2017 Greenbush Model Mentor and Induction Program for New Teachers

The mission of the

Greenbush Model Mentor and Induction Program for New Teachers

is to provide systemic mentoring and induction support to new teachers through a professional development program, which promotes excellence in education and increases retention of promising teachers.

Why Mentor New Teachers?

National Research

- Classroom instruction is the number one school-related factor contributing to what students learn at school (Leithwood, Seashore-Louis, Anderson, Wahlstrom, 2004).

- New teachers typically take between three and five years to teach at a level that maximizes student learning (Sun, 2012).

- Glazerman's research suggests that comprehensive induction can "reduce the rate of teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning" (as cited in Paliokas and Killion 2013).

- A study conducted by Strong, Fletcher, and Villar found that gains in student achievement for new teachers who had been mentored versus veteran teachers who had not previously been in a comprehensive mentoring and induction program demonstrated that new teachers were, on average, as effective as fourth-year teachers (as cited in NTC, 2007, p.3).

- Between 40% and 50% of new teachers leave within the first five years of entry into the profession. The reason cited most often is the lack of support provided to them (Ingersoll, 2012).

- A positive link exists between beginning teachers' participation in mentoring and induction programs and their retention in the profession (Ingersoll, 2012).

- Findings from a benefit-cost study by Villar and Strong described how every $1.00 invested in a comprehensive mentoring and induction program produces a return of $1.66 after five years, adjusted for inflation (as cited in NTC, 2007, p. 3).

- The data indicate that teacher turnover is a problem for schools...there is a strong link between teacher turnover and the difficulties schools have adequately staffing classrooms with qualified teachers... the data suggest that school staffing problems are to a large extent a result of a "revolving door" – where large numbers of teachers depart teaching for reasons other than retirement.(Ingersoll, 2003, p. 9-10,17).

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Kansas Licensed Personnel Data *(from 2013-14 unless otherwise noted)*

- Five-year retention rate for the cohort of new teachers who began teaching in the 2009-10 school year (2009-2014): 79.93%

- Number reported as "Left Profession" in the Kansas Exit Data: 2010-11: 416; 2011-12: 491; 2012-13: 669; and 2013-14:717

- 14.75% of all licensed personnel are age 20-29; 11.79% are age 55-59; 10.77% are age 60+; 2.67% are age 65+

- From 2012-13 Report: Percent of the state teacher total: 5.94% = first year teachers; 20.52% = less than 5 yrs. experience; 39.22% = less than 10 yrs. Experience

- From 2012-13 Report: 41.19% of general education and 40.47% of special education classes taught by educators with less than 10 years of experience.

Kansas State Department of Education's Requirement

Effective in May, 2008, by policy, and October, 2014, by regulation [K.A.R 91-1-203(b)(1)(A), (b)(2)(A), (b)(3)(A), and (b)(5)], the performance assessment required in Kansas to move from an initial to a professional license has been defined as successful completion of at least a year of mentoring in an approved program based on model mentoring program guidelines. As a result, districts are required to have a formal mentor and induction program and plan approved by KSDE and implemented locally for the start of the 2015-16 school year.

Each district mentoring program and plan must address, at minimum, the Kansas Model Mentor and Induction Guidelines. The **Greenbush Model Mentor and Induction Program for New Teachers** meets the 2017 Kansas Model Mentor and Induction Program Guidelines for New Teachers.

Mentoring Model Purpose, Goals and Standards

Purpose:

The **Greenbush Model Mentor and Induction Program for New Teachers** is to promote excellence in education and to increase the retention of beginning teachers (new to the profession and working under a license that is not professional level) through a two full calendar year structured professional development program. This program provides practical application of practices that outline a new teacher's professional learning needs related to: the learner and learning; content knowledge; instructional practice; professional responsibility. This guidance, direction and support for new teachers will promote success that will be achieved through collaboration, modeling, coaching, encouragement, and participation in a continuous, professional learning community. Accountability measures of the program's effectiveness will include retention data of new teachers, evaluation of progress on needs assessments, and feedback by the building principal.

