Comprehensive Mentoring and Induction for New Teachers

Presented by: IDOE Office of Innovation & Kokomo School Corporation
Introductions

- Dr. Chris Kates, Director of Leadership and Innovation, IDOE
- Sarah Rush, Leadership and Innovation Specialist, IDOE
- Dr. Teni Helmberger, Director of Special Service, Kokomo School Corporation
Objectives

• Review Indiana data on teacher retention and recruitment
• Learn about high quality characteristics 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
Kokomo School Corporation
Mentoring & Induction
IDOE Office of Innovation Mentoring and Induction Moodle Handbook Resource
Section 1: Why Mentoring and Induction Programs?

• Purpose: To provide data and research supporting the need for new teacher mentorship and induction.

  • Review Indiana data about the cost of turnover and the implications
  • Review example new teacher survey
  • Discuss the Phases of the First Year

• Handbook: Complete Mission Statement and Goals
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
The Impact of Mentoring and Induction

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

- Using the self-assessment tool, evaluate your district on each of the nine 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rigorous mentor selection based on</td>
<td>Emerging</td>
<td></td>
</tr>
<tr>
<td>qualities of an effective mentor</td>
<td>Developing</td>
<td></td>
</tr>
<tr>
<td>What are strategies to attain or sustain</td>
<td>Integrating</td>
<td></td>
</tr>
<tr>
<td>this practice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are our action steps to implement</td>
<td></td>
<td>How will we know if we are successfully</td>
</tr>
<tr>
<td>these strategies?</td>
<td></td>
<td>implementing the practice?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Responsible Parties</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
Section 2: Components of Successful Mentoring and Induction Programs

• Purpose: To provide an overview of what a successful mentoring and induction program should include.

• Review graphics describing the components of high quality mentoring and induction programs
• Self-assess district on the action plan
• Discuss program structure questions
• Review funding guidance resource

• Handbook: Complete program structure
• Action Plan: Complete multi-year mentoring section
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
**Fund the plan, don’t plan the fund.**

- 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?
Section 3: Mentor Selection and Support

• Purpose: To establish the role of the mentor and the structure to support the mentors.

  • Review Mentors’ Role Shifts
  • Review Mentor’s Roles and Selection Workbook

• Handbook: Complete Mentor Roles and Responsibilities, Mentor Selection, Mentor/New Teacher Pairing, Mentor Support Plan, Principal Roles

• Action Plan: Complete Sanction Time, Rigorous Mentor Selection, Ongoing PD for Mentors, Administrator Roles
Section 4: New Teacher Support

• Purpose: To establish a vision for new teacher support.
  • Review New Teacher Needs
  • Review Mentoring Collaboration Log

• Handbook: Complete New Teacher Expectations and Support Plan
• Action Plan: Complete Professional Teaching Standards, Intensive and Specific Guidance, New Teacher PD
Section 5: Program Evaluation

• Purpose: To establish program monitoring and evaluation protocols to ensure the program is effective.
  
  • Complete Self-Assessment

• Handbook: Complete Program Evaluation

• Action Plan: Complete Collaboration with All Stakeholders section
Section 6: Program Handbook Feedback and Communication

• Purpose: To discuss how the steering committee will collect and utilize stakeholder feedback on the handbook.

  • Complete Communication Plan
Office of Innovation Strategic Support

- Virtual handbook support via Google
- 1:1 teleconferences/phone calls
- Site visits to support program development & implementation