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Exploring the Needs of Early Career Teachers in an Induction Program

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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**
- Student Teacher Pipeline
- Project Based Learning PD
- High Leverage Practices PD
- Paraprofessional Pathway
- Teaching Education Camp for H.S. 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 Mentors

All Mentors are Experienced and Highly Qualified teachers who bring a wealth of classroom and mentoring knowledge to the role.

Faculty

- College of Education Faculty
- CLAS Faculty- Science Ed & Math dept

Adjuncts

- Retired Teachers
- Experienced Mentors

The Early Career Teachers

Year 1

- 31 total participants
- 20 Certified Teachers
- 5 Working with a Provisional Cert.
- 6 Non-Starters
- 25 Started the school year
- 21 Completed the Program

Year 2

- 31 Total Participants
- 13 First year Teachers
- 87% Certified Teachers
- 8 Year 2 Participants that looped
- 5 Student Teaching pipeline

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
- 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 & 2

Year 1 Structure

- Individualized and personalized 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

Year 2 Structure

Maintained the same structure yet included the following changes:

- Visits increased from 18-22 to 24-26 visits
- Several Year 1 participants were looped in for a second year of support
- The Monthly ECT meetings included more structured coursework based
- Covid Based impacts:
 - Virtual learning & Meetings

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
- Preparing for communication with colleagues and supervisors
- Brainstorm instructional and management ideas
- Model teaching
- Working with a small group
- Working with an individual
- Administering assessments
- Setting up the classroom
- Observations with feedback
- Locating and developing materials
-

Measurements

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

* Denotes the data shared in this presentation.

Mentor Visits Summary Years 1 & 2

Year 1 (Aug 2019-March 2020):
there were 367 recorded visits.

- Provided approximately 824.2 hours of support.
- Recorded 2653 instances of support

Year 2 (Aug 2020 -March 2021):
there were 459 recorded visits.

- Provided approximately 1038 hours of support.
- Recorded 2282 instances of support

