



The Rhode Island Beginning Teacher Induction Program

February 28, 2012



Rhode Island Department of Elementary and Secondary Education



Teachers are not “finished products” when they complete a teacher preparation program. Strong residency and mentored induction experiences during their initial years in the classroom provide beginning teachers with invaluable support as they lay the groundwork to become accomplished teachers. A well-planned, systematic induction program for new teachers is vital to maximize their chances of being successful in any school setting...

No Dream Denied
National Commission on Teaching and America’s Future
Washington, DC, January 2003



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Race to the Top Application

SOW: *By the year 2015, Rhode Island educators will be supported by robust induction practices designed to support development throughout the continuum of an educator's career.*

- RIDE will create an instructionally-focused and data-driven induction program for all first-year teachers across the state.
- RIDE will conduct a second year of coaching for those teachers in RI's urban core districts.



Connections to Other Areas

- **BEP: G-15-2.2**

... The LEA shall provide differentiated support to all staff. These supports shall include induction programs to support the developing proficiencies for new staff and staff serving in new assignments, mentoring and coaching to enhance professional learning, and to foster peer relationships, job embedded professional development for continuous improvement...

- **RIDE Strategic Plan**

- **Aligned to Educator Evaluation**



From Mentoring to Induction

Current District Mentor Programs

- Limited resources and structures to fully support mentor programs
- Difficulty to find time within schedules for meetings, collaborating, observing, etc.
- Inequitable mentoring across districts

RI Teacher Induction Program

- Fully Released Regional Induction Coaches
- Carefully selected coaches supported with rigorous and ongoing professional development
- Formative assessment of teachers aligned with professional standards
- Accountability for coaches and teachers
- Equitable, calibrated, and consistent support
- Recommended two year model

Why Induction?

- Instructionally focused and data driven support
- Improved and accelerated teacher performance
- Increased student achievement
- Collaboration, ongoing learning, and accountability

