Team Introductions

- Teams: Please type the names of your team members attending the webinar today into the chat pod. Video is encouraged!

- If this is your **first time** attending a Mentoring and Induction (M&I) affinity group event, we will ask you to introduce yourself out loud.
  - Name
  - Title
  - Organization (state or district)
Welcome and Introductions

Lisa Lachlan, GTL Center
Katelyn Lee, GTL Center
Lindsey Hayes, GTL Center
Andrew Morrill, Center on School Turnaround
Keri Shimomoto, Hawaii Department of Education
Our Missions

Center on Great Teachers and Leaders (GTL Center): To foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

The Center on School Turnaround (CST): To provide technical assistance and identify, synthesize, and disseminate research-based and emerging promising practices that will lead to state education agencies’ increased capacity to support districts in turning around their lowest performing schools.
## M&I Affinity Group Workshops

<table>
<thead>
<tr>
<th>Content</th>
<th>Optional Dates and Times</th>
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<tr>
<td>Workshop 1: Mentor Professional Learning, Development, and Assessment</td>
<td>March 19 1:30–3:00 p.m. ET</td>
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<td>Workshop 2: Beginning Teacher Professional Learning and Development</td>
<td>April 25 1:30–3:00 p.m. ET</td>
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<td>Workshop 3: The Role of the Principal in Comprehensive Induction</td>
<td>May 10 1:30–3:00 p.m. ET</td>
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<td>Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction</td>
<td>June 18 1:30–3:00 p.m. ET</td>
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<td>Workshop 5: Effective Communication With Stakeholders and Staff</td>
<td>July 18 1:30–3:00 p.m. ET</td>
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<td>Workshop 6: Induction Program Monitoring and Continuous Improvement</td>
<td>August 15 1:30–3:00 p.m. ET</td>
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Workshop 2 Objectives

This workshop has three objectives:

• Review the research base for beginning teacher development and retention.

• Explore school- and district-based structures to create a comprehensive system of professional learning support for beginning teachers.

• Define the essential features of instructionally focused formative assessment of beginning teacher practice.
Workshop 2 Agenda

- Review of the research base for beginning teacher development
- Developing comprehensive systems of support for beginning teachers
- State spotlight: Beginning teacher support systems in Hawaii
  - Guest presenter: Keri Shimomoto, Hawaii Department of Education
- Research considerations for professional development
- Formative assessment of beginning teacher practice
- School improvement spotlight: Practices 2B and 2C
- Q&A/Housekeeping
Review of the Research Base for Beginning Teacher Development
The Revolving Door of Teaching

The National Center for Education Statistics’ Beginning Teacher Longitudinal Study

Percentage distribution of first-year teachers in 2007–08 who stayed, moved schools, or left the teaching profession through 2011–12

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Source: Gray & Taie (2015)
Limitations of the Research

- Longitudinal studies are difficult to conduct.
- Definitions of teacher attrition vary.
- Methods of calculating teacher attrition vary.
- With these limitations in mind, some researchers have estimated that nearly half of all beginning teachers transfer to new positions or leave the teaching profession within their first 5 years of teaching (Hare & Heap, 2001; Ingersoll, 2003).
Why Do Beginning Teachers Leave?

- Lack of preparation
- Insufficient opportunities for preservice, field-based teaching experiences
- Inadequate support from school administrators
What Supports Help Retain Beginning Teachers?

- Comprehensive, coherent, and sustained induction programs
- Ongoing opportunities to interact with and learn from peers
- Assignment of a mentor during the first year of teaching
- Support from administrators and veteran teachers
Group Poll

The National Center for Education Statistics’ Beginning Teacher Longitudinal Study

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Source: Gray & Taie (2015)
Developing Comprehensive Systems of Support for Beginning Teachers
From Learner-Ready to Expert

System of Professional Learning Supports

Beginning, Learner-Ready Teacher

Expert Teacher
Comprehensive Support for Beginning Teachers

High-Quality Instruction

Formative Assessment of Beginning Teacher Practice

Structures to Support Beginning Teacher Practice

Student Learning Outcomes
Structures to Support Beginning Teacher Practice

- Onboarding Program
- Beginning Teacher Professional Learning Communities
- Ongoing Professional Development Opportunities

Circle:
- Observation
- Mentor Guidance
- Feedback
State Spotlight: Beginning Teacher Support Systems in Hawaii
Keri Shimomoto, Hawaii Department of Education
Teacher Induction In Hawaii

- 1 school district serving 180,000 students
- 15 complex areas
- 15 induction program coordinators
- 1,400 beginning teachers
- 600 mentors

◨ Hawaii Teacher Induction Program Standards
Hawaii Teacher Induction Center

➢ New Teacher Center Mentor Training
➢ Beginning Teacher PD
➢ Program Coordinator Networks
➢ Induction Program Consultation
Onboarding Programs

Orientations
- DOE system
- Hawaii’s diverse culture and norms
- School and community culture
- Cultural and place-based sensitivity training
- Living in Hawaii

“Perhaps most simply put, culture refers to shared ways of being, knowing, and doing.” ~S. Kana‘iaupuni
Reflect and Share

- What elements of culture would be important to highlight during onboarding in your context?
Beginning Teacher Summer Academy

Day 1 Content:
- Classroom management
- Rules, routines, and procedures
- Classroom arrangement
- Knowing students

Day 2 Content:
- Class and school culture
- Designing instruction
- Questioning and discussion
- Engaging students
Special Education Beginning Teacher Summer Academy

