

June 16, 2008 PowerPoint Presentation Notes Teacher Induction: A National Perspective

Slide 3

The evidence is strong about teacher quality. The evidence also is strong about the impact of a teacher on students—an ineffective teacher can set a student back by one to three grade levels. And our most at-risk students typically do not recover from one year with an ineffective teacher. Disadvantaged students who have effective consecutive teachers are able to close those achievement gaps.

<http://www.tqsource.com/publications/syntheses.php>

<http://www.teacherqualityresearch.org/>

The nation will hire more than two million new teachers during the next decade; those influencing and working with new teachers have a chance to transform the profession through their leadership as mentors and in building administrator roles to improve teacher quality.

To set a common language for this presentation:

Comprehensive induction is a combination of mentoring, professional development and support, and formal assessments for new teachers during at least their first two years of teaching.

Mentoring is one piece of this system and is the piece most often associated with an induction program.

Goals in induction most often cited:

1. Increase level of teacher quality
2. Reduce turnover/increase retention
3. Improve student achievement
4. Reduce school costs related to hiring and training

Slide 4

Teacher induction has been around for many years but in the past five to 10 years, it has expanded considerably and moved from more of a “buddy” system to a comprehensive, rigorous, and widespread approach to moving the instructional practice of new teachers forward and keeping them in the profession.

Concerns about keeping new teachers in the profession stem from research that has found that the proportion of new teachers who leave the profession within the first five years is as high as 50 percent.

There has been some debate about the issue, with researchers (Jennifer Presley and Karen DeAngelis) at the Illinois Educational Research Council claiming the figure is much lower and, in fact, in line with other occupations.

http://ierc.siue.edu/documents/New_Teacher_Attrition_Study%202007-1.pdf

On the other hand, for certain high-needs schools, retaining teachers is hugely problematic. For example, some Chicago schools lose as many as 75 percent of new teachers within their first five years.

Replacing teachers who leave is expensive. According to the Alliance for Excellent Education in Wisconsin, \$25 million per year is lost to attrition from the profession, while an additional \$38 million per year is lost to turnover as teachers move from one school to another.

http://www.all4ed.org/publication_material/TeachersLeaders

One study demonstrates that although induction programs can cost \$6,000 to \$7,000 per new teacher, turnover costs for a single teacher leaving an urban district like Milwaukee can cost \$15,000 to \$17,000 (to retain, provide professional development, etc.).

Research conducted by the New Teacher Center at the University of California at Santa Cruz found that high-quality teacher induction was a sound investment. For every \$1.00 invested in such a program, \$1.66 was gained in return from reduced costs related to teacher attrition, ineffectiveness, and administrators' time.

http://www.newteachercenter.org/pdfs/NTC_Policy_Brief-Hill_Briefing.pdf

In addition, beginning teachers who received high-quality mentoring achieved student performance gains equivalent to those of fourth-year teachers who did not have access to comprehensive induction. In essence, we get new teachers to be better much faster in order to elevate the level of teacher quality. And because costs are incurred in Years 1 and 2, the benefits (financial and instructional) continue to accrue over time to the teacher, school, and students.

http://www.newteachercenter.org/pdfs/NTC_Policy_Brief-Hill_Briefing.pdf

In light of the compelling evidence, there has been a call in policy circles for high-quality teacher induction. For example, in the current drafts of Title II of the Reauthorization of NCLB, there is language that discusses grants being made available for LEAs to support “state of the art” induction programs.

Slide 5

Increasingly there is an emphasis on induction at the federal level unlike anything we've seen in the past.

<http://edlabor.house.gov/micro/nclb.shtml>

The Teacher Excellence for All Children (TEACH) Act

<http://edlabor.house.gov/publications/TEACHActsummary0507.pdf>

Sponsored by U.S. Senator Edward Kennedy (MA) and U.S. Congressman George Miller (CA), TEACH has been incorporated into early drafts of a reauthorized No Child Left Behind (NCLB) Act by the U.S. House Committee on Education & Labor. It includes: a \$200 million career ladder program to augment the salaries of teachers in high-need schools who accept new professional and leadership roles; a \$300 million grant program to allow states and high-need local educational agencies (LEAs) to develop state-of-the-art teacher induction programs; and a

\$100 million principal training and induction grant program for 10 states to develop, implement, and evaluate pilot programs for performance-based certification and training of exemplary principals.

The School Improvement Through Teacher Quality Act

U.S. Senator Jack Reed (RI) has introduced legislation to amend Title II of NCLB to create a new \$500 million funding stream of targeted assistance to low-performing, high-poverty schools to help develop effective teachers and principals through the implementation of comprehensive, high-quality, multi-year induction and mentoring programs for beginning teachers and systematic, sustained, team-based, job-embedded professional development for experienced teachers.

The Innovation Districts for School Improvement Act

Proposed by U.S. Senator Barack Obama (IL), this bill would authorize a \$1.5 billion annual grant program for LEAs to support a number of allowable reforms, including teacher mentoring and career ladders for mentor teachers. The bill would require LEAs to establish teacher academies based upon models of successful induction programs and residency-based teacher training.

