



BEYOND MENTORING

Comprehensive Induction Programs

How to attract, support,
and retain new teachers.

**Jon Saphier
Susan Freedman
Barbara Aschheim**





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Comprehensive Induction Programs

How to attract, support,
and retain new teachers.

TEACHERS²¹
Reshaping the profession of teaching

TEACHERS²¹

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“There is a silver bullet for improving education, and it is to have an expert teacher in every classroom. In this powerful book about working with new teachers, the authors delineate a clear plan for ensuring success for the novice educator. This book is a road map well worth following.”

JERRY D. WEAST

Superintendent, Montgomery County (MD) Public Schools

“We all know that far too many new teachers leave the profession within their first few years in the classroom, and one reason is the lack of induction and mentoring programs in many school systems. Such programs provide crucial support that benefit both teachers and their students. *Beyond Mentoring* clearly and compellingly shows why graduation with a degree in education cannot be considered the end of training for teachers.”

EDWARD J. MCELROY

President, American Federation of Teachers

“The rich, far-reaching vision of the Teachers 21 comprehensive induction model will help public schools transform current efforts to recruit, retain, and develop beginning teachers. In Lawrence, we’ve adopted the Teachers 21 model and our retention rate has gone from 49% to over 90%.”

WILFREDO T. LABOY

Superintendent, Lawrence Public Schools

“A must-read book for anyone interested in developing and retaining effective beginning teachers. The research-based concepts are backed by countless practical and pragmatic suggestions.”

HARRY K. WONG

Author, *The First Days of School*

“*Beyond Mentoring* recognizes the power of comprehensive induction as a strategy for teacher retention. More importantly, it outlines a systematic plan that can be implemented by any school district that wants to increase the probability that new teachers will stay and succeed.”

ARTHUR E. WISE

President, NCATE

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PREFACE

Modification of an African proverb:

It takes a whole district to raise good teachers.

Five years ago we wrote the first edition of *Beyond Mentoring* to share our successful experience with a comprehensive induction program for new teachers. The model that guides this program has continued to support new teachers and to strengthen schools as professional learning communities. *Beyond Mentoring* is being used as a valuable guide in every state in the United States, in many countries, and on most of the continents.

With five additional years of experience and feedback from an increasingly diverse community of practitioners, we have updated the original *Beyond Mentoring* and added suggestions and strategies for using induction programs to strengthen the school as a professional learning community. This edition sets forth a vision and model for the comprehensive induction of beginning teachers that is implemented by Teachers²¹ in its consulting work with teachers and administrators in urban, suburban, and rural school districts.

PREFACE

Beginning teachers do not start out proficient. They are novices, no matter how mature they are personally or how rigorous their academic background. Nor should we expect anything else. We do have a right to expect that they emerge from their preparation programs with deep content knowledge of their subjects. Unfortunately, there is ample reason to doubt that, in many cases, they do have this knowledge.

At the same time, there is an array of proficiencies we would be foolish to assume and presumptuous to expect. Most beginning teachers do not know how to set expectations, shape interpersonal climate, and teach routines during the opening days of school. How could they, never having had responsibility for doing so? In most cases, they have not been in classrooms during the first days or weeks of school, despite their student teaching or intern experiences.

Furthermore, they do not know how to manage the complexities of movement and flow in classrooms that are designed for active learning.

- They do not know how to differentiate instruction for students with different learning styles.
- They do not know how to respond to disruptive students or parent complaints.
- They do not know what is expected of them on back-to-school nights or in parent conferences.
- They do not know how to motivate low performing students who doubt their own abilities and believe they are incapable of meeting high standards.
- They do not know how to interact as a professional learner in a community of learners.

None of the above is criticism of beginning teachers or the institutions that prepare them. Novices are not supposed to know all the complexities of their craft at the beginning. It is, however, our responsibility to them and to the children they serve to provide them in their early years with the conditions for learning and reflection that support them as they engage in the complex practice of teaching. We need to provide them with a comprehensive array of supports that ensure that they will be successful and that the children in their classrooms will have an optimal opportunity to learn.

