

Key Issue: Induction/Mentoring/Support of New Teachers

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SCENARIO

Carrie moves to the big city to begin teaching middle grades science. She has just graduated from the university's elite teacher preparation program. The teachers and professors who observed her all thought she had excellent talent and used knowledge from her coursework effectively during her student teaching assignment. She is worried about making new friends, but figures that she will meet other teachers in her school.

Because of her difficulty in finding an apartment, she barely has time to buy furniture, unload her boxes – or unpack – before the school year begins. She calls the school district. Is there an orientation? Can she get into her school early to meet with the principal and set up her classroom? She calls the school she's been placed in; the principal hesitates. "We don't have a classroom for you," he says. "You'll be rotating classrooms with several other teachers." Carrie listens. "We can give you a locker in the second floor teachers' lounge," he offers. "Bring a lock."

Some of her 7th grade students look older than Carrie's 22 years. She gives them their first homework assignment, but only gets ten back out of 85 students. This is how she learns that half of her students do not speak English, but nod and smile. That still does not account for the other half of students who begin the year with a missed assignment. She tries strategies from her student teaching to engage the students – but she can't reach the non-English speakers, or the students who are becoming disruptive. "By next week, I'll be out of ideas," she worries.

Carrie hasn't seen the principal since the first morning of school. The other teachers say hello in the lounge, but she doesn't catch all of their names. She asks her assigned mentor, but he teaches 8th grade English, so he has never taught her students and can't help much with science. Carrie is the only new science teacher this year. There's one other science teacher, who has been at the school forever, and the rest are substitutes, filling in until more teachers are hired. Carrie does not understand why she was not offered the other science teacher as a mentor.

Carrie is drained and lonely. She spends hours each night on lessons, and still hasn't fully unpacked. She falls into bed and wonders what trick she's forgetting from her student teaching. "I guess everyone goes through this," she thinks to herself as she drifts off to sleep. "I just have to hang in there. I'll make it. I have to."

Almost everyone who has been a teacher can identify with key elements of this scenario: a tough assignment as a beginning teacher; few offers of help; the feeling of being all alone and on your own; and coping with the abrupt transition from college life to the adult world of work and all that entails. Novice teachers

need both professional support and assistance and they need support and advice on coping in their “outside” world as well.

What can you do to help new teachers adjust to their profession and get up to speed? Novices in any field need support in order to grow. But new teachers in at-risk schools are often lucky if they get survival support, not to mention professional development and collaboration. Furthermore, new teachers often are new to the neighborhood; don't have a strong local network of friends or family; and are trying to adjust to a life change – from one career to another, from college to work life, from one state to another. Comprehensive induction systems (including mentoring) can make a marked difference in how well new teachers are able to serve their students.

Note: People often refer to “**mentoring**” and “**induction**” as though they mean the same thing. They are different. Mentoring is part of a successful induction system. Mentoring is a one-on-one relationship between a new teacher and a more experienced teacher. Induction is a systematic process that includes mentoring, collaborative work, professional development, observations of teaching, and formative assessment, among other things.

BENEFITS

Induction, mentoring, and support for new teachers improve teaching and learning in at-risk schools because they:

- 1. Improve teacher retention.** Most new teachers leave the profession and especially leave at-risk schools because of lack of support, a poor professional environment, and a feeling of isolation.

“Comprehensive induction programs produce a high return on investment by improving the retention of beginning teachers. When novice teachers stay long enough to develop into high quality professionals who help students meet their full academic potentials.”

- 2. Accelerate professional learning of new teachers.** New teachers can learn skills for teaching and for classroom management at a quicker pace when they have professional support and information from experienced colleagues, creating a stronger learning environment for students.

- 3. Create learning communities of experienced and novice teachers.** Experienced teachers have found that their practice improves when they mentor new teachers on effective practice. Teachers become active learners and practitioners when they work together to solve problems affecting their students.

Part of induction is changing the culture in the school to allow for open observations and professional critiques of practice.

- 4. Enhance relationships between higher education, regional technical assistance centers, and local schools.**

Connecting research, practice, and preparation will improve the content of preparation for student teachers, and will supply higher education with field-based research partners. School districts can voice their professional development needs to their local institutions of higher education and develop their teaching and leadership staff. Higher education produces more effectively prepared teachers and more reality-based research. In a truly connected system, everyone wins.

- 5. Change the professional culture of a school.** Getting all teachers and principals involved in new-teacher induction can change beliefs about how students learn or about teacher capabilities and roles.

Comprehensive induction can build relationships among teachers; develop leadership and instructional practices in everyone involved in the process. It can literally open doors for shared classroom observations, discussions of student learning, and create more effective support and assistance. Furthermore, connecting experienced and novice teachers can lend emotional support to new

teachers. Teachers and other staff working in such a mutually supportive learning community will be more effective in supporting and promoting students in at-risk schools.

References

Fulton, K., Yoon, I., and Lee, C. (2005). *Induction Into Learning Communities*. Washington, DC: National Commission on Teaching and America's Future. Retrieved online 8/29/05 from www.nctaf.org.

TIPS & CAUTIONS

DON'T BOTHER Creating Induction or Mentoring Programs If You Don't:

- **Require release time** for mentors and staff development coordinators
- Create guiding materials for and **train mentors and school leaders**
- Pair new teachers and mentors carefully (based on subject area, grade level, personality, schedules, needs/expertise)
- Include **networks** for new teachers and a **professional development program** outside of mentoring.

