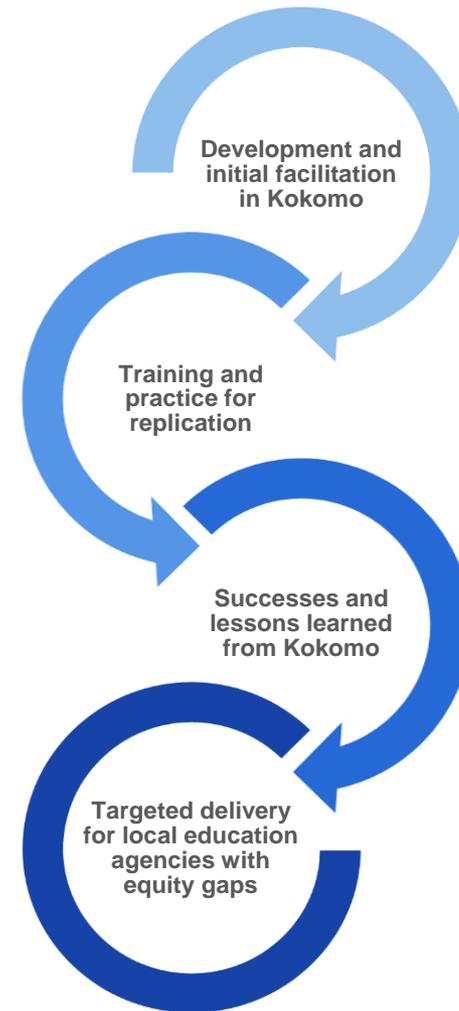
Strategies

- 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

- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.
- New Teacher Center. (2016). *Support from the start: A 50-state review of policies on new educator induction and mentoring*. Santa Cruz, CA: New Teacher Center. Retrieved from <https://newteachercenter.org/wp-content/uploads/state-teacher-induction-2016-exec-summ-only-final-version-v3.pdf>
- Strong, M. (2009). *Effective teacher induction and mentoring: Assessing the evidence*. New York, NY: Teachers College Press.

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