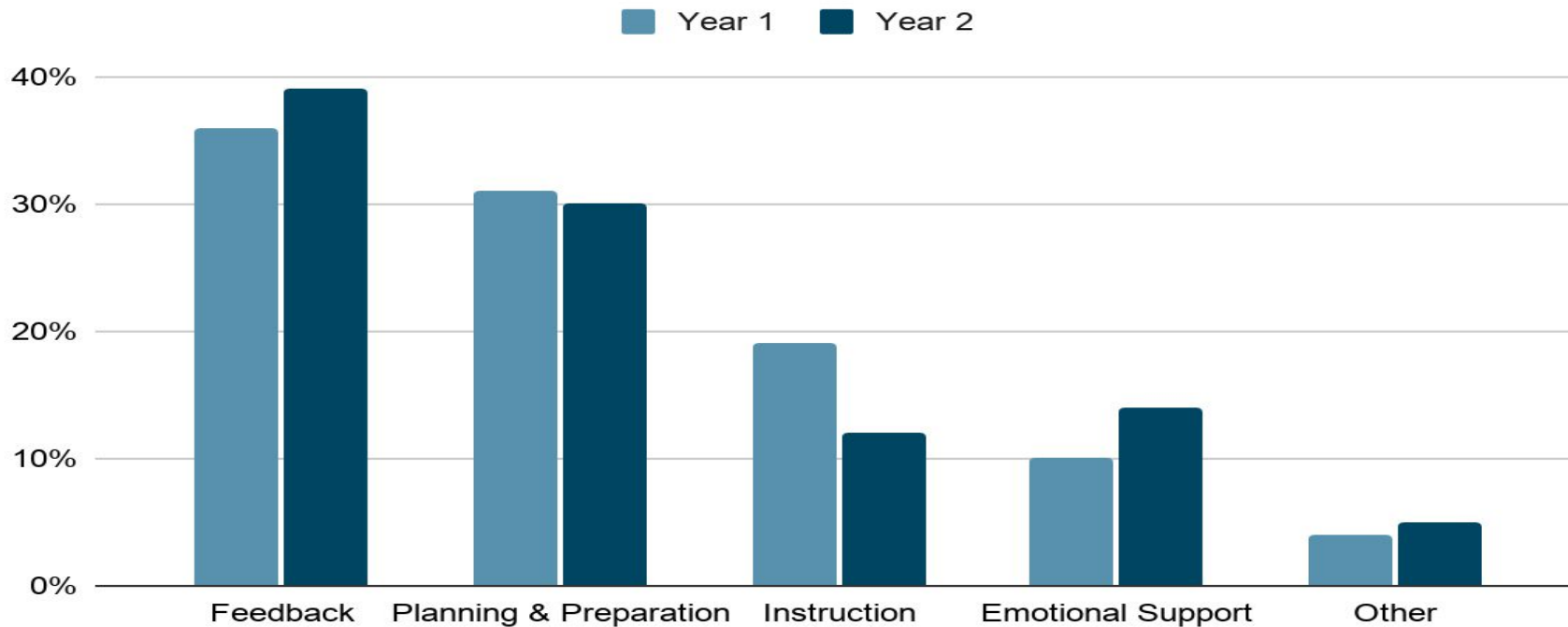


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Supports Provided Year 1 & Year 2

Instructional Supports Provided



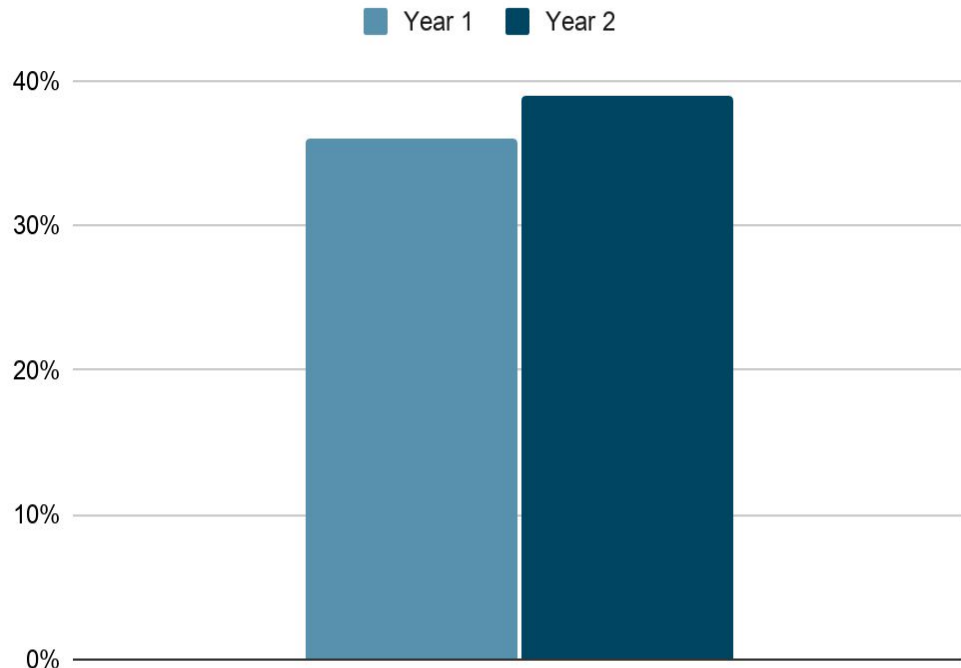


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Feedback

Feedback Supports



Feedback Categories:

- Observed and provided constructive feedback
- Provide general feedback on management
- Provide general feedback on teaching
- Meet with supervisor
- Provide feedback regarding instructional decisions
- Provide general feedback on lesson plans

