

Examination of Induction Support for Initial Educators in MPS

Preliminary Findings

Wisconsin Research Seminar on Educator
Preparation, Induction, and Professional Development

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Teacher Induction Support Grants

1. Quality Educator Professional Development and Retention Grant (QEPDR)
2. Peer Review & Mentoring Grant
3. \$375 Mentoring Funds for Initial Educators (MFIE)

| | Initial Educators | Coach/Mentor |
|---------------------------|-------------------------|---------------------------------|
| QEPDR (\$265,000) | 90+ IEs in SIFI schools | 33 trained coaches |
| PR & Mentoring (\$25,000) | | 63 trained school-based mentors |
| MFIE (\$25,000) | IEs district-wide | |

Framing Question:

How have the QEPDR, PR & Mentoring, and the MFIE teacher induction grants supported initial educators in MPS?

Subsidiary Questions:

1. What are the perceptions of initial educator's concerning:
 - the coach/mentor – educator relationship
 - the professional needs of the initial educator
 - the level of school support
 - the impact on job satisfaction

2. What are the perceptions of the mentor/coaches concerning:
 - the mentor/coach training program
 - the professional needs of the mentor/coach
 - the professional needs of the initial educator
 - the impact of support on IE's job satisfaction

Data Collection = 3 focus groups; 16 interviews

| Levels of Analysis | Methods | Total Across 3 Grants |
|---|---|---|
| Initial Educators QEPDR MFIE programs | 8 = Interviews IE 1 – Focus Group MFIE | 12 = Interviews 1 = Focus Group IE (MFIE grant) |
| Coaches/Mentors: QEPDR Peer Review & Mentoring Programs | 2 = Interviews 1 = Focus Group | 4 = Interviews 2 = Focus Groups |

Participant Demographics (as of 06.13)

| Focus Groups Total = 3 | Gender | Ethnicity | Cert Area (some certified in more than one area) | School Level | Yrs Coaching Mentoring Mentee |
|---------------------------------|----------------|-----------------------------|--|---|---|
| QEPDR-6 (coaches) | 4 = F 2 = M | 1 = AA 5 = CAU | 2 = Eng 1 = 1-8 1 = K-3 1 = Reading 2 = SpEd | 2 = Elem 1 = Mid/High 1 = High 2 = All | 3 = 0-3 2 = 4 - 7 1 = 7 - 10 |
| PR & M (mentors) | 3 = F 2 = M | 2 = AA 2 = CAU 1 = NA | 1 - 9 1 - 8 Eng Admin Pupil Services | 2 = 1-9 3 = Mid/High | 4 < 0 - 3 1 = 4 - 7 |
| MFIE/375 (initial educators) | 2 = F 2 = M | 4 = CAU | 6 - 12 Math ESL Permit | 1 = Middle 2 - Mid/High 1 = High | 1 = 1 st 1 = 2 nd 2 = 3 rd |

Participant Demographics (as of 06.13)

| Interviews Total = 16 | Gender | Ethnicity | Cert Area | School Level | Yrs Teaching/ Coaching/ Mentee |
|--------------------------|----------------|---|--|---|--|
| QEPDR IEs | 7 = F 1 = M | 1 = AA 1 = Latino 5 = CAU 1 = Hisp | 2 = Art 1 – 1-8 1 = Permit 4 = SpEd | 1 = PK-12 1 = 1-8 2 = Mid 3 = High 1 = Mid/High | 2 = 1 st 2 = 2 nd 2 = 3 rd 1 = 5 th 1 = NR |
| QEPDR Coaches | 2 = F | 2 = CAU | Admin Art | 2 = Elem | 1 = 2yr 1 = 3yr |
| PR & M | 1 = F 1 = M | 2 = CAU | 2 = SpEd | Mid/High High | 1 = 4yr 1 = 3 |
| MFIE | 4 = F | 1 = AM 2 = CAU 1 – NA | Adm/SpEd 2 = 1 – 8 Sec Eng | 2 = Elem/Mid 1 = Middle 1 = High | 3 = 1 st 1 = 5 th |

