Creating an Induction Program within a School-University Partnership

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Disclaimer

W.K. Kellogg Foundation/BCPS/GVSU Partnership

Five year grant-funded School/University Partnership

Includes:

- 3 broad Initiatives from GVSU
- 7 Education Based Initiatives
- 3 Health Education Based Initiatives
- 3 STEM Based Initiatives
- 2 Grant Based Initiatives

Education-Based Initiatives

- **New Teacher Mentoring/Induction Program**
- Student Teacher Pipeline
- Project Based Learning Professional Development Opportunities
- High Leverage Practices Professional Development Opportunities
- Paraprofessional Pathway
- Teaching Education Camp for Rising High School Seniors
- Dual Enrollment Education Program

Why Mentoring?

- Between 20 and 40% of teachers leave in their first 5 years (Gray & Taie, 2015; Ingersoll, 2003)
- Turnover rates are higher in urban districts and those serving historically marginalized students (Rondfeldt, McQueen, 2019)
- Findings correlating induction programs with teacher retention are mixed.

Why this Model?

- Combined supports, including a mentor, supportive administration, teacher collaboration, a teacher network, and extra resources reduced the probability of beginner teachers…
  - Migrating to another school or district by 11%
  - Leaving the profession by 12%

- Ingersoll, R. M. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233.

The 12 Mentors

4 Faculty

    3 College of Education Faculty

    1 CLAS Faculty- Science Ed dept

8 Adjuncts

    Retired Teachers

    Experienced Mentors

The Early Career Teachers

- Certified Teachers
- Non-certified Teachers
  - Alternative Certification programs
  - Year-long internship
- 32 ECTs have participated in some format with the program:
  - 3 were hired and quit before the year started
  - 2 quit within the first month
  - 5 were hired after the start of the school year
  - 2 were resigned or removed from the program later in the year.

The Early Career Teachers

- 1 pre-K teacher
- 3 kindergarten teachers
- 1 first grade teacher
- 1 second grade teacher
- 1 third grade teacher
- 5 fourth grade teachers
- 2 elementary special education teachers

- 1 middle school ELA teacher
- 2 middle school math teachers
- 2 middle school social studies teachers
- 1 high school math teacher
- 1 high school social studies teacher
- 1 high school science teacher
- 1 high school Spanish teacher
- 1 high school special education teacher

Primary Purposes of the Program

- Provide support to early career teachers during the induction year(s)
- Lessen the stress often associated with the first-year of teaching
- Learn together
- Build a sense of community
- Retain skillful teachers

Secondary Purposes of the Program

- Better understand the needs of first-year teachers
- Better understand effective mentoring and induction support
- Continuously improve support to early career teachers

Mentoring Model: Year 1

- Individualized support (18-22 visits, 3 hour minimum per visit)
- Supportive, non-evaluative, non-judgmental relationship
- Range of personalized services as determined by the needs of the mentee
- Two-way feedback
- Monthly group meetings
  - mentors
  - ECTs

Mentoring Model

- Range of personalized services
  - Co-planning of lessons
  - Analyzing student data
  - Rehearsal or role play
  - Providing emotional support
  - Providing constructive feedback
  - Co-Teaching
- Brainstorm instructional and management ideas
- Model teaching
- Working with a small group
- Working with an individual
- Administering assessments

Measurements

- Satisfaction Surveys (Data required by WKKF)
- Retention rates (Data required by WKKF)
- Mentor Visit Summary - after every visit*
- Anonymous Teacher-efficacy Survey – 3 times per year*
- Video record instruction/management episodes – 3-4 per year
- Monthly mentor reporting

* Denotes the data shared in this presentation.

Mentor Visits Summary

- As of 2/2020: there has been 270 recorded visits.
- Provided approximately 750 hours of support.
- Recorded 1,834 instances of support
- The support reported fell into 4 categories:
  - Feedback (36%)
  - Planning & Preparation (31%)
  - Instruction (19%)
  - Socioemotional Well-being (10%)

Note: "Other" (~4%)

Feedback (36%)

- Observed and provided constructive feedback (8.4%)
- Provide general feedback on management (7.6%)
- Provide general feedback on teaching (6.7%)
- Meet with supervisor (4.7%)
- Provide feedback regarding instructional decisions (4.6%)
- Provide general feedback on lesson plans (4%)

Feedback Examples

- "We discussed at length how to better manage interruptions while he is teaching"

- "We discussed how to provide more constructive feedback to students and to move the pace of the lesson"

- "We are exposing the fact that he is very nervous to lead the group…his youth and inexperience in teaching groups make it difficult to find a plan that he feels comfortable executing"

- "We had a conversation about when to sense she is 'losing' the attention of her students and that it is ok to go to plan B"

Planning & Preparation (31%)

- Locating materials for the teacher (5.8%)
- Brainstorming management ideas (5.7%)
- Brainstorming instructional ideas (5.1%)
- Co-Planning (4.1%)
- Analyzing student data for instructional purposes (3.7%)
- Rehearsal or role play of management (2.7%)
- Rehearsal or role play of professional conversation (2%)
- Rehearsal or role play of instruction (1.9%)

Planning & Preparation Examples

- "We talked about ways she can show encouragement to her students and give authentic praise"

- 'I discussed and clarified what to focus on in relation to on-going issues with [ECT]'s parapro"

- "I found books in the book room she could use for her lower level reading groups"

- "We worked on writing measurable objectives with an overall goal in mind"