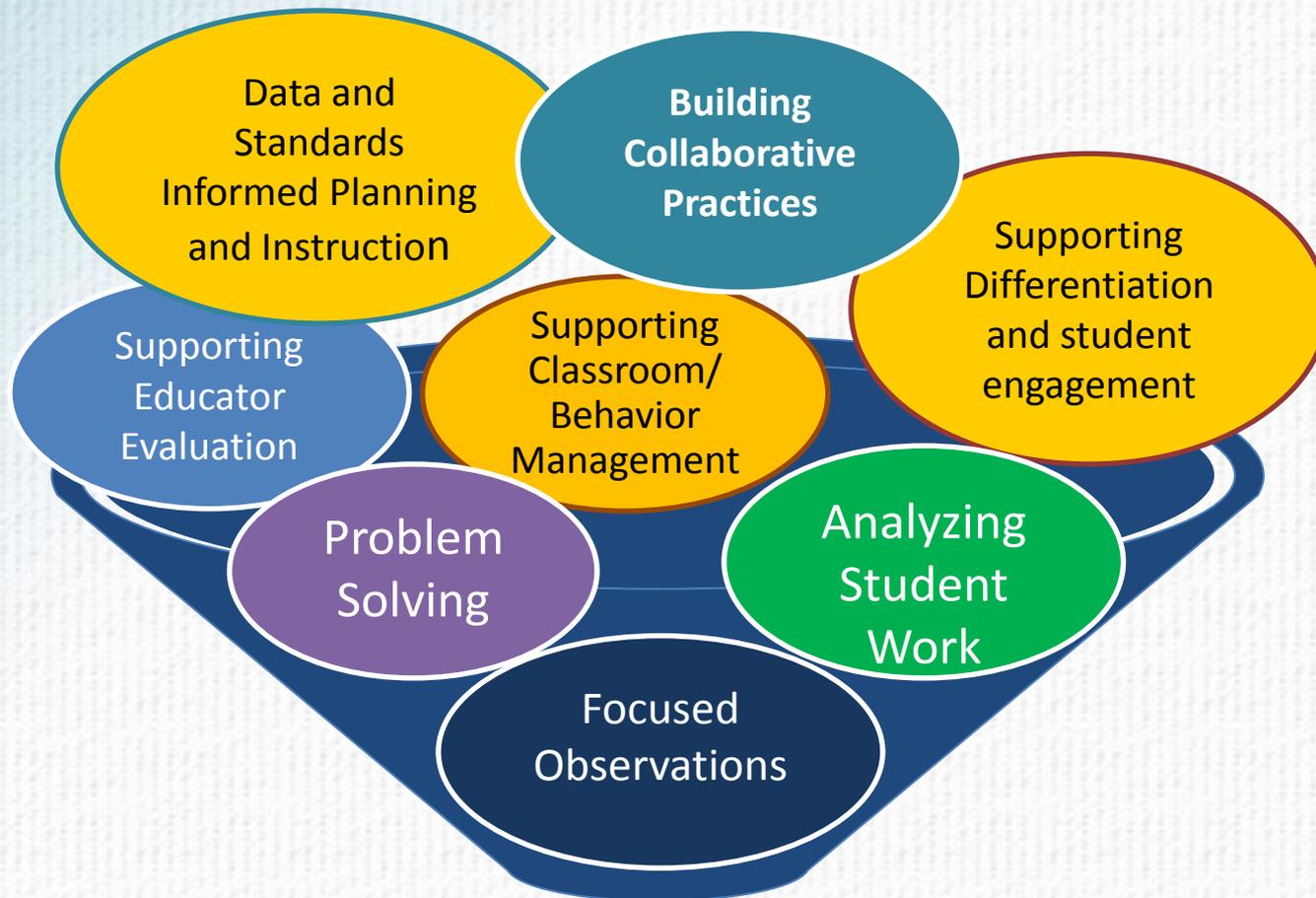
Guiding Principles

1. Induction is critical in accelerating growth for ALL beginning teachers
2. Beginning teacher needs vary and change over time, and instructional coaching must be tailored to meet those needs
3. A strong, trusting relationship between the beginning teacher and the induction coach contributes to the success of the program
4. Inquiry and reflection of professional teaching practice accelerates teacher development and effectiveness.
5. Introspective teachers build their instructional and leadership skills that benefit the learning community and elevate the profession



Induction Coaches...

- Establish and maintain a trusting, confidential, non-evaluative, and professional partnership with beginning teacher
- Facilitate opportunities for observation of exemplary practice
- Assist in identifying professional development opportunities
- Provide on-the-job professional development
- Support the beginning teacher in the Educator Evaluation process
- Provide moral support to beginning teacher



Accelerated Beginning Teacher Growth



Increased Student Achievement



Typical Day

Average time spent with beginning teacher is 90 minutes per week
Each Induction Coach has 15 teachers on their caseload

7:30-8:00 School 1 - Meet with beginning teacher 1 before school to preview lesson

8:00-9:00 Observe beginning teacher 1 lesson and collect data for a specific predetermined focus

9:00-9:30 Meet with Principal 1 to discuss district initiatives to focus on for new teachers

9:30-11:00 Observe beginning teacher 2 and then meet to analyze student work

11:00-12:00 Meet with beginning teacher 3 to create student data collection plan then observe lesson

12:00-12:30 Lunch

12:30-1:15 Meet with beginning teacher 3 during prep time to debrief lesson and data

1:15-1:30 Travel to School 2

1:30—2:00 Meet with Principal 2 and plan for beginning teacher to visit a veteran's teachers classroom

2:00-3:30 Visit beginning teacher 4 to observe lesson then discuss classroom management and student behavior

3:30-4:30 Attend faculty meeting at School 2



Data Collection Tools

- Collaborative Assessment Log
- Analyzing Student Work
- Selected Scripting
- Lesson Planning
- Building Partnership with Parents
- Differentiated Instruction Components
- Class Profile Tool
- Content Strategies & Alignment