Comparative National and State Teacher Induction Frameworks

| | Personal Support for IEs | District Goals/Individual Learning | Informing Practice | Continued Professional Development |
|----------------------------------|--|---|---|--|
| Santa Cruz New Teacher Project | New Teacher Advisor | Individual Learning Goal Reflection Documentation of Growth | Formative Assessments | PD for Beginning Teachers |
| Wisconsin Induction Model | Trained Qualified Mentor (holds appropriate license) PDP team Online access to PDP & resources | Ongoing Orientation Support Seminars State and district policies support school initiatives | PDP (situated in tiered licensing) Self-assessment and reflection Mentor input into formative assessment | Support seminars reflecting districts' missions/goals |
| QEPDR | Trained Coaches (retired MPS teachers) | PDP Workshops Weekly observations Bi-monthly coaching conversations | Student Engagement Instructional Strategies targeting Teacher standards 4 & 5 Conversation Log Continued work on PDP | Coaches attend monthly seminars and bring information back to IEs in their classroom |
| MFIE and Peer Review & Mentoring | Trained Mentors (school-based teachers) | PDP Reviewer Training Ongoing orientation Support seminars | Monthly seminar participant feedback forms Continued work on PDP | Monthly seminars for IEs PDP training |

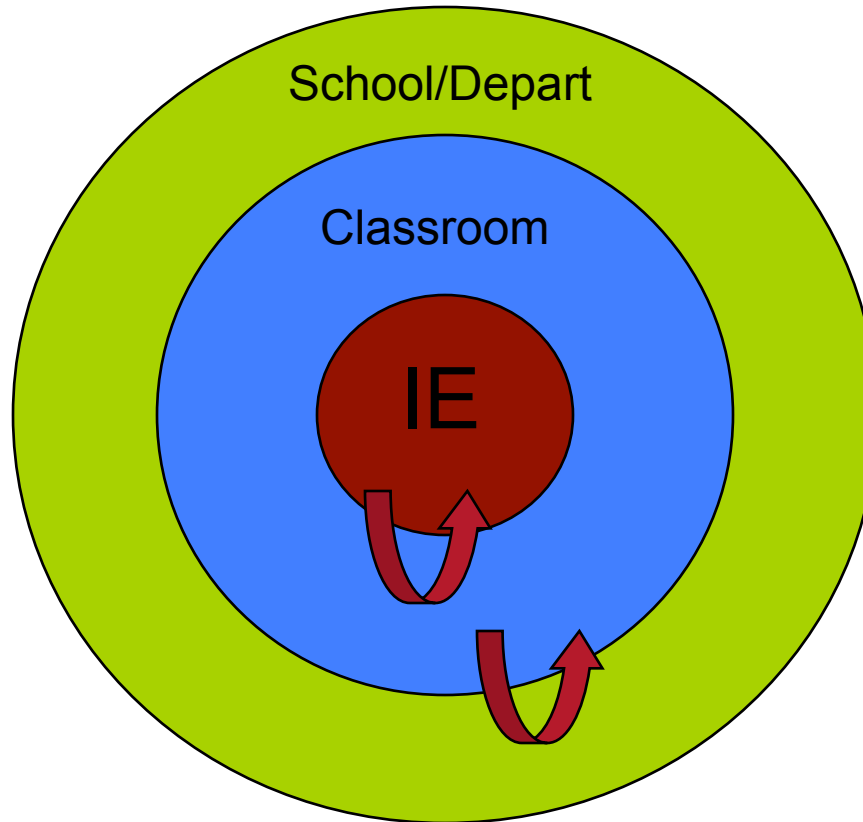
If induction **support** is stronger than environments are **challenging**, then **retention** of initial educators is more likely.

Support → Initial Educator ← **Challenges**

Self-efficacy
Self-advocacy
Self-knowledge
(knowledge, skills,
dispositions, PDP)

Classroom mngt/
Lesson planning
Teaching resources
Curriculum dev
Proven systems for
paperwork

Supportive network of
teachers
School navigation
Administrator support
(leadership)
Support for district &
school level policy
frameworks



Self-doubt
Finding voice
Lacking self-knowledge
(knowledge, skills,
dispositions, PDP)

Challenging classroom
environment
Lack of resources
Lack of curriculum
Developing systems for
paperwork

Lack of interest from
other teachers for
support or
collaborative work
Teacher isolation
Inconsistent
administrator support
Administrator
accountability

For future consideration

- To what extent do coach/mentor perceptions of IEs PD needs differ from the perceptions of the initial educators?
- How can special education be better supported?
- What is the criteria for, and process of, administrator and teacher accountability in support of IEs?
- How do funding models impact the effectiveness of induction support programs?
- What is the impact of school culture on organizational development? (e.g. structures supporting decision-making models, communication systems, sustainable investment in & celebration of IEs)
- To what extent does organizational development support IEs at the individual, classroom, building and district levels?