**Day 1 Content:**
- Special Education Teacher Role & Responsibilities
- Knowing Students
- Caseload Management
- Communicating with Stakeholders
- Optimal Learning Environment
- Classroom Management: Rules, Routines & Procedures

**Day 2 Content:**
- Class & School Culture
- Resources
- Designing Instruction
- Engaging Students
- Data Collection & Progress Monitoring

To prepare beginning Special Education Teachers for the first days of school.
Reflect and Share

- Are there special needs that your team could address through a beginning teacher summer academy?
  - Special populations of beginning teachers (e.g., special educators, teachers of English learners, etc.)?
  - Specific instructional needs?
  - Specific contextual needs (e.g., student homelessness, trauma from recent natural disaster, etc.)?
Beginning Teacher Professional Learning Communities

Honolulu Beginning Teacher PLC: Arts integration, tableaus, and literacy-art connections

Maui’s beginning teachers share out effective teacher practices with peers
Ongoing Professional Development Opportunities

West Hawaii Mentor-Beginning Teacher Forum: Sharing a digital first year of teaching reflection

Hoʻike: New teachers extend, showcase, and reflect on their learning as they explore ways to bring about integration of theory and practice
Mentor Guidance

- Weekly mentoring for two years
- Formative assessment system
- Professional growth plan
- Focus on high leverage mentoring tools and strategies
- Facilitate effective teacher observations

➢ Board of Education Policy
➢ Hawaii Teacher Union Memorandum
Reflect and Share

- What structures does your team need to create or modify to ensure beginning teachers have effective PLCs or professional development opportunities?
- What requirements does your team currently have in place or are considering putting into place to ensure beginning teachers receive:
  - Adequate feedback and coaching from mentors
  - Targeted professional development
  - Time to observe mentors and other expert teachers
Research Considerations for Professional Development
Professional Development

▪ There is little research demonstrating a positive link between teacher professional development and student achievement.

▪ Because of the lack of research, it is important to ensure that teacher professional learning and development is grounded in a sound theory of action, with high-quality planning, design, and implementation.
Design Elements of Effective Professional Development

1. Focuses on **content**
2. Incorporates **active learning**, utilizing adult learning theory
3. Supports **collaboration**, typically in **job-embedded contexts**
4. Uses **models and modeling** of effective practice
5. Provides **coaching and expert support**
6. Offers opportunities for **feedback and reflection**
7. Is of **sustained duration**

*Source*: Darling-Hammond, Hyler, & Gardner (2017)
Evaluating Professional Development

- 5—Student Learning Outcomes
- 4—Participant’s Use of New Knowledge and Skills
- 3—Organization Support and Change
- 2—Participant’s Learning
- 1—Participant’s Reactions

Source: Guskey (2000)
Formative Assessment of Beginning Teacher Practice
Comprehensive Support for Beginning Teachers

High-Quality Instruction

Formative Assessment of Beginning Teacher Practice

Structures to Support Beginning Teacher Practice

Student Learning Outcomes
What Is Instructionally Focused Formative Assessment?

- Formal and informal processes to help teachers improve their instructional practice
- Focused on teacher growth and development, with an emphasis on student learning
- Processes include goal setting, cycles of observation and feedback, analysis of student learning, and reflection
Five Principles of Instructionally Focused Formative Assessment

1. Reliance on standards-based tools and processes
2. Teacher reflection on instructional practices
3. Examination of evidence of student learning
4. Mentor observation and feedback
5. Support aligns with and helps teachers benefit from formal performance evaluation

Source: The Center for Strengthening the Teaching Profession (2014)
School Improvement Spotlight: Practices 2B and 2C
## School Improvement Spotlight: Practices 2B and 2C

<table>
<thead>
<tr>
<th>School Turnaround Practices</th>
<th>High-Quality M&amp;I Practices</th>
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<tr>
<td><strong>2B: Target professional learning opportunities.</strong></td>
<td>• Ongoing professional development and support for mentors</td>
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<td>• Ongoing beginning teacher professional development</td>
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<tr>
<td><strong>2C: Set clear performance expectations.</strong></td>
<td>• Ongoing professional development and support for mentors</td>
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<tr>
<td></td>
<td>• Professional teaching standards and data-driven conversations</td>
</tr>
<tr>
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<td>• Ongoing beginning teacher professional development</td>
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*Source: The Center for School Turnaround (2017)*
Practice 2B: Target Professional Learning Opportunities

- Offer high-quality, individualized, and responsive professional learning opportunities designed to build the capacity needed for rapid school improvement.
- Offer regular opportunities for job-embedded learning, including coaching, mentoring, and observation (inclusive of peer observations).
- Leverage and maximize the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.
Practice 2C: Set Clear Performance Expectations

- Create and share expectations for a level of professional performance for every role in the system.
- Develop and implement performance-management processes that include clear means for monitoring progress, flexibility to rapidly respond to professional learning needs, and opportunities to revise milestones as needed.
Group Poll
Questions?
Housekeeping

- **Survey:** [https://www.surveymonkey.com/r/MentoringInductionMeeting2](https://www.surveymonkey.com/r/MentoringInductionMeeting2)

- **Next workshop:** The Role of the Principal in Comprehensive Induction
  - May 10th (1:30–3:00 p.m. ET)

- **Prework:** This will be sent in a follow-up e-mail.

- **Adobe Connect:** Please be prepared to appear via webcam at the next session.

- **Groupsie access:** If you need Groupsite access please e-mail Katelyn Lee ([kalee@air.org](mailto:kalee@air.org)).
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