STRATEGY 1

Create a **comprehensive induction** system in which **mentoring** and **formative assessment** are key components.

Resource 1: New Teacher Center at the U .C., Santa Cruz

The New Teacher Center at the University of California, Santa Cruz.

Website: www.newteachercenter.org

Villar, A. (2004). *Measuring the benefits and costs of mentor-based induction: A value-added assessment of new teacher and effectiveness linked to student achievement*. Santa Cruz, CA: New Teacher Center.

A mentoring and formative assessment system that has been running successfully for 15 years. First given as an example for state legislation for mentoring and assessment of all new teachers, the model is now nationally used. The New Teacher Center is beginning to document positive effects on student achievement with new teachers who receive comprehensive professional support.

Resource 2: Peer Assessment and Review (PAR)

The Toledo Plan ("peer review"). Contact: Dal Lawrence, Toledo Federation of Teachers. Website: http://www.tft250.org/peer_review.htm.

Montgomery County PAR. Contact: Doug Prouty, Montgomery County Education Association. Phone: (301) 294-6232.

Peer assessment and review comprises professional assistance, observations, assessment, and evaluation, typically organized by the district's teacher union. Effective teaching practices and classroom management skills are reinforced; veteran teachers are assisted or assume leadership; and, importantly, any teacher under review who is found unsatisfactory in practice or improvement can be counseled out of the school district, following an extensive review and appeals process led by a panel of teacher and district leaders.

Resource 3: Connecticut (BEST)

Connecticut Beginning Educator Support and Training (BEST):

Connecticut Department of Education. (undated). Educator Assessment: Beginning Educator Support and Training (BEST) Program [website]. Retrieved 9/14/05 from <http://www.state.ct.us/sde/dtl/t-a/>.

A two-year program of mentoring that uses a portfolio review process for

assessment of a new teacher's readiness for professional certification (the step beyond initial certification). The program is mandatory for all new teachers, full-time or part-time, regardless of certification status, and also includes long-term substitutes.

Resource 4: California (BTSA)

California Beginning Teacher Support and Assessment (BTSA):

California BTSA. (2004 August 12). BTSA – Basics [website]. Retrieved 9/14/05 from http://www.btsa.ca.gov/BTSA_basics.html.

California BTSA. (2004 August 12). BTSA – Frequently Asked Questions [website]. Retrieved 9/14/05 from http://www.btsa.ca.gov/BTSA_basics.html.

Excerpt from “Frequently Asked Questions”:

What is BTSA?

BTSA (pronounced “bit-suh”) ... is a state-funded program designed to support the professional development of beginning teachers.

What is CFASST?

CFASST is an acronym for “California Formative Assessment and Support System for Teachers.” The support and assessment system is both structured and flexible, and consists of a series of events that focus teachers through a “plan, teach, reflect, apply” process, that blends teaching knowledge with performance. Intended to be used by first- and second-year teachers with the assistance of an experienced teacher, it is grounded in a developmental view of teaching and integrates the California Standards for the Teaching Profession (CSTP) and the California Student Content Standards.

Resource 5: Comprehensive teacher induction

Britton, E., Paine, L., Pimm, D., & Raizen, S. (Eds.). (2003). *Comprehensive teacher induction: Systems for early career learning*. Dordrecht, Netherlands: Kluwer Academic Publishers & WestEd.

Britton, E., Raizen, S., Paine, L., & Huntley, M. A. (2000, March 6-7). *More swimming, less sinking: Perspectives on teacher induction in the U.S. and abroad*. Paper presented to the National Commission on Mathematics and Science Teaching for the 21st Century. Washington, DC: WestEd. Retrieved July 25, 2005, from http://www.wested.org/online_pubs/teacherinduction/.

Britton, T. & Paine, L. (2005). Applying ideas from other countries. In H. Portner (Ed.), *Teacher mentoring and induction* (pp. 213-223). Thousand Oaks, CA: Corwin Press.

Other countries have sophisticated induction systems that engage teachers in a period of professional growth and field experience prior to full teaching responsibilities. They incorporate collaborative professional work as an essential component of teacher training. These systems of support and development are continued in schools for all new teachers.

Resource 6: Louisiana (LaTAAP)

Louisiana Department of Education. (undated). Professional Development: Louisiana Teacher Assistance and Assessment Program [website]. Retrieved 9/14/05 from <http://www.doe.state.la.us/lde/pd/623.html>.

See also, Louisiana Department of Education. (undated). Professional Development: Resources for Assistance and Assessment Program [website]. Retrieved 9/14/05 from <http://www.doe.state.la.us/lde/pd/1009.html>.

Louisiana's mandatory new teacher program of mentoring and formative assessment has been operating since 1994 and was expanded in 1998. The "resources" webpage has materials on the process of assessment and assistance with a two-person team plus a mentor.

Resource 7: NEA New Teacher Support Initiative

National Education Association New Teacher Support Initiative. (undated). How to establish a new teacher support program, in *A better beginning: Helping new teachers survive and thrive: A guide for NEA local affiliates interested in creating new teacher support systems*. Washington, DC: National Education Association. Retrieved 9/14/05 from <http://www.nea.org/teachershortage/betterbeginnings.html>.