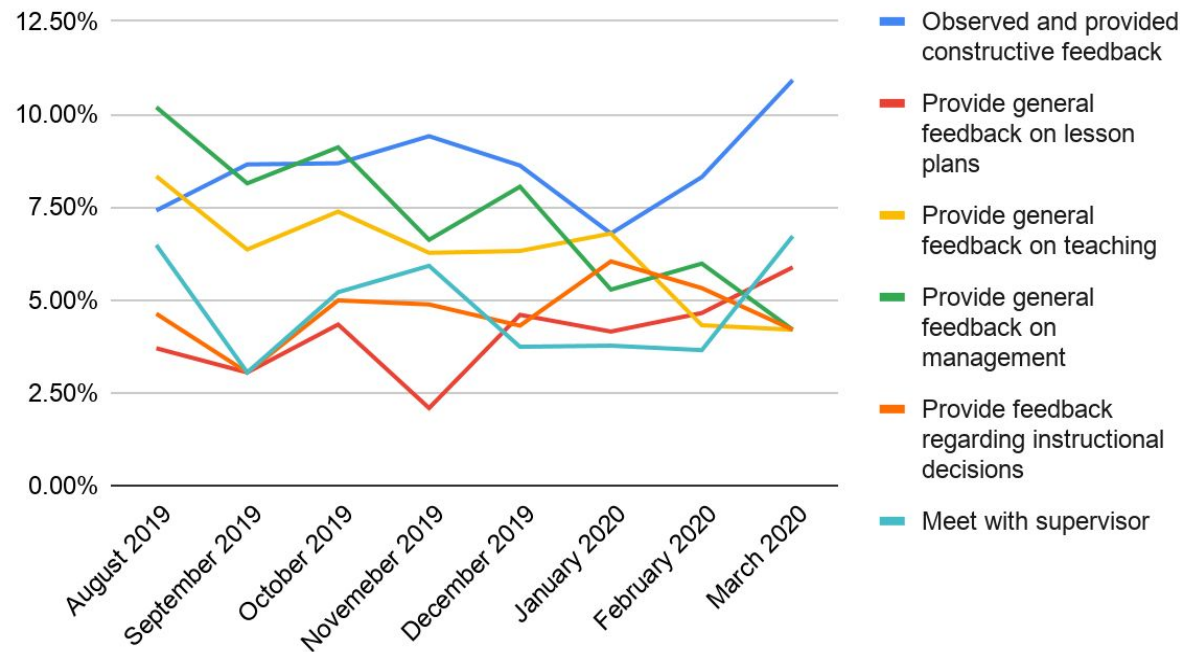


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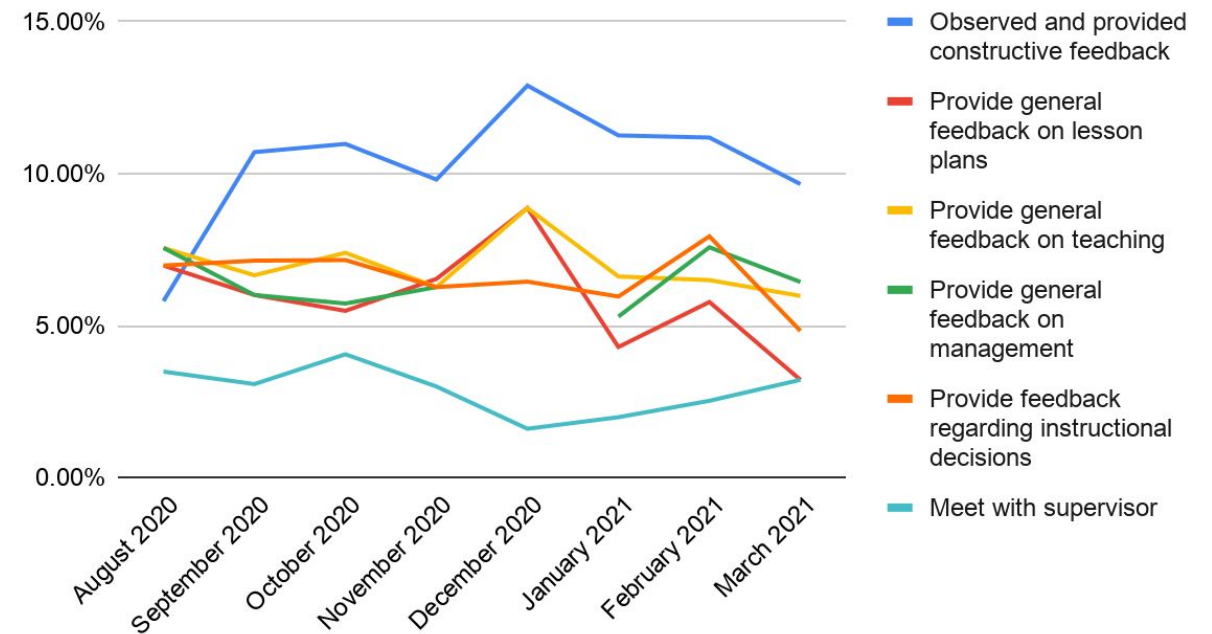