Goals:

The goals of the **Greenbush Teacher / School Specialist Mentoring Model** will:

- Provide mentoring and induction support that is mentee driven

- Support and provide one-on-one assistance to beginning teachers

- Improve student achievement by promoting the personal and professional well-being of new teachers

- Increase the retention of promising new teachers

- Provide new teachers with immediate, personal peer contact in order to build a supportive environment for discovery of the school culture, policies, practices, and procedures

- Establish and maintain positive personal and professional relationships

Standards:

The **Greenbush Model Mentor and Induction Program for New Teachers** was designed according to the Kansas Model Mentor and Induction Program Guidelines for New Teachers developed in 2017. The expectations and responsibilities addressed in this handbook are also based upon the Interstate Teaching Assessment and Support Consortium Model Core Teaching Standards (InTASC).

This mentorship program will address topics and skills in these categories:

- The Learner and Learning
  - ➢ Plans instruction based on learning and developmental levels of all students
  - ➢ Recognizes and fosters individual differences to establish a positive classroom culture
  - ➢ Establishes a classroom environment conducive to learning

- Content Knowledge
  - ➢ Demonstrates a thorough knowledge of the content
  - ➢ Provides a variety of innovative applications of knowledge

- Instructional Practice
  - ➢ Uses methods and techniques that are effective in meeting student needs
  - ➢ Uses varied assessments to measure learning progress
  - ➢ Delivers comprehensive instruction for students

- Professional Responsibility
  - ➢ Engages in reflection and continuous growth
  - ➢ Participates in collaboration and leadership opportunities

Guideline 1

The **Greenbush Model Mentor and Induction Program for New Teachers** will offer structured support in a multi-year (2 year and beyond, if needed) program following the individualized professional learning plan co-created by both the mentor and the mentee based upon the mentee needs assessment. The mentee will drive the mentoring and induction support by completing the annual needs assessment.   The results of this needs assessment will be used to match the appropriate mentor to the mentee and to determine the needs of the mentee into their 2nd year and beyond, if needed

Guideline 2

How does district's program provide teachers with practical application experiences in the area of the learner and learning?

 The **Greenbush Model Mentor and Induction Program for New Teachers** will have its learner and learning practical applications roots anchored in McREL's Classroom Instruction That Works (Pitler & Stone, 2012). This protocol is often referred to as CITW, which will appear throughout the remainder of this document. The professional learning progression will be based off of McREL's Framework for Instructional Planning, which categorizes their research-based methods into three specific categories, of which the first is: Creating the Environment for Learning. Within this category, three McREL strategies will be taught to the mentors:

* Setting Objectives and Providing Feedback

* Reinforcing Effort and Providing Recognition

* Cooperative Learning Subsequently, mentors can teach, reinforce, and reflect upon these skills to their mentees to build their skills in the following areas:

  ➢ Development and maintenance of a positive classroom environment that is conducive to learning

  ➢ Recognition and understanding of the developmental levels of each student

Guideline 2 (continued)

How does district's program provide teachers with practical application experiences in the area of content knowledge?

Using McREL's Classroom Instruction That Works (Pitler & Stone, 2012) the **Greenbush Model Mentor and Induction Program for New Teachers** enhance content knowledge and its practical applications for both mentors and mentees. The professional learning progression will be based off of McREL's Framework for Instructional Planning, which categorizes their research-based methods into three specific categories, of which the third is: Helping Students Extend and Apply Knowledge.

Within this category, two McREL strategies will be taught to the mentors, who will then work their mentees on the following:

- Identifying Similarities and Differences
- Generating and Testing Hypothesis

Subsequently, mentors can teach, reinforce, and reflect upon these skills and then observe the mentees to build their skills in the following areas:

- Enhancement of content knowledge through the provided variety of innovative instructional strategies and application of content knowledge to these strategies.

Guideline 2 (continued)

How does district's program provide teachers with practical application experiences in the area of instructional practice?

The **Greenbush Model Mentor and Induction Program for New Teachers** will have its instructional practice practical applications roots also anchored in McREL's Classroom Instruction That Works (Pitler & Stone, 2012). The professional learning progression will be based off of McREL's Framework for Instructional Planning, which categorizes their research-based methods into three specific categories, of which the second is: Helping Students Develop Understanding. Within this category, four McREL strategies will be taught to the mentors:

- Cues, Questions, and Advance Organizers
- Nonlinguistic Representations
- Summarizing and Note Taking
- Assigning Homework and Providing Practice

Subsequently, mentors can teach, reinforce, and reflect upon these skills and then observe the mentees to build their skills in the following areas:

- Utilization of effective instructional methods and techniques to meet student needs
- Utilization of various formal and informal assessments to measure progress and modify / deliver comprehensive instruction for all students.

