Designing an Evidence-Based Induction Programme

Learning Forward Conference
St. Louis, Missouri
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Presented by:
Jenna Bean, Laurel Burns, Terry Cox, Linda Holdipp & Shannon Rose-Robinson

GOVERNMENT OF BERMDUA
Department of Education
The Bermuda Teacher Induction Programme (BTIP)

Mission Statement

BTIP Mentors are committed to promoting the overall personal and professional growth of the Inductee Teacher. Mentors provide individualized support and guidance, grounded in research based best practices for modern education. Through commitment, collaboration and service, mentors drive excellence in teaching and promote student success.

Meet the Team

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The Bermuda Teacher Induction Programme (BTIP)

Goals for Today’s Presentation

Participants will:

- **Examine** the History of the Bermuda Teacher Induction Programme (BTIP)
- **Identify** key components, standards and benefits of an Evidence-Based Teacher Induction Programme
- **Create** an action plan for the implementation of an Evidence-Based Teacher Induction Programme

Today’s Agenda

- Welcome
- History of BTIP
- BTIP’s Key Components
- Benefits of an Evidence-Based Induction Programme
- Gathering Evidence
- Action Plan Design
- Reflections

TORCH BEARERS
TEACHING BOLDLY WITH
21ST CENTURY BELIEFS

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The Relationship Triad

Relationship Triad

It's important that “we provide ongoing, job-embedded support to nurture teachers’ growth....through instructional coaching and timely feedback.” – Pete Hall

Why?
To provide the highest level of support, it is important to ensure conversation and alignment between inductee, mentor and administrator.

Teacher
How are you doing?
What is going great for you right now?
Where do you feel you need support?

Principal
What strengths have you noticed about your teacher?
What growth have you seen thus far?
What support would you like your teacher to receive?

Mentor
What is your Inductee currently working on?
What progress is being made with the requirements?
I think...

I notice...

I wonder...

<table>
<thead>
<tr>
<th>I Think...</th>
<th>I Notice...</th>
<th>I Wonder...</th>
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Forced Analogy

Compare and contrast a neophyte teacher with support and a neophyte teacher without support.
Chalkboard Splash

What are the benefits of an Evidence-Based Teacher Induction Programme?

Consider the following questions:

- What would be the impact on students’ success?
- What would be the impact on the teachers professionally?
- What could be the impact on the mentors professionally?

My Thoughts
## BTIP Programme Requirements

<table>
<thead>
<tr>
<th>Programme Requirement</th>
<th>Description</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Pedagogical Skills Development</td>
<td>Inductees must document successful independent implementation of a range of essential pedagogical skills, which are in alignment with current BPSS goals and initiatives.</td>
<td>This requirement will be ongoing. Teachers must provide two to three samples of evidence to demonstrate proficiency in a minimum of five key skills: three mandatory and two optional.</td>
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**Mandatory:**
- a) Effective Assessment Practices
- b) Effective Instructional Practices
- c) Effective Establishment of Classroom Environment

**Optional (Examples):**
- a) Project Based Learning
- b) Inquiry Based Learning
- c) Student Centered Technology Integration

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### Additional Notes
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reflective Essay</td>
<td>Teachers will write a 1000-1500 word reflective essay on a specific experience in their teaching practice.</td>
<td>One per year</td>
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<tr>
<td>Journal Entries</td>
<td>Second year teachers will have the option to submit a minimum of 5 journal entries with a combined total of 1000-1500 words in place of a reflective essay.</td>
<td>2nd Year option only</td>
</tr>
<tr>
<td>Videotaped lesson</td>
<td>Teachers will video tape one full lesson to guide in reflection on pedagogical practices.</td>
<td>One per year</td>
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<tr>
<td>Professional Responsibility</td>
<td>Membership in a professional organization</td>
<td>In the 2nd year</td>
</tr>
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<td></td>
<td>Participation in at least one school community event/activity.</td>
<td>One per year</td>
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<tr>
<td>Professional Development</td>
<td>Participation in BTIP professional development workshops</td>
<td>One per term</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>Teachers will produce a professional portfolio, hard copy or online, to include:</td>
<td>Second year</td>
</tr>
<tr>
<td></td>
<td>☐ Resume</td>
<td></td>
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<tr>
<td></td>
<td>☐ Documentation of Degrees</td>
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<tr>
<td></td>
<td>☐ Written Evaluations</td>
<td></td>
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<tr>
<td></td>
<td>☐ Non-evaluative Observation Feedback</td>
<td></td>
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<tr>
<td></td>
<td>☐ Evidence of Pedagogical Skill Development</td>
<td></td>
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<tr>
<td></td>
<td>☐ Exemplary Lesson Plans (minimum 4)</td>
<td></td>
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<td></td>
<td>☐ Samples of Students Work (minimum 4)</td>
<td></td>
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<tr>
<td></td>
<td>☐ Commendations (if applicable)</td>
<td></td>
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<tr>
<td></td>
<td>☐ Reflective Essays and Videotape Reflections</td>
<td></td>
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<tr>
<td></td>
<td>☐ Professional Growth Plan</td>
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</tbody>
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<table>
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<th>Programme Recognition</th>
<th>Description</th>
<th>Conditions</th>
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<tr>
<td>Participation</td>
<td>Inductee participated in the 2 year Programme, but did not successfully complete the requirements and will not be allowed to participate in the Induction Ceremony.</td>
<td>Inductee Partial Participation</td>
</tr>
<tr>
<td>Completion</td>
<td>Teacher Inductees who complete the requirements of the BTIP Programme in addition to receiving a rating of effective and skillful on their Summative Evaluation will receive a certificate of completion.</td>
<td>Inductee Participation</td>
</tr>
</tbody>
</table>
| Completion with Distinction | Teacher Inductees may be recommended for Distinction by their principal. Criteria:  
- Completed Portfolio  
- Demonstrated commitment to professional growth.  
- Demonstrated high degree of efficacy in instructional practices.  
- Clear passion for and commitment to the teaching profession and the school community. | Principal recommendation  
Vetting by team of ADs and Human Resources Representative. Mentors will have ex-officio representation. |
| New Teacher of the Year | Teachers awarded distinction will qualify for New Teacher of the Year recognition. Three finalists will be further vetted with classroom visits and interviews. | Vetting by team of Non-involved principals. |