Feedback

Feedback Year 1 August 2019 - March 2020



Feedback Year 2 August 2020 - March 2021





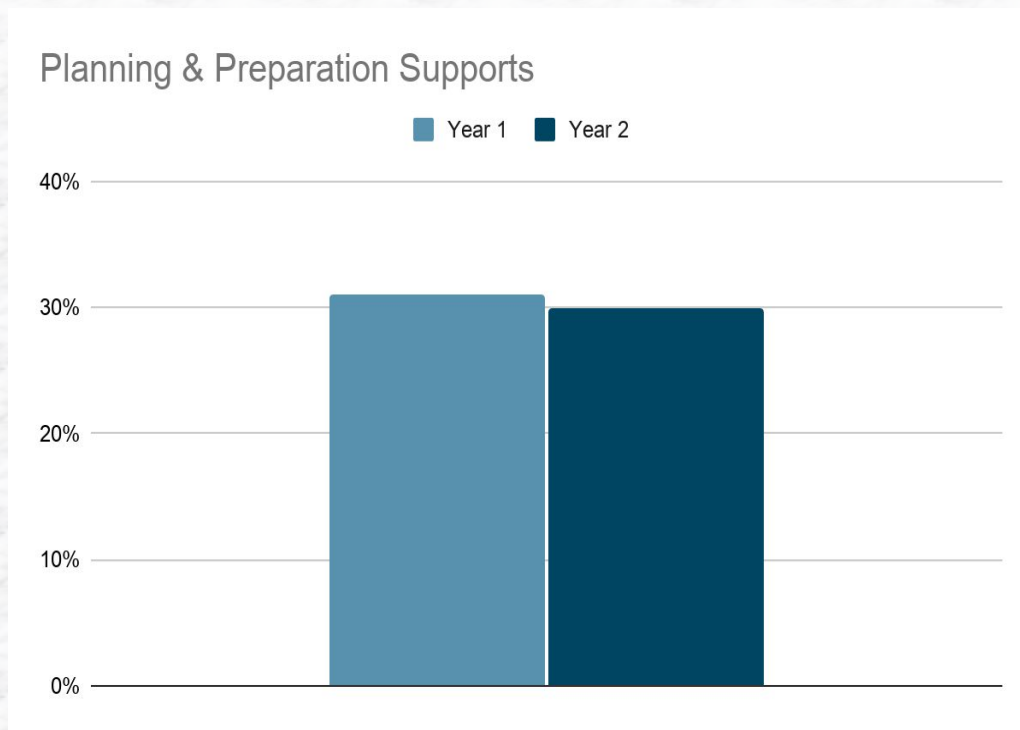
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Planning & Preparation

Planning & Preparation Categories

- Locating materials for the teacher
- Brainstorming management ideas
- Brainstorming instructional ideas
- Co-Planning
- Analyzing student data for instructional purposes
- Rehearsal or role play of management
- Rehearsal or role play of professional conversation
- Rehearsal or role play of instruction