A comprehensive induction program involves more than just mentors. In fact, mentors alone, though a critical part of good induction, cannot be expected to provide the range of input, feedback, and support that beginning teachers need. Well-designed induction programs include specific roles for principals, superintendents, central office personnel, the teachers union, parents, school boards, and particularly the other staff members in the school or department where the beginning teacher works.

Nothing is more important to the learning of students than what their teachers know, believe, and can do. The pivotal importance of teachers to student achievement has been well documented (Marzano, 2001). What has been absent in the career paths of American teachers is the recognition that their work is intellectually complex, difficult, and demanding on a par with other developed professions - law, architecture, medicine. We do not provide the many forms of support for beginning teachers that they need to grow into proficient professionals. Only the most durable survive the first few years, especially in our cities and the rate of growth toward proficiency is far slower than it could be, at great cost to our children (see Chapter One).

PREFACE

In these pages, we provide a map for planning a comprehensive induction program for beginning teachers in their first three years of practice. This comprehensive program includes seven components:

1. A district-wide planning process that designs and then provides for the management and assessment of the induction program
2. Criteria based selection and matching of mentors
3. Services for mentors: training, supervision, support
4. Services for beginning teachers: courses, support groups, resources, feedback, coaching
5. School board and community understanding and support that is visible through budgets and policies
6. Strategies for administrators: enlisting the whole staff to support new teachers
7. On-going and well-designed program assessment

This book describes in detail the roles that district and school leaders play in a well-designed and comprehensive induction program. It provides practical recommendations and strategies that will help them to understand the vision, anticipate the stages of the process, and prepare to adapt this model to their own district circumstances.

Such a program is within the grasp of any American district now. In addition, induction programs help to strengthen the contributions of new teachers when they participate in districts' learning communities. While some districts will need to start one component at a time, we hope all districts will embrace and benefit from the comprehensive induction program that we describe in this book.

APPENDIX D

Self-Assessment Tool for School Districts

SELF-ASSESSMENT TOOL FOR SCHOOL DISTRICTS

Self-Assessment Tool for School Districts

This survey is designed to give union and school leaders an opportunity to reflect on the areas in which their district is incorporating the elements of a comprehensive induction program.

Place an "X" in the box that is appropriate for each item.

	YES	NO	Partially
District-wide Planning Process			
Has our district engaged a broadly based group of teachers and administrators in the process of developing a plan for the district's induction program? Does this group include the teachers' union and the school administration?			
Does a district-wide steering committee monitor the implementation of the program and use feedback to adjust and improve it?			
Is the induction program part of the district professional development plan?			
Is the induction program integrated into school and district programs for building a professional learning community?			
Criteria-based Selection and Matching of Mentors			
Does our district have criteria or qualifications for the selection of mentors?			
Are mentors selected based on the criteria that have been established by the district?			
Does our district have criteria for the matching of mentors and protégés?			
Are the matches between mentors and protégés made based on criteria established by the district?			
Mentor Services			
Do mentors receive training in the skills of providing positive feedback and differential conferencing before being paired with beginning teachers?			

Place an "X" in the box that is appropriate for each item.

	YES	NO	Partially
Do mentors receive training in the skills of providing support for beginning teachers in the areas of curriculum, instruction, and assessment?			
Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and the protégé?			
Beginning Teacher Services			
Do the beginning teachers in the district participate in workshops (on topics such as classroom management, building a classroom culture, working with families, etc.) that are specifically tailored to the needs of beginning teachers?			
Are beginning teachers brought together in networking groups regularly during the year?			
Are beginning teachers given support to observe their mentors and other colleagues?			
Are beginning teachers given opportunities to be observed by and get productive feedback from their mentor or other new or veteran colleagues?			
Principal Services			
Do principals model for their staff a range of ways to support new teachers?			
Do principals use a wide range of approaches to enlist all staff in the support of new teachers?			
Do principals use supervision and evaluation for new teachers as a growth-oriented experience?			
School Board and Community			
Do the school committee and parents know that there is a comprehensive induction program in the schools? Do they understand that it is focused on supporting the professional growth of new and veteran teachers?			
Is the community invited to contribute to district efforts to support beginning teachers?			