This section includes 12 steps to creating a new-teacher support system; "key questions" to consider before embarking on the process; and tips for "connecting with new teachers." The 12 pointers are:

1. Get people involved.
2. Survey your members.
3. Educate yourselves.
4. Contact your NEA state affiliate.
5. Collect data.
6. Identify possible constraints.
7. Design your program.
8. Clarify the role and duties of the mentor teacher.

9. Develop and negotiate contract language.
10. Implement a mentor training program.
11. Get in touch with your new teachers.
12. Think towards the future.

STRATEGY 2

Open induction programs to all new teachers, regardless of entry point, preparation model, or certification route.

Resource 8: Louisiana (LaTAAP)

Louisiana Department of Education. (undated). Professional Development: Louisiana Teacher Assistance and Assessment Program [website]. Retrieved 9/14/05 from <http://www.doe.state.la.us/lde/pd/623.html>.

Louisiana's mandatory new teacher program of mentoring and formative assessment has been operating since 1994 and was expanded in 1998 by the legislature.

Resource 9: Connecticut (BEST)

Connecticut Beginning Educator Support and Training (BEST):

Connecticut Department of Education. (undated). Educator Assessment: Beginning Educator Support and Training (BEST) Program [website]. Retrieved 9/14/05 from <http://www.state.ct.us/sde/dtl/t-a/>.

A two-year program of mentoring that uses a portfolio review process for assessment of a new teacher's readiness for professional certification (the step beyond initial certification). The program is mandatory for all new teachers, full-time or part-time, regardless of certification status, and also includes long-term substitutes.

Resource 10: California (BTSA)

Joftus, S. (2002). Appendix: Case studies of district implementation of California's Beginning Teacher Support and Assessment program, in *Every child a graduate: A framework for an excellent education for all middle and high school students*. Washington, DC: Alliance for Excellent Education. Retrieved 9/14/05 from <http://www.all4ed.org/publications/NewTeacherExcellence/Appendix.html>.

The Long Beach Unified School District has offered a new teacher support program since 1988 (before the development of BTSA) and was the first urban school district in California to provide support to every beginning teacher. The New Teacher Institute is a mandatory program for all educators teaching in the district for the first time. All first-year and second-year teachers are eligible to participate in this **BTSA** program, which provides multiple sources of support, observation, demonstration, and other content- and skills-based professional development.

STRATEGY 3

Structure mentoring and assessment sessions according to a district guide.

Resource 11: Louisiana (FIRST)

Louisiana Framework for Inducting, Retaining, and Supporting Teachers (FIRST): Louisiana Department of Education. (undated). Professional Development: Louisiana FIRST [website]. Retrieved 9/14/05 from <http://www.doe.state.la.us/lde/pd/625.html>.

The linked webpage posts a document called “The Induction Component,” which is a manual for districts that want to create induction programs – from agendas and worksheets to fliers. See also, **LaTAAP** (Teacher Assessment and Advancement Program).

Resource 12: Boston’s Collaborative Coaching & Learning program

Payzant, T. (2003, August). *CCL in tough times: Strategies to keep the work going*. Boston, MA: Boston Plan for Excellence, Boston Public Schools. Retrieved 9/8/05 from <http://www.bpe.org/pubs/ccl/CCL%20Scheduling%20Guide.pdf>.

Curtis, R. (2001). *Coaching in the Boston Public Schools*. Boston, MA: Boston Public Schools and the Boston Plan for Excellence-Boston Annenberg Challenge. Retrieved 9/5/05 from <http://www.bpe.org/pubs/misc/BPS%20Coaching%20Model%206-01.pdf>.

Boston Plan for Excellence. (2003, August). Straight talk about CCL: A guide for school leaders. Collaborative Coaching & Learning (CCL) SY2003-2004. Boston, MA: Author. Retrieved 9/5/05 from <http://www.bpe.org/pubs/misc/Straight%20Talk%20for%20School%20Leaders.pdf>.

Boston’s Collaborative Coaching & Learning program. The Boston Public Schools, with the non-profit Boston Plan for Excellence, has implemented a collaborative model that is gradually changing how teachers teach their lessons and interact with each other. The program includes both new and experienced teachers, demonstrations and observations, discussions, and group work. The district has created several explicit guides on the rationale, framework, goals, and format of the program – one for administrators, on how to support the program, and one for participants, with samples of how to conduct different sessions.

Resource 13: Louisiana (LaTAAP)

Louisiana Department of Education. (undated). Professional Development: Resources for Assistance and Assessment Program [website]. Retrieved 9/14/05 from <http://www.doe.state.la.us/lde/pd/1009.html>.

The “resources” webpage has materials on the process of assessment and assistance with a two-person team plus a mentor.

STRATEGY 4

Hold basic orientation for new teachers before the first day of school or on the first day of professional employment.

Cover topics such as district policies, calendar, and expectations of new teachers;

- Actively encourage new teachers to visit their new schools, arrange for them to meet other teachers and school staff, encourage them to ask about building-level policies, assist them in finding their way around the school building, and offer help in getting to know the community in which they are living as well as the community around the school.

Resource 14: Public Education Network

Public Education Network. (2003). *The Voice of the New Teacher*. Washington, DC: Author. Retrieved 8/20/05 from http://www.publiceducation.org/pdf/Publications/Teacher_Quality/Voice_of_the_New_Teacher.pdf.

p. 30: “New Teachers’ Top 10 Wish List” includes materials and resources that new teachers need prior to the start of school. Recommendations on pp. 51-55 (at the end of the document) are directed to school systems, teacher preparation programs, and teachers (on reaching diverse students).