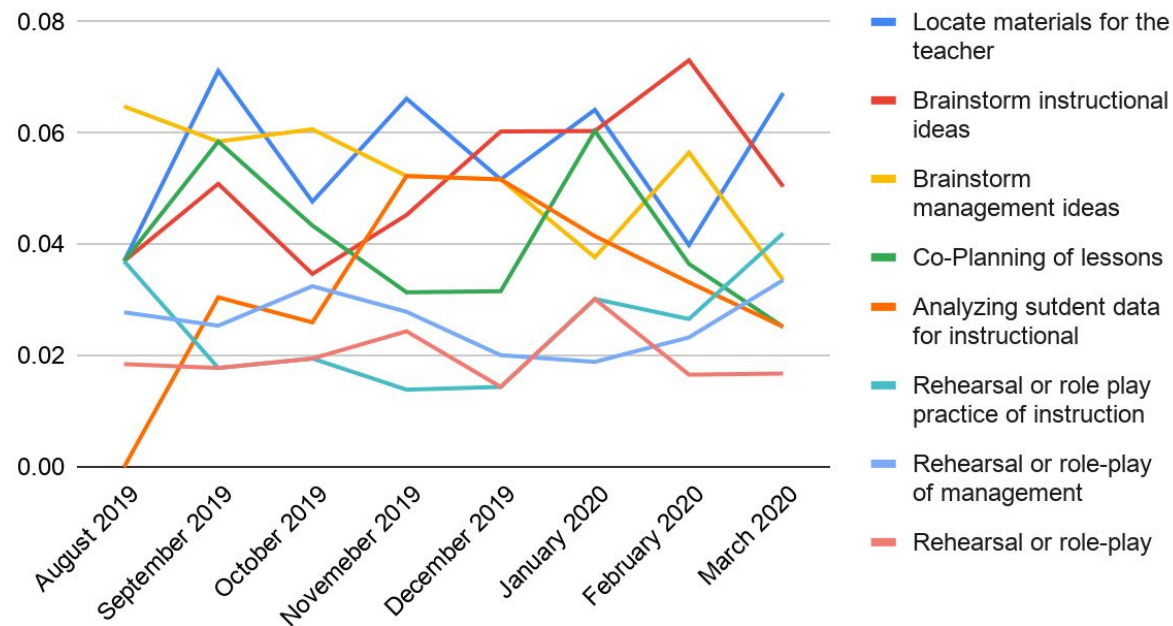


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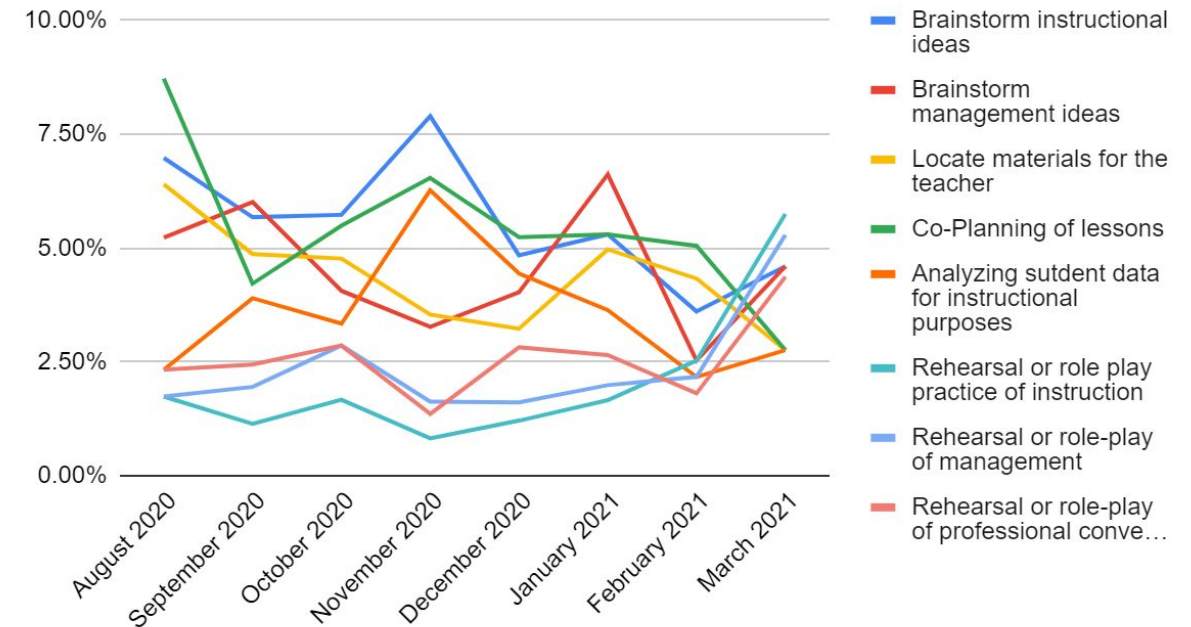