- "[We] reviewed and revised lesson plans for social studies lessons. Did a short rehearsal of that lesson"

Instruction (19%)

- Working with Individual students (6.6%)
- Modeling Teaching (3.9%)
- Working with small groups (3.8%)
- Co-Teaching (2.5%)
- Administering formative assessments (2.2%)

Instruction Examples

- "Today was spent having her assess her students 1 on 1 for conferences while I took over instruction of centers and 2 whole group assessments"

- "[ECT] and I taught a lesson together to get kids to look at their STAR data and set goals for themselves"

- "I wanted to model again because [ECT] struggles with positive affirming statements. I wanted to demonstrate that micromanaging behaviors is counter-productive"

- "I worked with many students individually who are still struggling with the standard algorithm in division so they could be prepared for the unit test next week"

Socioemotional Well-Being (10%)

- Provide Emotional Support

Socioemotional Well-Being Examples

- "[ECT] and I discussed his dad, who is within weeks of dying from cancer. He is struggling very much just to get through each day of teaching…he is just going through the motions each day trying to get through"

- "I comforted and supported [ECT] as best as I could trying to be whatever she needed me to be and take over when asked. I don't know how much mentoring as consoling I did today but I like to hope that what was role modeled for [ECT] today was compassion, walking alongside her in sadness…[We] role modeled for her children an example of what we all experience, heartache, fear, and our need to reach for each other during these times, that it's okay for us to all cry….which we did…together. My best mentoring lesson yet!!"

Alternative Viewpoints for Data

Themes Arranged within the Teaching Sequence:

Pre Instruction: Planning & Preparation (31%)

During Instruction: Instruction (19%)

Post Instruction: Feedback (36%)

Throughout: Socioemotional Well-Being (10%)
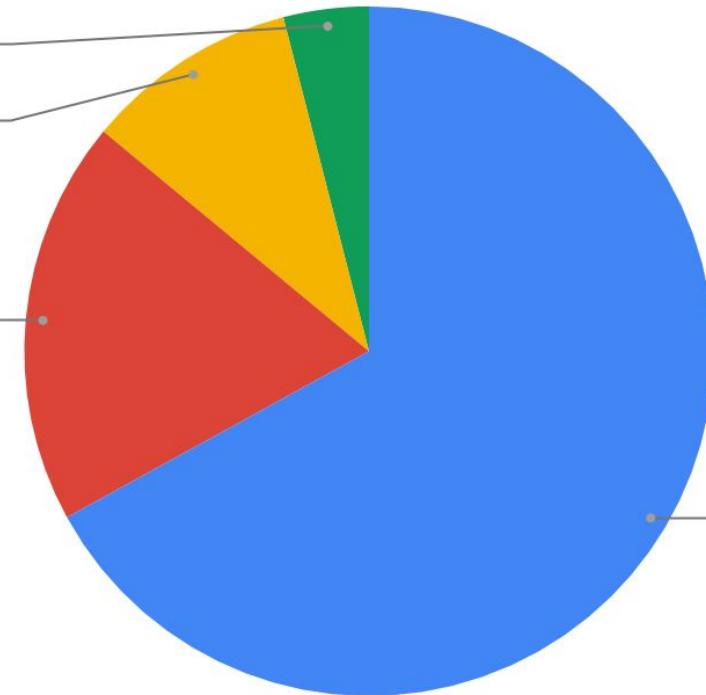
Teacher Self-Efficacy Scale

- Based on the *Teacher Sense of Efficacy Scale*

- Tschanned-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education 17, 783-805.*
  - *Efficacy in Student Engagement*
  - *Efficacy in Instructional Strategies*
  - Efficacy in Classroom Management

Teacher Self-Efficacy: Note-able Changes

	September 2019	January 2020
1. To what extent do you feel you are able to connect with students who struggle with the greatest challenges?	5.33	5.69
2. … are able to help your students think critically?	5.17	5.56
3. … are able to control disruptive behavior in your classroom?	4.94	6.31
4. …can motivate students who show low interest in school work?	4.39	5.25
7. …can respond to difficult questions from your students?	6.61	6.94
8. …can establish routines to keep activities running smoothly?	5.78	6.13
13. To what extent can you get your students to follow rules and procedures?	5.4	6.0
14. To what extent do you feel you can improve the learning of a student who is struggling?	5.22	5.75

Teacher Self-Efficacy: Note-able Changes

	September 2019	January 2020
16. To what extent do you feel you can establish a classroom management system with each group of or with particular individual students?	5.33	5.38
17. …can adjust your lessons to the proper level for individual students?	5.39	5.88
18. To …can use a variety of assessment strategies?	6.39	5.69
19. …are able to direct whole class instruction over appropriate sustained time?	5.39	5.50
21. …can adequately respond to students who are expressing defiance?	4.39	4.63
23. …can integrate important alternative strategies in your classroom?	5.06	5.75
24. …are able to provide appropriate challenges for very capable students?	5.89	5.75
25. …feel that you are able to set up and manage productive group work in your setting?	4.89	5.75

Next Steps

- Year 2 plans
  - Include additional visits (upwards of 24-26).
  - Originally slated to include up to 16 in year 2, but we are planning to need more than originally budgeted. Planning to include 24 again in year 2 (depending on the hiring needs of the district).
  - Reviewing the coursework attached to this mentoring program to discuss the most meaningful content and process.

Questions, Comments, Insights to Share?

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