Resource 15: Louisiana (FIRST)

Louisiana Framework for Inducting, Retaining, and Supporting Teachers (FIRST):

Louisiana Department of Education. (undated). Professional Development: Louisiana FIRST [website]. Retrieved 9/14/05 from <http://www.doe.state.la.us/lde/pd/625.html>.

The linked webpage posts a document called “The Induction Component,” which is a manual for districts that want to create induction programs – from agendas for orientation sessions to worksheets and fliers.

STRATEGY 5

Schedule time for new teachers to confer with their principals or other administrators. Keep an open door for questions, problems, and to offer guidance. Seek out new teachers who appear to be reluctant to ask for assistance from the administration.

Resource 16: No dream denied

National Commission on Teaching and America's Future. (2003). *No dream denied: A pledge to America's children*. Washington, DC: Author.

Figure 11, "School Conditions are the Greatest Factor in Dissatisfaction-Related Teacher Turnover," p. 37. *50.1% of teachers in high-poverty, urban public schools* who left the profession or switched schools cited "Poor administrative support" as a key factor for leaving.

Resource 17: The voice of the new teacher

Public Education Network. (2004). *The voice of the new teacher*. Washington, DC: Author.

In five districts, new teachers (regardless of turnover or satisfaction) said that support and conversation with their principals or other administrators was essential (p. 22): "Principals can make or break a new teacher.... Teachers listed several attributes and behaviors of principals and other school administrators that made a difference in their introduction to teaching. The first was accessibility. Teachers gave high marks to principals who made it easy for them to ask questions and discuss problems, and those who provided them with assistance, guidance, and solutions."

Resource 18: The MetLife survey of the American teacher

MetLife, Inc. (2005). *The MetLife survey of the American teacher: Transitions and the role of supportive relationships: A survey of principals, teachers, and students, 2004-2005*. New York City: Harris Interactive. Retrieved 9/15/05 from http://www.metlife.com/WPSAssets/34996838801118758796V1FATS_2004.pdf.

Page 91 has a table that shows that the profiles of teachers "at risk" for leaving the profession differ from those of other teachers. In addition, an analysis of teachers' views and experiences revealed that 12 specific reasons can predict which teachers are likely to leave. The second reason: "Feels as if their job is not valued by their supervisor."

STRATEGY 6

Facilitate schedules for multiple **observations** among teachers and school leaders. Both new and experienced teachers should observe others and be observed to keep their practice fresh and effective. Allocate time within the school day for debriefing on teacher classroom observations.

Resource 19: Peer Assessment and Review (PAR)

The Toledo Plan (“peer review”). Contact: Dal Lawrence, Toledo Federation of Teachers. Website: http://www.tft250.org/peer_review.htm.

Montgomery County PAR. Contact: Doug Prouty, Montgomery County Education Association. Phone: (301) 294-6232.

Peer assessment and review, or peer review, comprises professional assistance, observations, assessment, and evaluation, typically organized by the district’s teacher union. Peer review is based on rigorous standards, training, selection, and assessment. New teachers are coached; veteran teachers are assisted or assume leadership; and, importantly, any teacher under review who is found unsatisfactory in practice or improvement can be counseled out of the school district, following an extensive review and appeals process led by a panel of teacher and district leaders.

Resource 20: Long Beach BTSA

Joftus, S. (2002). Appendix: Case studies of district implementation of California's Beginning Teacher Support and Assessment program, in *Every child a graduate: A framework for an excellent education for all middle and high school students*. Washington, DC: Alliance for Excellent Education. Retrieved 9/14/05 from <http://www.all4ed.org/publications/NewTeacherExcellence/Appendix.html>.

In the Long Beach Unified School District, the BTSA program is a comprehensive program of induction. Literacy/Math Coaches, Curriculum Leaders, and Middle School Standards Coaches/specialists conduct follow-up demonstration lessons and observations. Several BTSA coaches are released from teaching full time and are placed in schools with large numbers of beginning teachers. These coaches are in classrooms every day, conducting demonstration lessons and observing new teachers.

STRATEGY 7

Designate time for teachers (of all levels of experience) to collaborate on lessons, teaching strategies, new requirements or standards, and classroom management. “Induction is a group process, and effective induction involves the larger school community.”

Resource 21: First Things First

First Things First, created by the Institute for Research and Reform in Education. Website: <http://www.irre.org/fff/>.

Three-part framework for whole-school improvement implemented in high schools and, in some locations, district-wide (e.g., Kansas City, Kansas). The program has made significant gains in the achievement of African-American and Latino/a students, in graduation rates, and in overall achievement of high-poverty schools. One of the framework components is small learning communities, which require: “Equip and Expect SLC Staff to Work Together,” and “Collective Responsibility.”

Resource 22: Boston Public Schools Collaborative Coaching & Learning

Payzant, T. (2003, August). *CCL in tough times: Strategies to keep the work going*. Boston, MA: Boston Plan for Excellence, Boston Public Schools. Retrieved 9/8/05 from

See also: Curtis, R. (2001). *Coaching in the Boston Public Schools*. Boston, MA: Boston Public Schools and the Boston Plan for Excellence-Boston Annenberg Challenge. Retrieved 9/5/05 from....

Step-by-step guide for principals on implementing the Collaborative Coaching & Learning model in Boston Public Schools, after year 1 implementation. “Coaching in the Boston Public Schools” is an introduction to the rationale for the program, the framework, examples of coaching sessions and teamwork. Guide reinforces district improvement plan and school improvement plan strategies.