Guideline 2 (continued)

How does district's program provide teachers with practical application experiences in the area of professional responsibility?

The **Greenbush Model Mentor and Induction Program for New Teachers** will provide professional responsibility practical application experiences through reflection protocols built into a debriefing process after each of the observations the mentee completes. To support continuous reflection and dialogue between observations, the **Greenbush Model Mentor and Induction Program for New Teachers** will encourage and provide an electronic platform for mentors and mentees to communicate regarding questions, concerns, reflections, and more, all to support the growth of each mentee. Additionally, to encourage participate meaningful collaboration and exposure to leadership opportunities, the **Greenbush Model Mentor and Induction Program for New Teachers** support staff will work with each participating school district to determine any and all opportunities made available to staff on annual basis. Collaboration opportunities may exist through common planning times, before and after school contract times, professional learning days, and more. Likewise, leadership opportunities may include participating in grade-level or department meetings, accreditation processes, Professional Development Council participation, Building Leadership Teams, Site Councils, and more.

Guideline 3

Mentor Selection Criteria and Training

Mentor Selection Criteria:

The **Greenbush Model Mentor and Induction Program for New Teachers** will encourage districts to put forth their best candidates to serve as mentors, as evidenced by National Board Certification (if applicable), KTOY recognition, building and district leadership participation, or pure volunteerism as service to the profession. The Greenbush staff will work closely with participating school districts to ensure that those specific mentors will then be paired with their mentees by the date of the mentee's first contract day.

Guideline 3 (continued)

The **Greenbush Model Mentor and Induction Program for New Teachers** requires that:

- Each mentor have a professional license in effect

- Mentors complete the required initial and ongoing mentor training

- A pool of mentors will be in place by the end of each school year

- Mentors be matched to the mentee by the first day of the contract

Mentor Training:

The **Greenbush Model Mentor and Induction Program for New Teachers** will train mentors prior to the start of the school year, or prior to being assigned a mentee if such assignment occurs after the start of the school year.   The Greenbush staff will develop the scope and sequence of one or more mentor training sessions to not only cover, but also thoroughly teach/reinforce each of the bulleted training topics using a variety of resources. Initial mentor training is then paired with ongoing professional learning for the mentor.

Mentor training and professional learning will address, but not necessarily be limited to, the following state- required components:

- Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection

- Utilizing best instructional practices, classroom management, and organization

- Dealing with difficult or resistant people and conflict resolution

- Enhancing communication skills and building relationships

- Clarifying mentor's roles and responsibilities

- Practicing time management

- Developing knowledge of school/district policies and procedures including student assessment, curriculum, guides and supplemental resources.

Guideline 3 (continued)

Participant Responsibilities

Mentor Responsibilities
- Model professional growth and support mentee's professional development

- Foster an individualized program to assess and meet the needs of the new teacher based on the needs assessment

- Help new teacher during teacher workdays, if they so desire

- Communicate regularly with new teacher providing instructional support, reflective verbal dialogue and feedback.

  ➢ Weekly face-to-face meetings are encouraged

  ➢ Each communication opportunity's duration should be between 20-30 minutes in order to discuss, reflect, and process concerns, questions, or comments between the mentor and mentee.

- Document all contact/communication with mentee using PDP Toolbox or other district communication log. Support and assist mentee with various activities related to teaching:

  ➢ Planning, preparing for and carrying out professional duties

  ➢ Parent-teacher conferences

  ➢ Familiarize mentee with school community and district culture

  ➢ Attendance and grade cards

  ➢ Participating in district and state assessments

  ➢ Aligning instruction to state standards

  ➢ Other professional responsibilities, as needed

- Assist mentee with setting up mentee classroom observations other classrooms

- Complete mentor program evaluation and provide feedback

Mentor Responsibilities (continued)

- Keep up-to-date mentor/mentee communication logs utilizing PDP Toolbox or other district communication log

- Provide mentee with your confidence: Conversations between mentor and mentee should develop under a shelter of trust. Remember, you will be the one they turn to when they need assistance.

  *In the event that the mentor is unable to meet most of the needs of the mentee, the mentor should visit with the building principal about possible reassignment.

  **At no time should the mentor be in a role of evaluating the new teacher or school specialist. Mentors will observe and offer suggestions to the mentee, but will not be involved in formative and summative evaluations.