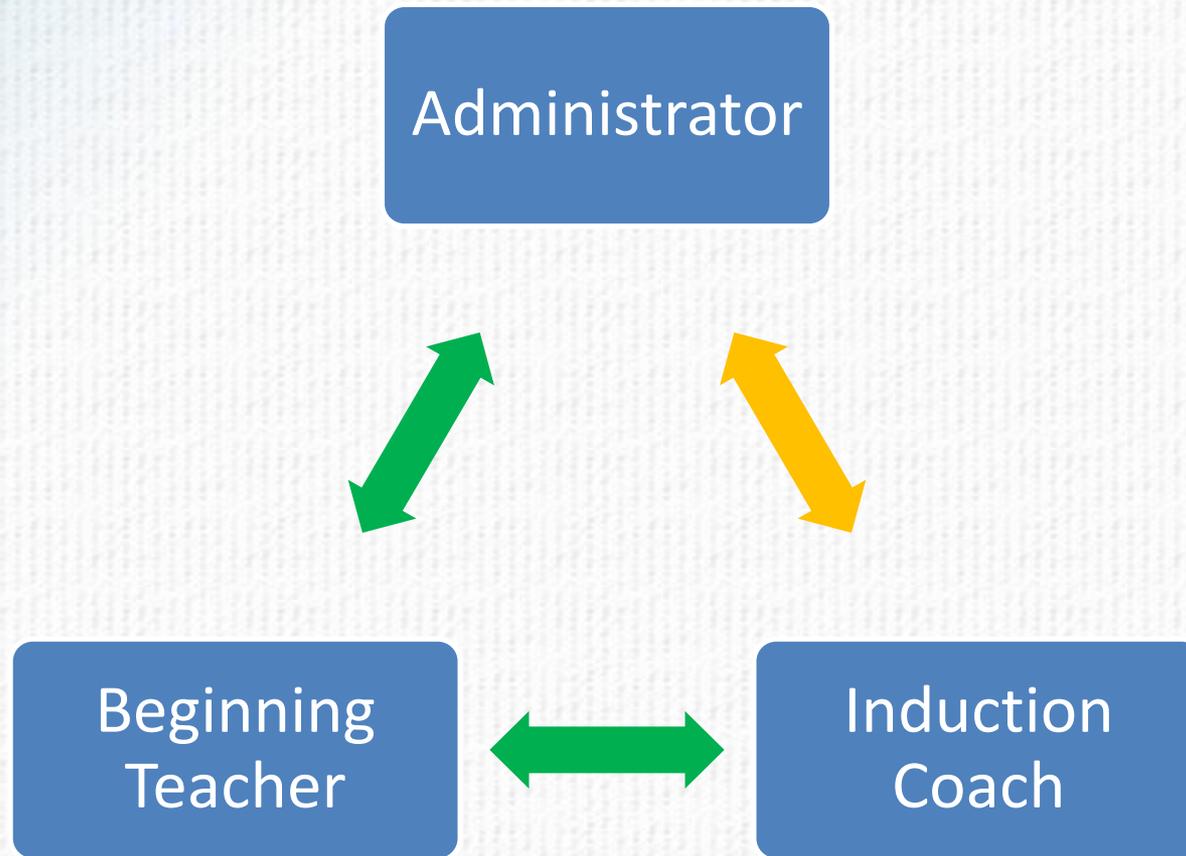
Data Collection

- Coaches collect data during every visit using formative assessment tools
- Data will be used to support the collaborative discussion between the coach and the beginning teacher
- The data and reflective conversations guide future planning and drive instruction for all students
- Data is being collected to measure the impact of the Beginning Teacher Induction Program

Building Administrators

- Induction Coaches meet regularly with building principals
- Administrators are critical to the success of the program and the development of beginning teachers
- Induction Coaches support principals as instructional leaders in their efforts to ensure that beginning teachers are meeting the district/school vision, strategic plan, and expectations

Conversations, Relationships & Confidentiality



Supporting the Educator Evaluation Process

- An Induction Coach does **NOT** evaluate the beginning teacher
- An Induction Coach supports the beginning teacher in navigating the educator evaluation process
- An Induction Coach supports include self assessment, developing professional goals, implementing student learning objectives, preparing for observation, analyzing data, etc.
- An Administrator guides the coach toward desired areas for Beginning Teacher development during collaborative meetings

RI Impact

If we have **270 New Teachers** being serviced by **17 Induction Coaches** with an Average of **20 Students Per Class**

THE IMPACT IS

A minimum of **5,400 Students** Per Year will be reached to target Student Achievement



"When veterans and novices work together in a nurturing relationship, each gets something of real value from the other. Veterans gain energy; novices gain inspiration. Isolation fades, connection flourishes, pain turns into wisdom -- a joyful wisdom that makes the difficulties in our work endurable and keeps both veteran and novice coming back for more."

"A tale of two children" David Shoemaker, Phi Delta Kappan, Feb. 2003



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Questions and Panel Discussion



Opportunities to Ponder

To Support Year 2 Teachers and/or Teachers on an improvement plan, consider using

- Uncommitted funds from RTTT
- Title II funds from Local Budgets
- Redirect line item funds



Invest in Beginning Teachers

“If you do what is right for the first 1-3 years of teachers’ careers, then you have trained them and ensured that you have teacher leaders for the next 10-20 years and beyond.”

~Dr. Narcisse, BPS



Call to Action

- Support sustainability of RI Beginning Teacher Induction Program beyond RTTT
- Facilitate the appointment of new hires as early as possible