Mentoring and Induction: Leveraging Professional Learning Standards for Achievement

Natrona County School District
Casper, Wyoming
- Shelley Ellbogen
- Karla Jump
- Lynn Kahler
Introductions

About You
Introductions

With your table partners, please share...

1. Your name
2. What you do
3. Why you are interested in Mentoring & Induction
4. The most exciting thing you have done since arriving in St Louis
Introductions

About us
About Our District

- 13,000 Students
- 1000 Certified Staff
- 2nd Largest District in Wyoming
- County is the District
- 4 High Schools, 4 Middle Schools, 18 Elementary Schools, 3 K-8 Schools
- 3 Full Time Mentors
Introductions - Who is in the Room?

Raise Your Hand

- Teacher
- Instructional Coach
- Principal
- Central Office
- University
- Board Member
- Other
Discuss at Your Table

1. Remember back to your first year in education. What kind of support did you receive?

2. Discuss the benefits of supporting new teachers in their first years in education.

3. Choose a scribe at your table to capture your list of mentor benefits.
“I think you should be more explicit here in step two.”
Why Support New Teachers?

- Boosts student achievement
- Helps school districts financially
- Helps with teacher retention
- Gives opportunities for new faculty to receive professional learning and to grow professionally
- Gives opportunities for educators to work with experienced mentors
- Builds confidence in new educators
- Grows teachers in a safe, non-evaluative manner
- Reduces stress and anxiety of educators
- Gives opportunities for educators to participate in rich reflection
- Gives opportunities to celebrate, collaborate, and problem solve
- Helps new faculty get involved in district, state, and national initiatives
Leveraging the Standards for Student Gains
## Managing Change Matrix

<table>
<thead>
<tr>
<th>Learning Communities</th>
<th>Leadership</th>
<th>Resources</th>
<th>Data</th>
<th>Learning Designs</th>
<th>Implementation</th>
<th>Outcomes</th>
<th>Educator effectiveness and student results</th>
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<tbody>
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Professional learning that increases educator effectiveness and results for all students **aligns its outcomes with educator performance and student curriculum standards.**

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Student or Educator?

1. Boosts student achievement
2. Helps with teacher retention
3. Gives opportunities for new faculty to receive professional learning and to grow professionally
4. Helps educators implement appropriate strategies to support student learning.
5. Builds confidence in new educators
6. Helps teacher to differentiate learning for students
7. Grows teachers in a safe, non-evaluative manner
8. Reduces stress and anxiety of educators
9. Helps with equitable expectations for all students to achieve at high levels
Student or Educator?

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Mentoring and Induction

Are mentoring and induction the same thing?

https://youtu.be/5eEbsjM6Enk?t=310

5:00

LET'S TALK
It’s all about the semantics...
What does the research say?

Mentoring alone will do little to aid in the retention of highly qualified new teachers.


Bennetts, C. "Lifelong Education: The Role of Mentoring in Enhancing Teacher Retention." Lifelong Learning, 2011.


A comprehensive induction program increases teacher retention and student achievement.
Comprehensive Induction

Induction is a comprehensive, multi-year process designed to train and acculturate new teachers in the academic standards and vision of the district. All effective induction programs have three basic parts:

1. **Comprehensive**: There is an organization or structure to the program consisting of many activities and many people who are involved. There is a group that oversees the program and rigorously monitors it to be sure that it stays the course towards student learning,

2. **Coherent**: The various activities and people are logically connected to each other, and

3. **Sustained**: The comprehensive and coherent program continues for many years.

The goal of induction is to teach a new teacher effective teaching strategies and techniques that will improve student learning, growth, and achievement.
According to the Public Education Network, researchers have identified the following components of effective induction program practices:

- **Long-term planning** for improving teaching and learning
- Practices **aligned** with professional, state and local student learning standards
- A strong sense of **institutional commitment** with administrator support and involvement
- Participation by **all new teachers**
- **Input** from beginning and veteran teachers on program design and structure
- **Sustained** beyond the new teacher’s first year of teaching
- Opportunities for inductees to **visit demonstration classrooms**
- Providing opportunity to network in a **learning community**
- Adequate **time and resources** for implementation
- Reduced **workloads**, release **time**, and **placement** in classes with less demanding students
- **Quality mentoring**, with careful selection, training, and ongoing support for mentors
- **Ongoing assessment** to determine whether the program is having its desired impact
Professional Learning Standard: Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Professional Learning Standard: Leadership

Using the handout, analyze...

