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Supporting Early Career Teachers in an Induction Program: Year 1

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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 (Ronfeldt, McQueen, 2019).
- Findings correlating induction programs with teacher retention are mixed.



Why Mentoring?

- Mentoring has proven to be a vital component to retain teachers
- Mentoring is more important now than ever before due to the COVID-19 pandemic

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- Math 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 resigned before the year started
 - 2 resigned 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.
- 22 Finished the Program



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 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
 - 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
 - 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

- 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*
- Monthly mentor reporting

* Denotes the data shared in this presentation.



Year 1 Timeline

- Year 1 was to run the complete academic year, 2019-2020
- Due to the extended school closing and switch to virtual learning in March of 2020, the research team decided to end year 1 “normal” data collection in March.
- The remainder of the academic year data was collected but separated into a disaggregated data set as the role of Mentor was so drastically affected.
- This presentation is reporting on the data collected from August 2019 to March 2020.



Mentor Visits Summary

- In Year 1 there were 321 recorded visits.
- Provided approximately 900 hours of support.
- Recorded 2,106 instances of support
- The support reported fell into 4 categories:
 - Feedback (35.4%)
 - Planning & Preparation (30.6%)
 - Instruction (19.4%)
 - Socioemotional Well-being (10.9%)

Note: "Other" (~3.5%)



Feedback (35.4%)

Observed and provided constructive feedback	8.4%
Provide general feedback on management	7.4%
Provide general feedback on teaching	6.2%
Meet with supervisor	4.7%
Provide feedback regarding instructional decisions	4.7%
Provide general feedback on lesson plans	4.0%



Feedback Examples

- “We discussed at length how to better manage interruptions while he is teaching”
- **“[ECT] received a less than stellar evaluation from the principal. We went over the 4 domains and addressed how she would work on improvement.”**
- “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 (30.6%)

Locating materials for the teacher	5.8%
Brainstorming management ideas	5.6%
Brainstorming instructional ideas	5.3%
Co-Planning	3.9%
Analyzing student data for instructional purposes	3.5%
Rehearsal or role play of management	2.6%
Rehearsal or role play of professional conversation	2.0%
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 what to focus on in relation to ongoing 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”**
- “reviewed and revised lesson plans for a SS lessons. Did a short rehearsal of that lesson”
- **“Was able to model/ role-play how to prompt students to be respectful listeners when a classmate is giving a presentation.”**
- “I located and prepared some materials for [ECT], then we met to discuss some options for how to teach the things I brought with me.



Instruction (19.4%)

Working with Individual students	6.7%
Modeling Teaching	3.9%
Working with small groups	4.0%
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”
- **“Assisted with stations, modeled praise and positive redirection to task as a management tool.”**



Socioemotional Well-Being (10.9%)

Provide Emotional Support	10.9%
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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!!”**
- “[ECT] needed a lot of emotional support today....Her grade level partners are oth on leaves of absence so she’s feeling very isolated and alone.”

Alternative Viewpoints for Data

What are the coaches
doing? Model

Coaching 67%

(Feedback & Planning & Preparation)