Resource 23: Education Trust

Education Trust. Standards in Practice (SIP)/Professional Development [website]. Retrieved 9/15/05 from <http://www2.edtrust.org/EdTrust/SIP+Professional+Development/Standards+in+practice.htm>.

A tool that uses a six-step facilitated process to evaluate classroom assignments and student work to ensure that all activities in classrooms are demanding, rigorous and aligned to the highest standards. It helps teachers assess what their students need to reach standards, and together, teachers learn how to teach or change their practice accordingly.

STRATEGY 8

Create a training program and guide for **mentors** and **school leaders** that includes topics such as how to mentor new teachers, how to observe teaching practice, and how to assess professional growth. The guide should outline a progression of mentoring topics/activities, but be personalized for all new teachers.

Resource 24: New Teacher Center at U.C., Santa Cruz

The New Teacher Center at the University of California, Santa Cruz. Website: www.newteachercenter.org.

See also, Villar, A. (2004). *Measuring the benefits and costs of mentor-based induction: A value-added assessment of new teacher and effectiveness linked to student achievement*. Santa Cruz, CA: New Teacher Center.

Currently implementing their nationally recognized program of mentoring and formative assessment in high-need schools in Memphis, New York City, and Clark County, Nevada. Evidence that the program prevents teacher turnover and emerging evidence that it improves achievement of students who have participating new teachers.

Resource 25: Boston Public Schools Collaborative Coaching & Learning

Payzant, T. (2003, August). *CCL in tough times: Strategies to keep the work going*. Boston, MA: Boston Plan for Excellence, Boston Public Schools. Retrieved 9/8/05 from

See also: Curtis, R. (2001). *Coaching in the Boston Public Schools*. Boston, MA: Boston Public Schools and the Boston Plan for Excellence-Boston Annenberg Challenge. Retrieved 9/5/05 from....

Step-by-step guide for principals on implementing the Collaborative Coaching & Learning model in Boston Public Schools, after year 1 implementation.

“Coaching in the Boston Public Schools” is an introduction to the rationale for the program, the framework, examples of coaching sessions and teamwork. Guide reinforces district improvement plan and school improvement plan strategies.

STRATEGY 9

Offer stipends to mentors (also called new teacher advisors or coaches) and staff development coordinators. Use feedback from new teachers as part of the information used to assess the effectiveness of mentors.

Resource 26: Financial Incentives

See [Financial Incentives](#).

Resource 27: New Teacher Center at U.C., Santa Cruz

The New Teacher Center. (undated). Santa Cruz/Silicon Valley New Teacher Project BTSA induction program: Program components [website]. Retrieved 9/15/05 from http://newteachercenter.org/induction_model.php.

New Teacher Advisor: New teachers have weekly on-site contact during and after school hours with an advisor, who is an exemplary veteran teacher released full-time specifically to support a small group of teachers.

STRATEGY 10

Implement professional development for teachers at various levels of experience that is:

- specific to content that students need to learn and that challenges students.
- based on specific **student achievement data** and **school improvement goals**.
- adapted to specific needs in the district (e.g., changing demographics, English language learners, urban context, high student mobility)
- scheduled at convenient times and locations to enable attendance by teachers (e.g., early morning or lunch sessions, not during the first week of school).

Resource 28: How students learn

National Research Council of the National Academies. (2005). *How students learn: History, math, and science in the classroom*. M. Suzanne Donovan and John D. Bransford, eds. Washington, DC: Author.

Research on how people learn, applied to teaching students in the subject areas of history, mathematics, and science.

Resource 29: Standards in Practice

Education Trust. Standards in Practice (SIP)/Professional Development [website]. Retrieved 9/15/05 from <http://www2.edtrust.org/EdTrust/SIP+Professional+Development/Standards+in+practice.htm>.

A tool that uses a six-step facilitated process to evaluate classroom assignments and student work to ensure that all activities in classrooms are demanding, rigorous and aligned to the highest standards. It helps teachers assess what their students need to reach standards, and together, teachers learn how to teach or change their practice accordingly.

Resource 30: Self-audit: Best practices of high-performing school systems

National Center for Educational Accountability/Just for the Kids. (undated). *Self-audit: Best practices of high-performing school systems* [online resource]. Retrieved 8/22/05 from http://just4kids.org/bestpractice/self_audit_framework.cfm?sub=tools.

In addition to self-audit, the user (school faculty, district office staff, teachers, administrators) can search case studies of best practices in high-performing, at-risk schools.

Resource 31: Partnership for 21st Century Skills

Partnership for 21st Century Skills. (2002). *Learning for the 21st century: A report*

and MILE guide for 21st century skills. Washington, DC: Author.
Retrieved 7/7/05 from www.21stcenturyskills.org/guide/.

Using three domains of work (learning & teaching, leading & managing, and partnering) and a continuum of benchmarks (early stage, transitional stage, 21st century), the MILE guide presents a framework for self-assessment and planning professional development.

Resource 32: Long Beach BTSA

Joftus, S. (2002). Appendix: Case studies of district implementation of California's Beginning Teacher Support and Assessment program, in *Every child a graduate: A framework for an excellent education for all middle and high school students*. Washington, DC: Alliance for Excellent Education.
Retrieved 9/14/05 from <http://www.all4ed.org/publications/NewTeacherExcellence/Appendix.html>.