Planning & Preparation

Planning and Preparation Year 1 August 2019 - March 2020



Planning and Preparation Year 2 August 2020 - March 2021



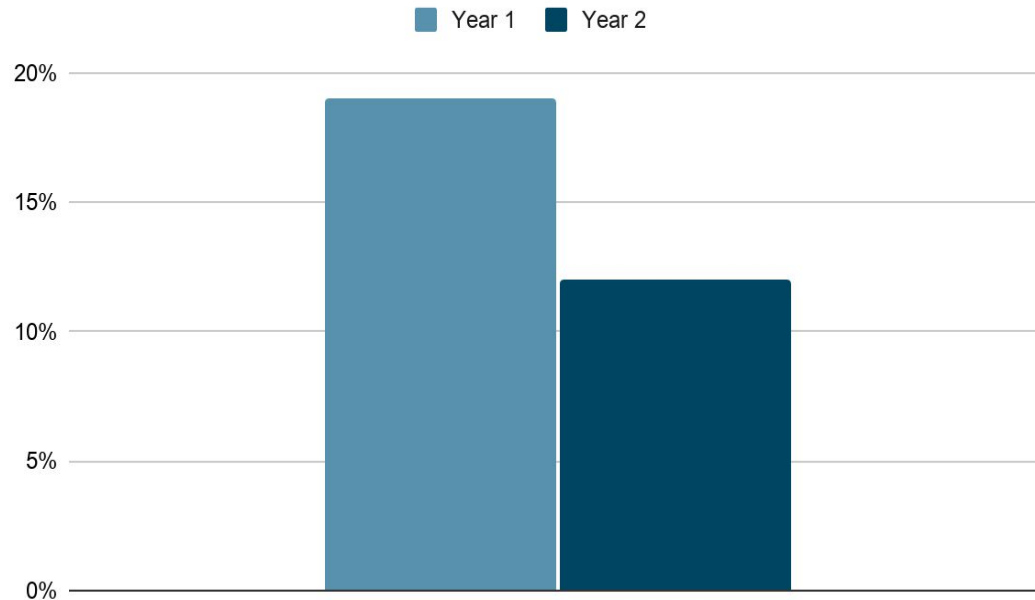


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Instruction

Instruction Supports



Instruction categories:

- Working with Individual students
- Modeling Teaching
- Working with small groups
- Co-Teaching
- Administering formative assessments