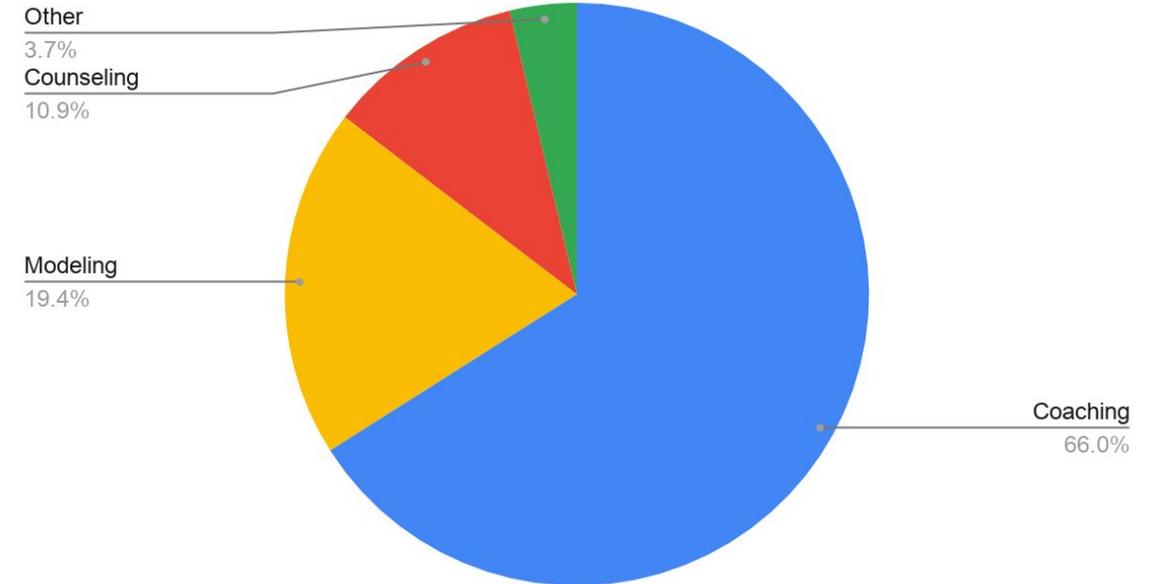
Modeling 19%

(Instruction)

Counseling 10%

(Socioemotional)

What are the coaches doing?





Teacher Self-Efficacy Scale

- Based on the *Teacher Sense of Efficacy Scale*
- Collected three times between August 2019 and March 2020
- 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

Response	Initial Mean	Post Mean	Increase
To what extent do you feel you can adequately respond to students who are expressing defiance?	4.39	6.09	1.7
To what extent do you feel that you are able to set up and manage productive group work in your setting?	4.89	6.55	1.66
To what extent do you feel you are able to control disruptive behavior in the classroom?	4.94	6.36	1.42
To what extent can you ask well-crafted questions for your students?	5.72	7.0	1.28
To what extent do you feel you can establish a classroom management system with each group of or with particular individual students?	5.33	6.55	1.22
To what extent do you feel you are able to connect with students who struggle with the greatest challenges?	5.33	6.55	1.22



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Response	Initial Mean	Post Mean	Increase
To what extent do you feel you can make your expectations clear about student behavior?	6.35	7.55	1.2
To what extent do you feel you can help your students value learning?	5.67	5.81	1.15
To what extent do you feel you can foster student creativity?	5.67	6.82	1.15
To what extent do you feel you can integrate important alternative strategies in your classrooms?	5.06	6.18	1.12
To what extent do you feel you are able to assist families in helping their children do well in schools?	4.89	5.91	1.02
To what extent do you believe you can calm a student who is stressed, disruptive, and/or needing attention.	5.17	6.18	1.01



Response	Initial Mean	Post Mean	Increase
To what extent do you feel you are able to help your students think critically?	5.17	6.18	1.01
To what extent do you feel you are able to get students to believe they can do well in school work?	6.00	7.00	1.0
To what extent do you feel you are able to direct whole class instruction over appropriate sustained time?	5.39	6.36	.97
To what extent do you feel you can establish routines to keep activities running smoothly?	5.78	6.73	.95
To what extent can you get your students to follow classroom rules and procedures?	5.44	6.36	.92
To what extent do you feel you can motivate students who show low interest in school work?	4.39	5.27	.88



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Response	Initial Mean	Post Mean	Increase
To what extent do you feel you can adjust your lessons to the proper level for individual students?	5.39	6.27	.88
To what extent do you feel you can gauge student comprehension of what you have taught?	6.22	7.09	.87
To what extent do you feel you can use variety of assessment strategies?	6.39	7.18	.79
To what extent do you feel you can respond to difficult questions from your students?	6.61	7.18	.57
To what extent do you feel you can you provide an alternative explanation or example when students are confused?	6.56	7.09	.53
To what extent do you feel you are able to provide appropriate challenges for very capable students?	5.89	6.27	.38

Teacher Retention

- Of the 22 ECTs who finished the first year, 91% (n = 20) of them retained employment with the district.
- Of the remaining 9% (n = 2) who did not retain employment:
 - one moved out of state
 - the other had a visa issue and was not able to continue employment



Conclusions

- The results also showed that the ECTs utilized a substantial amount of time from the mentors to support their instruction.
- The results also showed that the Mentors utilized both an active mentor role (ie: co-teaching, co-planning, modeling, small group instruction), and a passive mentor role (providing feedback, locating materials, and providing emotional support) to support their ECT.
- Overall, the results from this first year show positive effects:
 - Improved retention rate
 - Improved Self-efficacy



Reflections for the Future

- Year 2 has maintained a similar structure to Year 1, except because of Covid, roughly half of the mentoring is occurring virtually.
- Because there was excess funding, several of the ECTs from Year 1 have looped into a second year with the program for Year 2.
- The team is currently exploring the impact of the second year ECTs and what the structure of that mentoring support looks like for future years.
- Exploring alternative mentoring structures for both ECTs and teachers with more experience.



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Questions, Comments,
Insights to Share?



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