Mentee Responsibilities

- Fully participate in the multi-year (2 year program and beyond, if needed) **Greenbush Model Mentor and Induction Program for New Teachers** by following the individualized professional learning plan co-created by both the mentor and the mentee based upon the mentee needs assessment

- Drive the mentoring and induction support by completing the annual needs assessment. The results of this needs assessment will be used:

  ➢ To match the appropriate mentor to the mentee

  ➢ To determine the needs of the mentee into their 2nd year and beyond, if needed

- Attend district orientation and initial meeting

- Communicate regularly with mentor and effectively utilize PDP Toolbox or other district communication log (together, initially) to receive instructional support, constructive feedback, and reflective verbal dialogue

- Attend required district and building training sessions

- Complete mentor program evaluation to provide feedback

- Ask questions, offer lesson plans for review, and strive to become familiar with your building and staff

**Greenbush Model Mentor and Induction
Program for New Teachers**

Guideline 3 (continued)

Building Principal Responsibilities

- Recruit, select, match, and reassign (as needed) mentor teachers with new teachers within the school based on the results of the mentee completed needs assessment, as necessary (ISLLC Standards 2-4)

- Support the mentorship program (ISLLC Standards 2-4)

- Complete mentor program evaluation and provide feedback

- Assist in scheduling and coverage of classes to allow for mentee observations (ISLLC Standards 2-4)

- Provide program feedback to participants and to the mentor program coordinator (ISLLC Standards 4)

- Monitor and assess program effectiveness from various perspectives:

  - Participant feedback

  - Training

  - Materials

  - Support

  - Guidelines (ISLLC Standards 2-4)

- Aid in problem solving for concerns with mentor and/or mentee (ISLLC Standard 5)

- Honor confidentiality between mentor and mentee (ISLLC Standard 5)

Guideline 4

The **Greenbush Model Mentor and Induction Program for New Teachers** provides multi-year structured support for the mentee. A minimum of two years of structured support with an annual needs assessment to determine needs of mentee into the 2nd year and beyond, if needed. Support during the required two years of structured mentoring will include:

Regular Communication

The **Greenbush Model Mentor and Induction Program for New Teachers** will encourage regular weekly face-to-face meetings. Each regular communication opportunity's duration should be between 20-30 minutes in order to discuss, reflect, and process concerns, questions, or comments between the mentor and mentee. Throughout the year, various topics will be reinforced by the Greenbush staff for all mentors, based on the initial training received related to Classroom Instruction That Works. This reinforcement and just-in-time refresher training can then be utilized by the mentors to continually encourage and reinforce the practices of the mentees.

Those participating in the **Greenbush Model Mentor and Induction Program for New Teachers** and who utilize the PDP Toolbox through Greenbush to log professional learning events and points will be able to use this system to document regular communication between mentor and mentee focused on reflection and continued growth in each of the four domains of the KEEP IPP. Additionally, the use of the PDP Toolbox system will enable the creation of a transcript for both the mentor and mentee for use in licensure processes, if needed. Those districts that participate in the **Greenbush Model Mentor and Induction Program for New Teachers** that do not use the PDP Toolbox will be provided similar documents to archive their conversations.

Observation of Other Classrooms

The **Greenbush Model Mentor and Induction Program for New Teachers** will provide each participating school district with a Mentoring Walkthrough Tool for the mentee to utilize to document observations of other classrooms. Data collected in this tool will capture the presence or absence of the CITW Instructional Planning Framework components of: Creating the Environment for Learning;; Helping Students Develop Understanding;; and Helping Students Extend and Apply Knowledge.

Guideline 4 (continued)

System for Mentor to Provide Reflective Verbal Dialogue and Feedback

The reflective verbal dialogue and feedback protocols will be developed and provided to share a consistent way in which mentors can facilitate conversations with mentees. Rehearsal opportunities for those using the **Greenbush Model Mentor and Induction Program for New Teachers** will be afforded to the mentors during a training session. Questions or prompts to guide these conversations between mentor and mentee will be reflective in nature, allowing the mentors to do far more listening than talking. In turn, the mentee will have an opportunity during the conversation protocol to ask questions of the mentor. Capturing this feedback and acting upon it will be facilitated through the use of the PDP Toolbox (for those using it) or through notes kept on documents that will be provided to those districts who participate in the **Greenbush Model Mentor and Induction Program for New Teachers** but do not utilize the PDP Toolbox system.