USDE Research

The U.S. Department of Education awarded a five-year research grant to Mathematica and its subcontractors, WestEd and the Center for Education Leadership at the University of Pennsylvania to examine the effectiveness of teacher induction in elementary schools. Researchers are evaluating two high-intensity teacher induction models, one developed by [Educational Testing Service](#) and one by the [New Teacher Center](#) at the University of California, Santa Cruz. During the 2005–06 school year, districts participating in the study will implement one of these programs. In each participating district, approximately 20 elementary schools will be randomly assigned to either implement one of the intensive induction models or continue providing whatever form of teacher induction they normally provide. Researchers will examine whether receipt of a high-intensity induction model results in significantly higher rates of teacher retention, improvements in teachers' instructional practice, and greater student achievement. Following their initial year of teaching and participation in an induction program, teachers will be tracked for three additional years.

Slide 6

According to the New Teacher Center, California leads the nation in teacher induction. The California Beginning Teacher Support and Assessment (BTSA) Program was created in 1992. It provided approximately \$3,900 per first- and second-year teacher during the 2006–07 school year to fund formative assessment and individualized support. California's 20 teacher induction program standards guide the design and implementation of local BTSA programs.
<http://www.btsa.ca.gov/>

Illinois has taken a different approach. Through its Beginning Teacher Induction Pilot Program, the state funded 10 beginning teacher induction pilot programs from 2006 to 2008. In February 2008, the state funded an additional 31 new pilot sites throughout the state. Each program varies in its format, but all include mentoring, formative assessments, and intensive professional development based in part on individual induction plans. Each pilot program is being evaluated as part of an overall assessment of the effectiveness of beginning teacher induction and mentoring.

<http://intc.ed.uiuc.edu/isbesites/isbesites.html>

In Maine, a Teacher Quality Enhancement Project known as Advancing the Agenda for Results-Based Certification (AARBEC) developed a pilot program that since has been translated into statewide legislation. In 2001, 24 pilot sites were selected to implement induction and mentoring programs. A second round of pilots was funded the following year. Since then, the induction process, along with demonstration that 10 statewide teaching standards have been met, will be a required component for new teachers seeking professional certification. On their website, Maine provides a guide for districts, they detail the key components to the policy, and they provide additional resources for each of these components:

<http://www.state.me.us/education/teacherinduction/induction.html>

Slide 7

A little closer to home, the research organization SRI International undertook a study of teacher induction in Illinois and Ohio.

<http://policyweb.sri.com/cep/projects/displayProject.jsp?Nick=teachinduct>

Based on what they learned, they concluded that teacher induction and mentoring must be:

1. Supported by adequate, stable, and timely funding
2. Informed by district-level data
3. Able to provide orientation for new teachers prior to the start of the academic year
4. Aligned closely with other components of the teacher continuum, namely preparation and professional development
5. Framed as a means of advancing the professionalization of teaching
6. Used as a vehicle for developing a professional learning community

Slide 8

Let us not forget the benefits to those who mentor as we continue to plan during the next two days about how to provide support systems that contribute to improved student outcomes in Wisconsin PK–12 schools.

Slide 9

There are 10 research-based components of a comprehensive induction program that together create an integrated system of support.

http://www.newteachercenter.org/pdfs/Cap_Hill_HQM_final.pdf

Rigorous Mentor Selection Based on Qualities of an Effective Mentor

Qualities may include evidence of outstanding teaching practice, strong intra- and interpersonal skills, experience with adult learners, respect of peers, and current knowledge of professional development.

Ongoing Professional Development and Support for Mentors

Effective teachers do not always know what it is about their teaching that is effective. Many mentors also are surprised to find that translating knowledge to students is not the same as translating knowledge to adults. High-quality and ongoing training, as well as a professional learning community, are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.

Sanctioned Time for Mentor–Teacher Interactions

Mentors need sanctioned time to focus on beginning teacher development. Mentors and beginning teacher should have 1.25 to 2.5 hours per week to allow for the most rigorous mentoring activities. That time should be protected by teachers and administrators.

Multiyear Mentoring

Mentoring should be intensive and ongoing (for at least two years) in order to improve teacher practice and consequently student achievement. The New Teacher Center (NTC) and other research suggest that most deep learning about instruction (through mentoring) happens during the second and third years of teaching.

Intensive and Specific Guidance Moving Teaching Practice Forward

Mentors who are trained to draw upon professional teaching standards and appropriate content area standards can focus their support on instructional growth and concrete steps to help new teachers improve their practice. Example: “Let’s look at your assessment data and talk about what strategies will help you address the concern you had about reaching your struggling English language learner students.”

Slide 10

Professional Teaching Standards and Data-Driven conversations

Just as with student learning, beginning teacher learning should be data-driven and standards-based. To be effective, feedback to beginning teachers must be grounded in evidence about their practice, including information gathered through classroom observations and student work. Use of professional teaching standards, documentation of mentoring conversations, and data collection about various components of classroom practice ensures a solid structure for focusing on continuous instructional growth.

Ongoing Beginning Teacher Professional Development

Beginning teachers benefit from a professional learning community that is guided by professional teaching standards and the appropriate content area standards and focused on teacher development, problem solving, and mutual support. Opportunities such as regularly scheduled seminars and online learning communities provide a context for rich networking, professional dialogue, and reflection, as well as combating isolation.

Clear Roles and Responsibilities for Administrators

Administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction and establishing a positive culture for teacher development in their buildings and in the system. Professional development for administrators and ongoing communication with them about the needs of new teachers and the nature of the program ensures that they understand their role in fully supporting induction.

Collaboration With All Stakeholders

Strong communication and collaboration among stakeholders, including administration, school boards, union/association leadership, and professional partners, creates a culture of commitment and ensures success.