**Additional Notes**

* Please note that the winners of the NToY Award are given an all-expenses paid trip to an educational conference of their choice.
Sample Portfolios

Mr. Wesley Hall-
New Teacher of the Year Winner 2019
Grade 8 English Language Arts

Ms. Kievone Simmons-
New Teacher of the Year Finalist 2019
Grades K-5 Art

Take-Aways

Take-Aways
BTIP Implementation of Requirements

Jan 2017
Draft

Feb/Mar 2017
Stakeholder Meetings Held

May/June 2017
Celebration of NToY

Sept 2017
Phase I Implementation

Sept 2018
Phase II Implementation

Draft Requirements
The BTIP Team of mentors created a draft proposal of requirements that would enhance the quality of the Induction Programme.

Stakeholder Meetings
- Ministry of Education officials
- Department of Education
- Senior Leaders
- Bermuda Union of Teachers
- Principals of the Bermuda Public School System

Soft Implementation
The 1st New Teacher of the Year was selected and celebrated.
- No portfolio submission
- Principal nominations
- Observations/interviews held

Modified Requirements
- 2nd years had modified requirements
- 1st years had full requirements in earnest
- Celebrated 2nd NToY
- Portfolio submission
- Principal nomination
- Observations/interviews held

Full Implementation
- 1st cohort to complete requirements in entirety
- Added ‘distinction’ to the tiers of recognition
- Celebrated 3rd NToY
- Portfolio submission
- Principal nomination
- Observations/interviews held
- Currently in 5th year of implementation

* Revisions are made to the requirements as the need arises.
DESIGNING AN EVIDENCED-BASED INDUCTION PROGRAMME

ACTION PLAN

PRESENTED AT THE
LEARNING FORWARD 2019 ANNUAL CONFERENCE
WHO ARE YOUR STAKEHOLDERS?

These are the people involved or vested in the induction programme. They may include people from head office, school administrators, and teacher unions.

WHO ARE THE ULTIMATE DECISION MAKERS?

Once you know who the decision makers are for creating or reforming an induction programme, you will be able to seek further information on the process needed for your district to get approval, budget and support.
WHAT IS THE GOAL OF THE PROGRAMME?
Based on your district’s needs along with the needs of neophyte teachers entering your district, what is the goal of the programme?

WHAT STRATEGIES WILL BE EMPLOYED?
Ongoing professional development and well-structured coaching are key components of an effective induction programme. List other strategies you might use along with these.
WHAT SPECIFIC COMPETENCIES SHOULD AN INDUCTEE BE ABLE TO DEMONSTRATE BY THE END OF THE PROGRAMME?

Keep in mind that high student achievement is the goal of every district, school, administrator and teacher. Ensuring that beginning teachers are able to accomplish this means identifying key competencies that your programme will focus on.

WHAT EVIDENCE WILL BE COLLECTED?

A culminating portfolio should reflect the above competencies. Evidence can take the form of data, artifacts, reflections, evaluations, etc.
WHAT SUPPORTS SHOULD BE IN PLACE FOR SUCCESSFUL IMPLEMENTATION?

Frequency, nature and length of visits from Mentors should be considered. Additionally, the relationship with administrators and other building leaders should be established with clear roles and responsibilities.

WHAT DOES SUCCESSFUL COMPLETION LOOK LIKE AND HOW IS IT ACKNOWLEDGED?

If an Inductee has successfully completed the programme, what is the ‘reward’ or acknowledgement? How might successful completion determine their professional trajectory?
OTHER CONSIDERATIONS

DURATION OF PROGRAMME

PROGRAMME EVALUATORS

SELECTION OF HIGH-QUALITY MENTORS

UNSUCCESSFUL COMPLETION