The **Greenbush Model Mentor and Induction Program for New Teachers** will provide the second year of structured support through collaborative mentor/mentee effort to develop and/or modify the mentee's individualized professional learning plan in response to the needs assessment results. The mentee will take part in a variety of professional learning opportunities and/or conferences based on the needs of the mentee as assessed by both the mentor, mentee (needs assessment), and building principal. Regular reflection and dialogue between mentor and mentee will also be encouraged, especially following each professional learning event.   The **Greenbush Model Mentor and Induction Program for New Teachers** will provide opportunities for a third year of training and support at the district's discretion.

Guideline 5

Accountability Measures of Program Effectiveness

The **Greenbush Model Mentor and Induction Program for New Teachers** will provide districts with two program surveys: one to be given mid-year; and the other at the end of the year. All participating mentors, new teachers, and building principals will complete this survey. Items included in either or both surveys will include questions or prompts that elicit actual retention rates of new teachers, frequency of interaction, walkthrough frequency, observation reflection effectiveness, goal attainment, evaluation data, and exposure to professional education standards. Needs assessment data will be collected (initially and twice per each formal year participating in the **Greenbush Model Mentor and Induction Program for New Teachers**) and used to help determine the growth of the mentees throughout the year based on their perceptions as compared to the perceptions of their respective mentors.

Collection of Data

Greenbush will distribute the twice-per-year program evaluation survey to all participating districts in order to collect comprehensive program evaluation data so that a program-wide analysis can be completed. The participating districts will then receive their district-specific results from the evaluation survey directly from Greenbush and can process individually any recommendations for changes to inform subsequent years of support through the **Greenbush Model Mentor and Induction Program for New Teachers**

Data Reviewed, Analyzed, and Reported

The evaluation survey data will be reviewed and analyzed each year in January and in June. The comprehensive program evaluation data will be reported to each participating school district, and each district will receive district-specific data to share as an administrative team. Lastly, recommendations will be provided to participating district to share the information, results, conclusions, and next steps with all relevant stakeholders.

Guideline 5 (continued)

Results of Data Review and Analysis

Greenbush Model Mentor and Induction Program for New Teachers staff will encourage districts to suggest recommendations or modifications to the overall mentoring program on a regular basis. Based on these recommendations, the **Greenbush Model Mentor and Induction Program for New Teachers** may change from year to year, depending upon the needs of school districts and any applicable KSDE or legislative changes. Additional recommended action will be for participating school districts to continue supporting their early career teachers by offering them a third year or more of mentoring support.

Works Cited

Ingersoll, R. a. (2011, Vol. 81(2)). "The impact of induction and mentoring programs for beginning teachers: A critical review of the research". *Review of Education Research*, pp. 201-233.

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Links to Other Resources

- "Revolving Door of Teachers Costs Schools Billions Every Year," article dated 3/30/15 on the NPR Ed website:
  http://www.npr.org/blogs/ed/2015/03/30/395322012/the-hidden-costs-of- teacher-turnover

- Good Principals Aren't Born – They're Mentored: Are We Investing Enough to Get the School Leaders We Need?, published by the Southern Regional Education Board (SREB), made available online by The Wallace Foundation:
  http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Good-Principals-Arent-Born-Theyre-Mentored.pdf

- Mentor and Induction Center (KMIC)
  http://webs.wichita.edu/?u=coedhome&p=/wsumentoringcenter/

- AASA State Affiliates' Superintendent Mentoring Programs
  http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6796

- "Superintendent Mentoring the State Way" by Kate Beem
  http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6798

- Kansas Educational Leadership Institute (KELI) Superintendent Mentoring/Induction Program
  http://coe.k-state.edu/annex/keli/superintendent.html

- KELI Principal Mentoring/Induction Program
  http://coe.k-state.edu/annex/keli/principal.html

- Kansas Professional Education Standards
  http://www.ksde.org/Portals/0/TLA/HigherEd/Professional%20Education%20Jan132015.pdf

- InTASC Model Core Teaching Standards
  http://www.ccsso.org/Documents/2011/InT ASC%202011%20Standards%20At%20A%20Glance. pdf

- Kansas Licensure Program Standards for Building Level Leadership
  http://www.ksde.org/Portals/0/TLA/Program Standards/Building Leadership Standards May122015.pdf

- Kansas Licensure Program Standards for District Level Leadership
  http://www.ksde.org/Portals/0/TLA/Program Standards/District Leadership Standards May122015.pdf

- ISLLC Standards
  http://blogs.edweek.org/edweek/District_Dossier/Draft%202014%20ISLLC%20Standards%2009 102014.pdf