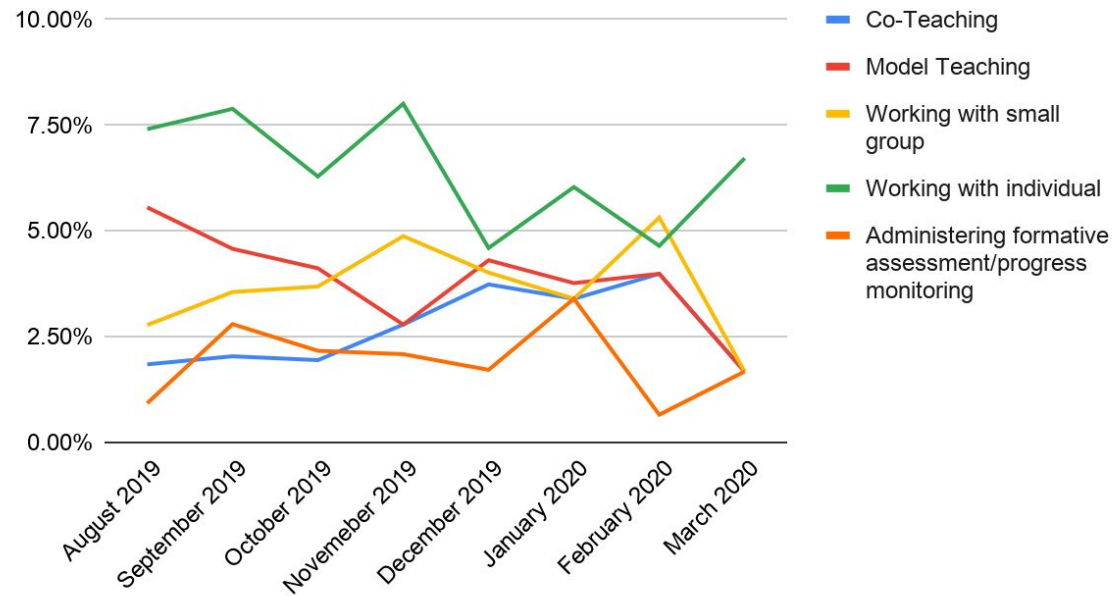


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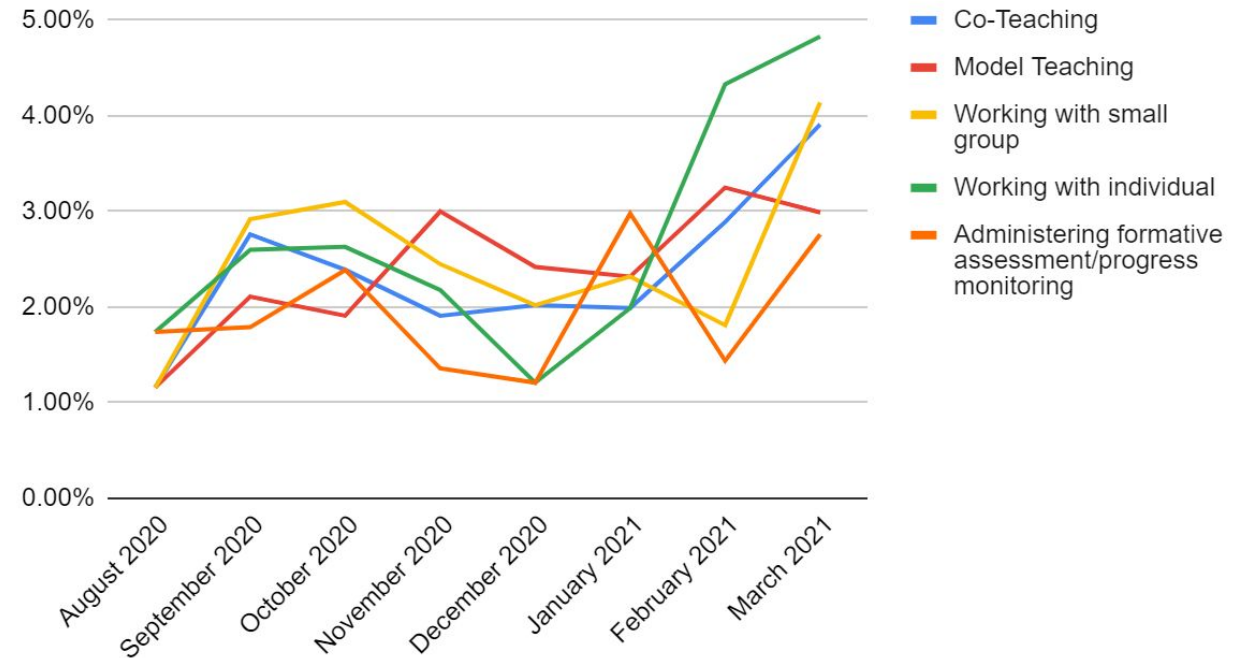


Instruction

Instruction Year 1 August 2019 - March 2020



Instruction Year 2 August 2020 - March 2021



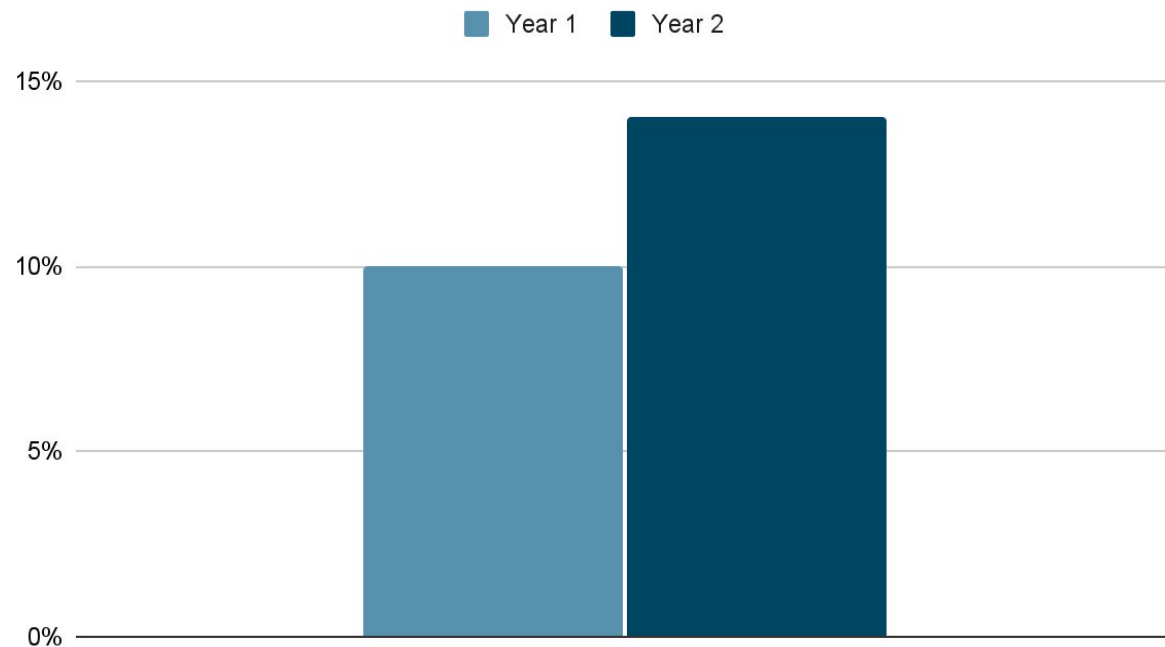


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Socioemotional Well-Being

Socioemotional Well-Being



Socioemotional Well-Being Category:

