Introductions

• Shari Switzer, Director of Educator Effectiveness, IDOE
• Maggie Rowlands, Educator Effectiveness Specialist, IDOE
• Frank DeRosa, Indiana State Manager, Great Lakes Comprehensive Center
Great Lakes Comprehensive Center

- The Great Lakes Comprehensive Center (GLCC) at American Institutes for Research (AIR) provides technical assistance to the state education agencies (SEAs) of Indiana, Michigan, and Ohio.
- GLCC assistance is tailored to each state’s individual needs and is aligned to the priorities of the U.S. Department of Education.
- Indiana Excellent Educators - Preparation, Recruitment, Retention, Mentoring, Induction, Development, Rural Task Force, Teaching Conditions.
Audience Introductions

• We will be using Padlet throughout the session, it will be the same link for all questions.

• Quick Poll:  https://padlet.com/mrowlands3/mentoring
  • Please add a comment to the first column, “District Role”, to share your role within your district.
  • i.e. Grant Administrator, Principal, Teacher, Superintendent, HR Director, etc.
Objectives

• Review Indiana data on teacher retention and recruitment
• Learn about high quality levers of comprehensive mentoring and induction programs
• Evaluate/reflect on local policies, practices, and funding
• Utilize resources/tools for establishing high quality mentoring and induction programs
Title IIA Indiana Data

• Category 1: Recruitment, Retention, Incentives
  • Approximately 13%

• Category 2: Professional Development
  • Approximately 67%

• Category 3: Class-Size Reduction
  • Approximately 20%

• Quick Poll: https://padlet.com/mrowlands3/mentoring
  • Please add a comment to the second column, “Local Title IIA Funding”, and share your perception of the impact of Title IIA funds in your district on a scale of 1 to 5, 1 being low impact and 5 being high impact. If unsure, please put 0.
  • Discuss with those around you why you rated the impact as you did.
New Teacher Data

- This data represents the status of Indiana’s beginning teachers in 2011 followed over a 5 year period.
- Retained refers to teachers still in the same LEA after the 5 year period.
- Moved refers to teachers who moved to a new LEA within the 5 year period.
- Left refers to teachers no longer in an Indiana district at the end of the 5 year period.
- Came back refers to teachers who left the profession during the 5 year period, but returned to an Indiana LEA.
District Attrition Averages

- This data represents Indiana districts’ average attrition of educators followed over a one year, three year, and five year period.
- For example, an average of 30% of educators in a given LEA in 2012 were no longer in that same LEA in 2015.
Cost of Attrition

• Find your districts most recent attrition at
  • https://www.doe.in.gov/evaluations

• Consider the cost of attrition:
  • https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover

• Quick Poll: https://padlet.com/mrowlands3/mentoring
  • In the third column, “Cost of Attrition”, share brief reflections about the cost of attrition.
Toolbox and Program Handbook

• Pilot- Kokomo School Corporation
  • Collaboration between IDOE, Kokomo, Great Lakes Comprehensive Center, and the Center on Great Teachers and Leaders

• Toolbox of Professional Learning Modules
  • Articles, activities, discussion questions, templates, discussion boards, etc.
  • Guided pathway to developing a high-quality program

• Program Handbook
  • Transparent communication for all stakeholders
  • Accountability

• Quick Poll: https://padlet.com/mrowlands3/mentoring
  • In the fourth column, “Mentoring and Induction Programs”, please respond ‘Yes’ or ‘No’ to “Do you have a systematic process for mentoring and induction in your district?”. If ‘yes’, please include a number 1-5 rating the effectiveness/quality of the program with 1 being low and 5 being high.
Mentoring & Induction Work Goals

High Quality Mentoring and Induction Practices
1. Rigorous mentor selection based on qualities of an effective mentor
2. Ongoing professional development and support for mentors
3. Sanctioned time for mentor-teacher interactions
4. Multiyear mentoring
5. Intensive and specific guidance moving teaching practice forward
6. Professional teaching standards and data-driven conversations
7. Ongoing beginning teacher professional development
8. Clear roles and responsibilities for administrators
9. Collaboration with all stakeholders
Self-Assessment Tool

- Access the self-assessment: https://www.doe.in.gov/grants/conference-materials

- Using the self-assessment tool, evaluate your district on each of the 9 characteristics.
- Which areas should be focus areas for your district?
- What positive impacts would this work have on your district?
- How could this tool be used to monitor and plan for continuous improvement?