The Long Beach Unified School District uses its New Teacher Institute (mandatory for all educators teaching in the district for the first time) to offer six essential supports, in addition to coaches and teaching demonstrations:

- a "New Teacher Coach" to provide one-on-one mentoring at the school and support on a regular basis,
- help with classroom management, lesson planning, and assessment and teaching strategies,
- time off in which to observe exemplary teachers,
- "Best Practice" preliminary evaluation for professional growth,
- opportunities for district and school professional development, and
- math and literacy institutes for elementary teachers; individual-subject-area institutes for middle and high school teachers; as well as other standards-based professional offerings.

Resource 33: Professional development: Learning from the best

Hassel, E. (1999). *Professional development: Learning from the best: A toolkit for schools and districts based on model professional development winners*. Naperville, IL: North Central Regional Education Laboratory/Learning Point Associates. Retrieved 9/15/05 from <http://www.ncrel.org/pd/toolkit.htm>.

Page 22: *Action Planner Tool 4 - Needs Assessment: Student Learning Goals Versus Actual Performance*. A worksheet to identify specific student achievement gaps or strengths. Direct link: <http://www.ncrel.org/pd/toolkit/t4.pdf>.

STRATEGY 11

Jointly develop **professional growth plans** with and for each new teacher.

Resource 34: Connecticut (BEST)

Connecticut Beginning Educator Support and Training (BEST):

Connecticut Department of Education. (undated). Educator Assessment: Beginning Educator Support and Training (BEST) Program [website]. Retrieved 9/14/05 from <http://www.state.ct.us/sde/dtl/t-a/>.

A two-year program of mentoring that uses a portfolio review process for assessment of a new teacher's readiness for professional certification (the step beyond initial certification). The program is mandatory for all new teachers, full-time or part-time, regardless of certification status, and also includes long-term substitutes.

Resource 35: Professional development: Learning from the best

Hassel, E. (1999). *Professional development: Learning from the best: A toolkit for schools and districts based on model professional development winners*. Naperville, IL: North Central Regional Education Laboratory/Learning Point Associates. Retrieved 9/15/05 from <http://www.ncrel.org/pd/toolkit.htm>.

Page 23: *Action Planner Tool 5 – Needs Assessment: Teacher Skill/Competence Versus Actual Performance*. An organizer to identify specific teacher competency gaps or strengths. Direct link: <http://www.ncrel.org/pd/toolkit/t5.pdf>.

STRATEGY 12

Create new-teacher **networks** for conversation, emotional support, debriefing, and exchange of learning. For example, some new teachers, who might have stronger mentors than others, can share their new knowledge with other beginners.

- Use **external networks** (online, districtwide, regional) of teachers to add depth and value to within-school support.

Resource 37: NEA New Teacher Support Initiative

National Education Association New Teacher Support Initiative. (undated). Where mentoring works: Real examples, in *A better beginning: Helping new teachers survive and thrive: A guide for NEA local affiliates interested in creating new teacher support systems*. Washington, DC: National Education Association. Retrieved 9/14/05 from <http://www.nea.org/teachershortage/betterbeginnings.html>.

Excerpt from: Beginning Teacher Network – Francis Howell Education Association and Missouri-NEA. St. Charles, Missouri.

... Chris Guinther visits with mentors and new teachers on a regular basis. She also sits on a Professional Development Committee that oversees the mentoring program. Mentors and new teachers are given up to three release days to meet together, and mentors receive a \$350 stipend. ...Guinther says, "Mentoring is a great thing, but I think even more powerful is the opportunity to collaborate with your peers, which the BTN encourages new teachers to do," she says. "First-year teachers have told me that it is the isolation of their job that is so demoralizing. They need a place where they can talk confidentially with other new teachers."

At monthly BTN meetings, topics range from motivating students and prioritizing tasks to mainstreaming special education students. Sessions teach both classroom survival skills and life skills such as financial management. Each meeting is facilitated by a veteran teacher, and the conversations that take place are strictly confidential.

Resource 38: NEA New Teacher Support Initiative

National Education Association New Teacher Support Initiative. (undated). How to establish a new teacher support program, in *A better beginning: Helping new teachers survive and thrive: A guide for NEA local affiliates interested in creating new teacher support systems*. Washington, DC: National Education Association. Retrieved 9/14/05 from <http://www.nea.org/teachershortage/betterbeginnings.html>.

Ten Tips for Connecting with Your New Teachers

1. Use technology
2. Take new teachers on a tour of the district
3. Offer professional development training just for new teachers
4. Give new teachers good resource materials
5. Offer grants to new teachers
6. Sponsor monthly seminars
7. Host an "Idea Exchange"
8. Sponsor a new teacher "Rookie Club"
9. Sponsor an Online "Help Me" service for new teachers
10. Provide new teachers with a "New Teacher Guide"

Resource 39: Learn NC

Learn NC. (undated). New teacher support [website]. Retrieved 8/20/05 from <http://www.learnnc.org/support/newteach>.

Learn NC. (undated). The first year [blog]. Retrieved 8/20/05 from <http://community.learnnc.org/weblogs/lnc/newteach/>.

Missouri National Education Association. (undated). Professional development for beginning teachers [website]. Retrieved 9/14/05 from http://www.mnea.org/teach/begteach_dev.htm#mentoring.

Learn NC has created websites with resources written to and for the new teacher. Missouri NEA created a Beginning Teacher Network Listserv for their new teachers.