1. What are the Driving Forces in your Leadership Systems that support a comprehensive induction system?
2. What are the Restraining Forces in your Leadership Systems that create challenges?
Our Journey from Mentoring to Induction

1990-1995
- Buddy System
- Quarterly Topics

1995-2000
- Buddy System
- 4 Quarterly Topics
- 1 Observation Day
Our Journey from Mentoring to Induction

1990-1995
- Buddy System
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2000-2006
- Trained Mentors (Paid w/ stipend) meet 2 hours/month
- Monthly Meeting

2006-Present
- Full Release Mentors
- New Faculty Week
- Weekly Support Visits & Feedback
- Monthly Training (aligned)
- 3-Years w/ Gradual Release

Mentoring

Comprehensive Induction
### Professional Learning Standard: Resources

Professional learning that increases educator effectiveness and results for all students **requires prioritizing, monitoring, and coordinating resources for educator learning.**

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Professional Learning Standard: Resources

District Resources:

- People - Funding of Salaries & Benefits (Title IIA)
  - Three Full Release Mentors
    - Minimum five years teaching experience or National Board Certification
    - Successful Evaluations
    - Recommendation by Principals
  - Specialist Mentors
- Creation of 12 additional days for new teacher
  - New Teacher Induction Days
  - New Teacher Monthly Meetings
- Professional Learning Materials
Your district has decided to move forward with a mentoring and induction program.

1. What types of resources/supports do you have in place?
2. What resources are missing from your program?
Professional Learning Standard: Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
What are skills are we developing?
Professional Learning Standard: Learning Designs

With your table, choose the top three influences that you feel are the most important for new teachers to develop in their first three years.

John Hattie's latest Visible Learning Research based on 1,400 meta-analyses of over 80,000 studies involving over 300 million students.
Professional Learning Standard: Learning Designs

John Hattie's latest Visible Learning Research

- Based on 1,400 meta-analyses of over 80,000 studies involving over 300 million students
Professional Learning Standard: Learning Designs

PHASES OF FIRST-YEAR TEACHERS’ ATTITUDE TOWARD TEACHING

- Anticipation
- Survival
- Disillusionment
- Reflection
- Rejuvenation

New Teacher Center - Ellen Moir
Professional Learning Standard: Learning Designs

Components of NCSD District Mentor Program
Natrona County School District Induction Program Components

- Mentor Selection Process
- Mentor new faculty in their first three years whether experienced or new to the district
- Differentiated Mentoring
- Mentor visits
- Pre-Service Educators Receive Training in Classroom Management
Natrona County School District Induction Program

- New Faculty Induction
- Monthly Professional Learning with resources
- Monthly Observations after Professional Learning is Implemented
- Monthly Newsletter
- Mentor Website
- New Educators are Given Two Days to Observe Experienced Practitioners
Professional Learning Standard: Professional Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

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The single most significant factor in whether or not new teachers have a positive or negative experience is the culture of school in which they work.
It takes a village....

Can you help me, Mrs. Martin? This wasn’t covered in any of my education courses.
Learning Communities

How do you build a Learning Community with New Teachers?
Professional Learning Standard: Professional Learning Communities

Deliberately Building a Community

- Become a PLC as a new teacher cohort
- Support them as the become members of their school level PLCs
- Learning community continues over time, mentees continue to stay connected to mentors and cohort members throughout their career.
Deliberately connecting to larger communities

New Teacher Cohort  →  Comprehensive Induction  →  New Team  →  School  →  District
Professional Learning Standard: Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
Systematic Process
Professional Learning Standard: Implementation

Sustained Implementation over a 12 Year period

75%
Professional Learning Standard: Implementation

1. How long has your induction system been in place?
   - Less than 5 years
   - 5 - 10 years
   - More than 10 years

2. How long is your induction experience for new teachers?
   - Less than 1 year
   - 1 year - 2 years
   - More than 2 years
Professional Learning Standard: Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
Professional Learning Standard: Data

Data Instruments

November Observation Form - 2019

November Training 2019 - Plus/Delta

New Faculty Training - November 2019

Sample Tracking Sheet

NCSD Mentor Site
We Have Learned Over the Years

- Experienced teachers new to our district also need mentors
- Professional Learning is more powerful when followed up with mentor feedback
- Triage for mentees is important
- Visits to the classroom need to be at least 30 minutes or more
- Mentors need professional learning
- Keeping mentors consistent helped to build our program
- Working with pre-service teachers helps to build community
NCSD Mentor Website
NCSD Website

https://sites.google.com/myncsd.org/ncsdmentors
Take our 3 minute survey!

Session ID: 1437

NOTE: Session ID should be in all CAPS and is case-sensitive.