- Provide Emotional Support (10%)

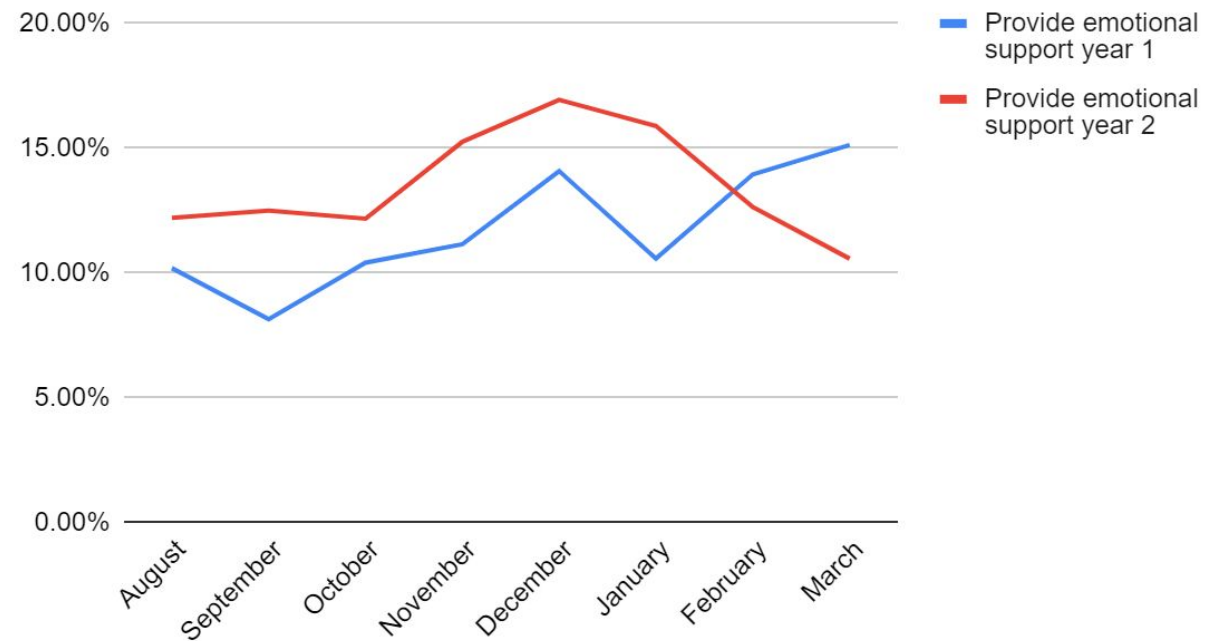


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Socioemotional Well-Being

Provide Emotional Support Year 1 (2019/2020) and Year 2 (2020/2021) August - March



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 Scale Results

- Increase in ECT self-efficacy
- Increase in ECT classroom management
- Increase in ECT instructional concepts

Teacher Retention

22 ECTs completed Year 1

Of the 22 all were offered contracts for the following year and 20 accepted (91% retention rate).

Of the two that were unable to accept the offer:

- One moved out of state
- One had a visa issue and was unable to continue working full-time, but does plan to return the following year (Year 3)

It is too early to determine the retention rate for Year 2



Planning for Year 3

- Continue to Include additional visits (upwards of 24-26).
- Original plan included 24 ECTs in Year 1, 16 in Year 2, 12 in Year 3, 10 in Year 4, and 8 in Year 5, but based on the needs of the District (and due to the constraints brought on by Covid), Year 2 was raised to keep 24. We will continue to adjust the program as needed in future year.
- Reviewing the coursework attached to this program.
- Explore opportunities to allow for that coursework to be included in MA programs at the university.
- Continue to offer support to second year ECTs, explore various structures to offer less intensive support.

Important Takeaways

Nearing the end of Year 2, we can draw the following conclusions:

- This model of intensive, supportive, and non-evaluative support has shown to be effective in:
 - Increasing teacher self-efficacy
 - Providing much needed support
 - Promoting Teacher Retention
 - 100% of the respondents indicated being Highly Satisfied with the Mentoring Program
- This research has also provided us with a window to view the trajectory of the supports across the academic year



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Questions, Comments, Insights to Share?



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