STRATEGY 13

Include all parties along the **professional continuum** in designing the program and supporting new teachers with resources: preparation programs, mentors, schools, school district offices, teachers' associations, etc.

Resource 40: NCATE Professional Development Schools Initiative

National Council on Accreditation of Teacher Education (NCATE) Professional Development Schools Initiative.

NCATE. (2004). "Going to scale with professional development schools in urban districts," Excerpted final report to the Arthur Vining Davis Foundations. Washington, DC: Author.

Report covers scaling up in Baylor/Waco Independent School District (TX), Denver Public Schools (CO), and Duval County Public Schools (FL). Partnership schools with universities with different frameworks and scaling up strategies. Denver, in particular, focuses professional development schools in at-risk communities. Schools include induction "looping" for new teachers with universities, measurement of impact on student achievement, teaching quality, and school district improvement plans.

Resource 41: No dream denied

National Commission on Teaching and America's Future. (2003). *No dream denied: A pledge to America's children*. Washington, DC: Author.

Three strategies (high quality teacher preparation, rewarding professional career, and create strong learning communities) work on creating a quality teacher continuum from preparation through career development, emphasizing changing school organization for success. The report includes recommendations for each stakeholder group.

Resource 42: California BTSA

California Beginning Teacher Support and Assessment. (2004 August 12). BTSA – Basics [website]. Retrieved 9/14/05 from http://www.btsa.ca.gov/BTSA_basics.html.

The 1997 Mazzone legislation establishing BTSA encourages collaboration by local school districts, county offices of education, and colleges and universities in the organization and delivery of new teacher induction.

STRATEGY 14

Send new teachers into **high-risk schools** in teams (or create teams) with experienced teachers.

Resource 43: National Board on Professional Teaching Standards

National Board on Professional Teaching Standards. (2004). Business, education leaders work to increase number of NBCTs in urban schools. *NBPTS Online News* 4(3). Retrieved 8/31/05 from <http://www.nbpts.org/news/200503news.cfm>.

Plans to use NBCTs to improve high-need schools.

“Approximately 200 teachers, principals and civic leaders gathered in mid-March in Chicago for a first-of-its-kind summit dedicated to increasing the number of National Board Certified Teachers (NBCTs) in low-income, low-performing schools.

”Participants from Chicago, Los Angeles, Miami and Charlotte met for the all-day summit....”

Resource 44: Miami’s Board-certified teachers advance agenda

Keller, B. (2005, August 31). Miami’s Board-certified teachers advance agenda. *Education Week* 25(1): 3, 19. Retrieved 9/6/05 from <http://www.edweek.org/ew/articles/2005/08/31/01nbpts.h25.html>.

“When district leaders grouped the 39 schools needing the most progress into a “school improvement zone” in the middle of last school year and gave them additional resources, they made a direct pitch to the [National Board Certified Teachers] group for accomplished teachers to move to those schools. The few who did included Ms. [Lori] Nazareno and two other board-certified teachers who have been active in the group. They joined another teacher with the national credential at a school with what they viewed as a simpatico principal.”

Resource 45: Common elements of high performing, high poverty middle schools.

Trimble, S. (2002, March). Common elements of high performing, high poverty middle schools. *Middle School Journal* 33(4). Retrieved 9/15/05 from http://www.nmsa.org/services/msj/msj_march2002.htm.

See section, “Higher Performing Schools Have Schoolwide Teams That Work” and Conclusion, “These schools use teams to do their work”:

“A variety of teams support team members and maximize their talents, the use of time, and other resources. The result is an increase in sustained learning opportunities for students.”

STRATEGY 15

Establish a school-based library of print and non-print materials particularly focused on the needs of novice teachers.

Resource 46: How to be an Effective teacher

Wong, Harry K. & Wong, Rosemary T. How to be an Effective teacher: The First Days of School. Harry K. Wong Publications, Inc. Mountain view, CA, 2004

This popular reference for beginning teachers provides very specific strategies for not only surviving, but also having a successful first year of teaching. Topics include a focus on expectations, classroom management, lesson mastery and developing into an effective professional.

REAL-LIFE EXAMPLE 1:

Comprehensive Support for New Teachers Found on the Strip

Clark County School District (CCSD) in Nevada is the fastest-growing school district in the country (it includes Las Vegas). With approximately 10,000 new students each year, the district has the challenge of keeping up with growth and improving teaching quality at the same time. The district has built a plan for recruiting and retaining new teachers and to support the professional satisfaction and development of veteran teachers. Thanks to a Teacher Quality Earmark Grant from the National Fund for the Improvement of Education, the plan began in 2004-05 with 13 pilot schools, selected for their high teacher turnover rates and their at-risk status.

This project's plan, outlined here, incorporates strategies encouraged by current educational research. The primary goal of project activities is to positively impact at-risk schools and their students, new teachers, mentor teachers, administrators, and community as a whole. Ultimately, it is hoped that the most well-trained and committed teachers will elect to teach where they are needed most – with our most challenging students in at-risk schools.

Source: Rice, George Ann. (2004 July 12). "A Plan for Attracting and Retaining Quality Teachers in At-Risk Schools." Remarks delivered at 2004 NCTAF Partner States' Symposium, Orlando, Florida.

