



# **New Teacher Mentoring/ Induction**

Mentoring – a Framework

# A Case for Mentoring

- NCES – National Center for Ed. Statistics
- Attrition Rate: 30% of New Teachers leave the profession by the end of the third year
- 50% in urban schools

# Mentoring

- What do these statistics tell us about the role of mentoring?
- What types of mentoring systems are in place?
- What are essential components to effective mentoring systems?

# Mentoring

- Identify the reasons/causes that people usually leave the profession – we have to keep them to make them successful
- Those that don't leave – but aren't properly mentored may do more harm than the ones who leave?

# Understanding the context

- Who are new teachers?
- Non-traditional certification programs?
- What are their needs?
- What is our understanding of the process of mentoring?
- Mentoring as Induction

# Induction - ?

- Induction is a structured process of teacher learning, conducted on-the-job, where novices are prepared in stages over the first few years of teaching
- Berliner – explains that teachers need 5-7 years to master the art & science of teaching

# Induction – other professions

- Provide novices w/ specific expectations & rites/rituals of the organization
- Assist novices in transferring to their work the knowledge, skills, beliefs, and attitudes needed to succeed

## **Induction – other professions**

- Provide novices with on-going guidance and assessment by an expert in the field – who has been trained as a mentor
- Provided guided & supervised practice of skills in actual situations

# Induction

- Barnett, Hopkins-Thompson, & Hoke (2002) Identified key components to new teacher induction systems:

# Effective Induction must

- Provide novices with opportunities to observe & analyze good teaching in real classrooms
- Assist novices in transferring the acquired knowledge, skills, beliefs, and attitudes needed to improve student learning

# Effective Induction must

- Provide novices with on-going guidance and assessment by an expert in the field, who has been trained as a mentor
- Reduce novices' work load to provide more learning time
- Assist novices, through mentor support, in their efforts to meet licensure standards

# Effective Induction must

- Include rigorous evaluations that determine the effectiveness of the program and provide information that can be used to continuously improve the program
- Invest in rigorous new-teacher assessments

# Effective Induction

- Spending money to invest in existing employees is cheaper than recruiting and training new ones –
- In Texas – attrition has been shown to cost as much as \$8,000 or more for each recruit that leaves – total costs for the state is millions of dollars

# Effective Induction

- Costs – Texas Center for Educational Research – estimated that at a turnover rate of 15.5% - the loss to the state was between \$329 million and \$2.1 billion

# Induction spending

- Georgia – spends approx. \$500 on new teachers – while North Carolina is the highest at \$2,829
- Exemplary programs throughout the nation range from \$3,000 to \$5,000 per new teacher

# Induction -

- RNT – Recruiting New Teacher – a non profit organization in Mass. – there are 4 elements to a successful induction process

# Induction – RNT - Elements

1. Orientation to the culture of teaching
2. Training in curriculum and management skills
3. Mentoring
4. Assessments of new teachers

# Effective Induction -

- Curran, Goldrick (2002) – effective induction programs include the following:
- Promote universal participation for new teachers from both traditional and alternative preparation programs

# Effective Induction Programs

- Use experienced teachers as mentors
- Include mentor preparation
- Facilitate release time or reduced teaching loads for beginning teachers & mentors
- Have earmarked funding

# Effective Induction Programs

- Are based on clear standards
- Are structured and defined by input from beginning and veteran teachers
- Assess beginning teachers' performance
- Have a subject-specific focus

# Effective Induction Programs

- Extend throughout the school year & beyond the first year of teaching
- Provide teachers with working conditions that enable them to focus on strengthening their teaching skills

# Effective Induction Programs

- Working conditions – placement in subjects that they are qualified to teach, with students who are not the most challenging, opportunities to participate in targeted professional development, & opportunities to observe and be observed by veteran teachers.

# Effective Induction Programs

- California & Connecticut – two outstanding state-wide teacher induction models

# California – 10 goals

- Provide an effective transition to teaching
- Improve educational performance of pupils through improving training, information, and assistance for new teachers

# California – 10 goals

- Enable more effective teaching of culturally, linguistically, and academically diverse students
- Ensure professional success and teacher retention
- Provide individualized support to new teachers

# California – 10 goals

- Improve the consistency & rigor of teacher assessments
- Establish an effective & coherent system of performance assessment for teachers – which encompasses necessary skills, abilities, and knowledge of teaching

# California – 10 goals

- Offer every new teacher an individual induction plan based on ongoing assessment
- Ensure continuous program improvement
- Assure public that veteran teachers are competent instructors

## **Feiman-Nemser, Schwille, Carver, & Yusko (1999)**

- Induction as a process of socialization – detail attributes of effective teaching, offer powerful goals for professional ed & socialization, orient induction support & guidance around vision of professional practice

## **Feiman-Nemser, Schwille, Carver, & Yusko (1999)**

- Induction as a process of situated learning – create a sub-culture of inquiry and collaboration
- Induction as a formal program – a planned program intended to provide systematic & sustained assistance

## **In the absence of a state plan**

- Allocate district moneys for induction
- Utilize school-level monies for induction
- Utilize grant money, partner in ed.  
Money, fundraiser money, or pta money