<table>
<thead>
<tr>
<th>Mentoring and Induction Practices</th>
<th>Current Status of Implementation</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. Rigorous mentor selection based on qualities of an effective mentor</td>
<td>Emerging</td>
<td>Developing</td>
</tr>
<tr>
<td>What are strategies to attain or sustain this practice?</td>
<td>What are our action steps to implement these strategies?</td>
<td>How will we know if we are successfully implementing the practice?</td>
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| Timeline | Responsible Parties | Resources Needed |
FUND THE PLAN, DON’T PLAN THE FUND.

• Access the funding guidance: [https://www.doe.in.gov/sites/default/files/grants/mentoring-and-induction-funding-guidance.pdf](https://www.doe.in.gov/sites/default/files/grants/mentoring-and-induction-funding-guidance.pdf)

• What resources are needed to support a comprehensive mentoring and induction program in your district?

• Which funding sources can be used to support those needs?

• What stakeholders need to be involved in that conversation?

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<tr>
<th>Fund:</th>
<th>Purpose:</th>
<th>Eligibility:</th>
<th>Possible Funding Uses to Support Mentoring &amp; Induction Programs:</th>
<th>Resources:</th>
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<tr>
<td>Title I, Part A</td>
<td>Title I, Part A is a federally funded grant that provides financial assistance to local educational agencies (LEAs) and schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Through this federal program, States and Local Education Agencies (SEAs and LEAs) receive funds on a formula basis. Title I funding provides a continuum of services and resources to schools and charter schools that enrich the curriculum and instruction, promote interaction and coordination of supplementary services and resources, and result in excellent and high expectations for educators and students.</td>
<td>The federal government allocates funding to states based on census poverty data. States then allocate funding to school districts based upon the same census poverty data. Districts allocate money to their schools based on the Free/Reduced lunch counts at each school. There are two types of Title I schools. A Targeted Assistance School (TAS), only students that have been identified as at-risk of failing the state’s academic standards may benefit from the supplemental services and resources provided by Title I funds. In a Schoolwide Program (SWP), all students qualify for supplemental services and resources provided by Title I funds; however, assistance is still focused on the most at-risk students.</td>
<td>Based on the LEA’s Common Needs Assessment (CNA), funds can be used to pay for expenses such as those associated with evidence-based interventions/programs:</td>
<td>IDOE Office of Title Grant Programs and Support</td>
</tr>
<tr>
<td>School Improvement Grants-Title I 1003</td>
<td>Federal school improvement funds that are authorized under section 1003 of ESSA support evidence-based, school improvement activities that take new, innovative and systemic approaches to improving student achievement and school quality. Generally, funds are awarded in a tiered system based on need and priority.</td>
<td>Schools that are Title I served and are identified as focus and priority schools are eligible for 1003 funds. School Improvement Grants (SIG) are awarded to these schools in the amount of $40,000.</td>
<td></td>
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Group Reflections

• Quick Poll: https://padlet.com/mrowlands3/mentoring
  • In the fifth column, “Self-Assessment”, briefly reflect on your self-assessment. What was a major takeaway?

  • In the sixth column, “Resources Needed”, share insights about what tools/resources your district might need to be successful in this work.
The Impact of Mentoring and Induction

- Teacher retention rates
  - Overall, new teachers, veteran teachers
- Program reach
  - Number of new teachers supported, number of teachers with leadership opportunities, students impacted
- Program quality
  - New teacher surveys, mentor surveys, principal surveys, focus group interview data
- Impact on teacher quality
  - Evaluation data, self-assessments, observation data
- Student learning
  - Growth data, proficiency data, formative assessment data, etc.
Objectives

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Contact Information

• IDOE Office of Educator Effectiveness:  
  https://www.doe.in.gov/effectiveness

• Great Lakes Comprehensive Center:  https://greatlakes-cc.org/

• Center on Great Teachers and Leaders:  https://www.gtlcenter.org/

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