Clark County's Initiative to Attract and Retain Quality Teachers in At-Risk Schools

- 1. Personal contact and support, especially mentoring and coaching, is critical in the first years of teaching to increase the likelihood of success (i.e., increased retention, performance, and job satisfaction) of new teachers, especially in at-risk schools.** New teachers whose first assignment is teaching disadvantaged students need daily advice and support from experienced teacher-mentors who have performed successfully in a similar setting. CCSD mentor teachers are carefully selected on the basis of their experience, education, and motivation to help. They are available to mentees before the new teachers relocate to Las Vegas; as instructors in the Urban Teacher Academy (UTA), one month prior to the beginning of school; as instructional coaches during the regular school day; and as instructors in focused, after-school classes for new teachers. This ongoing support and mentoring will increase both new and mentor teacher retention and job satisfaction.
- 2. New teachers in at-risk schools need ongoing, focused professional development and financial advancement over an extended period of time to increase the likelihood that they will stay in high-risk environments.** New teachers whose first teaching assignment is with

disadvantaged students need to engage in professional development that is focused on the “special” needs of that assignment. Professional development designed to specifically address CCSD Domains and Professional Standards best support the needs of the mentees. Requirements of the on-site classes are practical and pertinent to the new teacher’s job assignment.

The professional development also entitles the new teachers to movement across the CCSD salary schedule. Thus, new teachers receive both training and financial support when teaching in an at-risk school. This aligns with successful professional development practice, which indicates that extrinsic motivations or incentives will serve to alleviate some initial stressors and to promote intrinsically motivated decisions over time.

- 3. The community must become involved in supporting and encouraging teachers to stay in the profession, teach in at-risk schools, and become integrated into the community.** New teachers are shown support by Camden Properties through free apartment rent offered for the duration of the summer UTA to those teachers who start training for their teaching assignments in August. In addition, the project’s new teachers have the opportunity to participate in the same activities/benefits that other new teachers enjoy, including the New Teacher Welcome Center, the New Teacher Orientation Meetings, the New Teacher City Tours, and the Community Member Contacts. The Silver State Credit Union provides an advance on the \$2,000 signing bonus for new teachers to cover living expenses while they are involved with the summer UTA. The Clark County Education Association has guaranteed these loans.
- 4. Projects that have a great potential to promote student achievement must not be prevented by adversarial relationships.** Clark County Education Association (CCEA) and the CCSD agreed to waive usual protocol to allow the project mentees to advance on the salary schedule in a different manner than usual. This cooperation set the stage for future endeavors among entities that have experienced a somewhat adversarial relationship in the past.
- 5. The most experienced and successful educators must share their vast knowledge with new teachers and must become resources as we address educational concerns.** They will take on new leadership roles as university professors, mentors/coaches, and course designers/developers. They have the opportunity to engage in an exciting project to address the long-standing problem of recruiting and retaining new teachers in at-risk settings. They can make a contribution to the field of education by broadening their range of influence.

- 6. Experienced and effective teachers with a motivation for further growth opportunities are supported and encouraged to work in at-risk schools, affording the most needy students access to the best teachers.** Other teaching staff at these schools also have the benefit of professional interactions and modeling of effective teaching by these high-achieving, highly motivated teachers. Veteran teachers assigned to the 13 pilot project schools can receive \$2,000 of the cost of National Board Certification.
- 7. Many avenues of training for mentors and principals must be utilized.** The Santa Cruz New Teacher Center will be involved with delivery of additional professional development activities for mentors and principals during multiple sessions over the first year of project implementation.
- 8. Students who are at risk will have increased access to experienced, well trained teachers who want to teach them and who are committed to assisting them in reaching their highest potential.** Administrators at these schools will have relief from the burden of the time and effort involved in training and supervising large numbers of new teachers caused by excessive staff turnover every school year. The CCSD has further assisted with retaining teachers in at-risk schools by implementing a new requirement that teachers hired into at-risk schools must remain there for at least two contract years.

Source:

Rice, George Ann. (2004 July 12). "A Plan for Attracting and Retaining Quality Teachers in At-Risk Schools." Remarks delivered at 2004 NCTAF Partner States' Symposium, Orlando, Florida.

REAL-LIFE EXAMPLE 2:

Rural School District Supports (And Keeps!) New Teachers Leaders attribute success to comprehensive program and community support

LaFourche Parish in Thibodeaux, Louisiana, is a rural district with about 16,000 students. It hires 80 teachers each year, of which 35 have some prior teaching experience. All new hires receive induction support, but first-time and experienced teachers have separate programs. Though the program is voluntary, 99% of new teachers participate. Since the inception of the program in 1993, the school district has seen attrition drop 80% – from an average 51% attrition per year to an average 7% attrition now. LaFourche’s program has become the statewide model for teacher induction (through Louisiana’s Framework for Inducting, Retaining, and Supporting Teachers).

The entire community supports the induction program, from teachers and administrators in all 27 schools, to central office administrators (the superintendent attends orientation every year) and school board members. Nicholls State University is also involved in order to connect the program to teacher preparation. The program offers three years of support. Goals and activities are clearly defined for all participants, and principals also actively encourage induction activities. As a rural district, LaFourche Parish only has \$50,000 per year to spend on the induction program, but it has helped, as observed in its results: “... overwhelming enthusiasm on the part of new teachers, mentors, administrators, school board members, and the community, a drastic decrease in new teacher attrition rates, and a culture of more confident, competent, qualified teachers influencing the lives of thousands of students.”

Source:

Breaux, A. L. & Wong, H. K. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publications, pp. 79-84, 92-93.

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