

2009 Wisconsin Research Seminar on Improving Educator Quality:  
Improving Practice and Expanding Collaboration  
in Challenging Times

Examination of Induction Support for Permit  
Teachers, Initial Educators, Initial Administrators  
and Mentors in Milwaukee Public Schools

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# DPI Title I Grants

## 1. Teacher Quality

### ***Services provided:***

- Mentoring, ongoing orientation, monthly seminars for permit teachers and initial administrators (inclusive of pupil services)

## 2. Mentoring Funds for Initial Educators

### ***Service Provided:***

- Ongoing orientation and monthly seminars for 1<sup>st</sup> and 2<sup>nd</sup> year initial educators (243), inclusive of teachers, administrators, and pupil services staff.

## 3. Peer Review and Mentoring

### ***Services Provided:***

- Mentor training for teachers (131) in support of initial educators
- WEA-PDA and MPS

# Major Questions & Data Collection

## Mentees

1. What are the specific challenges faced by permit teachers, initial educators and initial administrators in their daily practice?
2. What support did mentors provide mentees to help meet these challenges?
3. How can support for permit teachers, initial educators and initial administrators be improved?

## Mentors

1. What was the most valuable training provided to mentors of permit teachers, initial educators and initial administrators?
2. How can the mentor training programs be improved?

## Data Collection:

Individual interviews, focus groups & document analysis

# Mentees: Challenges and Support

Permit Teachers	Initial Educators	Initial Administrators
Social/emotional support Self-management	Social/emotional support	Social/emotional support Self-management
Pre-service is “on-the-job”	Locating & accessing resources	School Leadership (leading people; building capacity)
IEPs Lesson Planning Classroom Management Instructional Strategies	PDP School’s ed plan Classroom Management Instructional Strategies	PDP Technical assistance Daily rhythms Context or school-specific issues
Too many mentors	Didn’t know they had a school-based mentor	Mentor Effectiveness

# Recommendations

Permit Teachers	<ol style="list-style-type: none"><li>1. Standardize IEP</li><li>2. Differentiate monthly seminars for permit teachers and initial educators</li><li>3. Training for mentors on observation &amp; assessment log</li></ol>
Initial Educators	<ol style="list-style-type: none"><li>1. Make implementation a priority to ensure every IE has a school-based mentor</li></ol>
Initial Administrators	<ol style="list-style-type: none"><li>1. Identify “rhythms of the year” via generic handbook (proactive rather than reactive)</li><li>2. Include pupil services administrators to monthly “hot topic” seminars or offer differentiated seminars.</li><li>3. Provide clear expectations of job functions</li><li>4. Develop system of accountability to ensure administrator mentees are receiving intended support.</li></ol>

# Mentors: Challenges, Support & Recommendations

School-based Mentors	Initial Administrator Mentors
<ul style="list-style-type: none"><li>•Understanding the mentor role and expectations</li><li>•Understanding the PDP</li><li>•Overlap of mentors</li><li>•Timing of training</li></ul> <p>Major Areas: PI 34, PDP, WI Teaching Standards &amp; Characteristics of a High Performing Urban Classroom</p>	<p>PDP Training Budget Training Team Building Data driven instruction</p>
<p>School-based Mentors Recommendations</p> <ol style="list-style-type: none"><li>1. Develop system for accountability; make implementation a priority</li><li>2. Offer training earlier in year &amp; after the school day</li></ol>	<p>IA Mentor Recommendation</p> <ol style="list-style-type: none"><li>1. Provide clear expectations earlier in the year so the role and job functions are clear to allow for better assessment of performance</li></ol>

# Recurring Themes

*Spanning Three Years of DPI Evaluations, Surveys & Site Report*

Formative Evaluation (people, systems, processes, timeline)

*We know:*

that both initial educators and permit teachers need:

- Emotional support & ready access to mentors
- Assistance in & resources for instructional strategies; classroom management; lesson planning; PDP (initial educator); IEP (permit teacher)

that school-based mentors receive training that benefit initial educators

BUT.....

**Too many initial educators still do NOT have a school-based mentor  
and  
some permit teachers have too many mentors.**

# Provocative thoughts....

“Reform activity is not indicative of institutional change” (Diez, Mary, yesterday 😊)

“How do we keep the PDP process transformative so teachers will perceive themselves as a part of a larger system” (Tompkins, Francine, yesterday 😊)

Mentoring & induction as a reform strategy does not occur in isolation; schools are connected systems (231!) with interlocking processes (teaching, training, curriculum, assessment, human resources etc); all have mutual reciprocity.

# Compelling Questions...

From provocative thoughts to compelling questions.....

And from an organizational systems perspective:

1. How does school culture institutionalize mentoring and induction?
2. What policy frameworks exist at the classroom, school and district levels that operate to support or undermine these efforts?

# Conceptual Framework

Component 1: Relevant Policies & Practices

*Question 3:*

How can we determine if current practices inhibit or facilitate quality program practices?

Component VI: Systematic Collaboration

*Question 1:*

How do we include internal & external stakeholders and what is their impact on our programs?