

Rhode Island Induction News

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Induction Coach Michaela Ware (right) meets with Samantha Chella at Shea High School in Pawtucket.

The Rhode Island Induction Coaches are very fortunate to receive training and support from two very knowledgeable and talented consultants from the New Teacher Center in Santa Cruz, CA. We'd like you to meet NTC's Senior Program Consultants, **Gerri Acers** and **Fred Williams**...

Gerri Acers lives in Los Altos, California and has worked with the NTC for the past ten years. Prior to her work with NTC, Gerri enjoyed twenty three years as an Elementary classroom teacher and six years as a district administrator and an Induction Program Director in California. Gerri has consulted with induction programs and facilitated profes-

Commissioner's Corner

A cornerstone of our strategic plan for transforming education in Rhode Island is our belief that we must have effective teachers in every classroom and that teachers do their work best when they have the leadership and support they need. With this principle in mind, we have made a major investment in providing support to our beginning teachers through the Induction Program.

We're now in the second year of the program, and I'm really pleased to let you know that our great team of Induction Coaches is providing support to more than 400 beginning teachers in 43 districts, state-operated schools, and charter public schools across the state. In addition, our coaches are also providing support to 41 second-year teachers who are

working in schools in some of our urban districts. In other words, the scope of our program has doubled in its second year, and I'm proud that we have made this commitment toward ensuring educator excellence across Rhode Island. As we move forward with Year 2 of the Induction Program, we at the R.I. Department of Education (RIDE) have been gathering data and information from school leaders, Induction Coaches, and beginning teachers to help us continuously improve the program. Last year, RIDE staff members shadowed Induction Coaches throughout several school days to get a first-hand look at the program in practice. Survey data that we collected at the end of the last school year showed a lot of positive support for the program, with school leaders informing us that the interaction between coaches and beginning teachers has helped improve teaching

and learning – our ultimate goal!

One new element in the program this year is that beginning teachers are coming together across the state for a series of seminars and for general networking sessions. The coaches, also, are meeting as a group every other week and gathering quarterly for an "academy" session. We believe that these initiatives are making our Induction Program even better and that they will help beginning teachers learn and grow in ways that will align with the goals they have set for themselves as part of the evaluation process. By working together, we are building a great team of beginning teachers who will improve teaching and learning for Rhode Island students for many years to come.

Meet Our Consultants

essional development in over fifteen states as well as in Guam and Finland.

Gerri believes that the commitment, experience and expertise of the RIDE coaches, administrators and program leaders make the Rhode Island program one of the most effective and outstanding in the country. She cherishes her work with the RIDE coaches and believes their focused commitment to supporting new teachers is responsible for their accelerated growth and development as well as the growth of their students. "When we focus on teachers, our students succeed".

Fred Williams lives in Durham, North Carolina and

began work with the New Teacher Center in August of 2010. Prior to working with NTC, Fred enjoyed an extended service to Durham Public Schools as a high school history teacher for seventeen years, building level administrator for four years, and executive director of human resources for seven years. Fred has facilitated NTC professional development and consulted with induction programs in nine states.

Fred has supported the development of the RIDE Induction Program starting with pre-implementation meetings in March of 2011. The induction work in Rhode Island, from Fred's

perspective, is among the most exciting in the country. "The remarkable talent and commitment of the leadership and induction coaches of RIDE partnered with consistent school-level administrative support serve as great accelerators of beginning teacher development and student growth".

Both Gerri and Fred are very passionate about their work. Their passion is evident in their actions and interactions as they collaborate to continue to develop Rhode Island's Beginning Teacher Induction Program. Their passion is contagious, and we are indeed very fortunate to learn from the expertise of these two very talented individuals.



Teacher Profile: Meet Laura Izzi

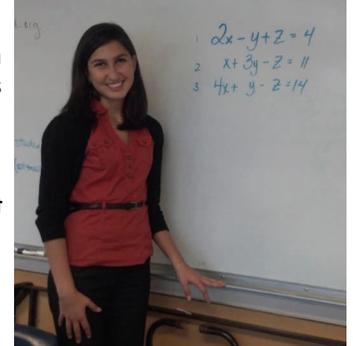
As the old saying goes, “There’s no place like home”, and this sentiment certainly holds true for Miss Laura Izzi, a first year Algebra teacher at Portsmouth High School. Laura, a 2008 graduate of Portsmouth High School, earned her teaching degree at Salve Regina University. She returned “home” to do her student teaching in a math classroom at Portsmouth High, and was thrilled to be hired full time this past summer.

Laura finds that one of the greatest benefits of teaching at Portsmouth High is that she can jump right in and focus on her teaching, since she is already very familiar with the school system and staff. One of the chal-

lenges of teaching at her former high school is living up to her own expectations as to what it means to be a Portsmouth High School teacher! Laura admired her teachers while she was a student, and considers it an honor to be teaching with those who made such an impact on her. “The Portsmouth school system did so much for me; it is so nice to have the opportunity to give back”.

Laura appreciates the Beginning Teacher Induction Program and the formative assessment tools that she uses with her coach. The tools and support help Laura to be more aware of what she is doing in the classroom, what her students are doing, and how

she can best adjust her instruction to meet their needs. “The support I receive helps me adjust to my new role in the educational system and enables me to help my students learn to their fullest potential”. And just as Laura’s former teachers at Portsmouth High School made an impact on her, she is on her way to making an impact on her students as well!



Coming Events

Date: April 10 or 11, 2013

Time: 4:30—7:00

Place: The Imperial Room at Rhodes

Title: Beginning Teacher Seminar

Description:

Beginning teachers will have the opportunity to work in groups to investigate ways to expand their teaching practice. Topics to be addressed include differentiation strategies, and questioning techniques.

Date: March 4-5, 2013

Time: 8:30 - 4:00

Place: Pawtucket Administration Office

Title: Induction Coach Module 2

Description:

First year Induction Coaches receive more in-depth training regarding adult learning. This module will also teach the induction coaches how to design and present professional development to a variety of audiences.

Date: March 6-8, 2013

Time: 8:30 - 4:00

Place: Pawtucket Administration Office

Title: Induction Coach Academy 6

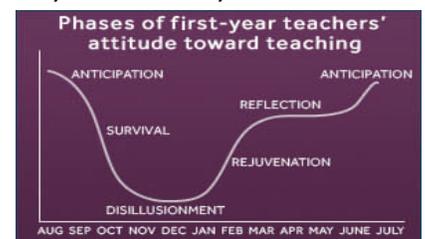
Description:

Second year Induction Coaches will spend time reflecting on their two-year journey in their coaching role. It will discuss their roles as leaders and what this means for their future endeavors as educators impacting the education community.

Rejuvenation Is On Its Way!

Feeling a bit disillusioned? Have no fear; rejuvenation is right around the corner! Disillusionment is a natural feeling for many teachers at this time of the year. Nonstop work, classroom management, parent conferences, data collection, evaluations and the like are enough to cause even the most seasoned teachers to feel disillusioned! Getting through this phase is challenging, but you *will* get through it! Some tips to remember:

- You can only be as good as you feel. Be sure to get plenty of rest, drink lots of water, and keep that hand sanitizer handy! Teaching when you’re not feeling well isn’t fun, nor is creating sub plans when you have a fever and just want to rest your head. Taking care of yourself, despite how busy you are, needs to be a priority.
- Keep a journal to write down one or two positive things that happen each day. Did a child finally reach that light bulb moment? Did a parent write you a note of thanks? Did a student say something funny that made you laugh? Did you make someone smile when they were having a bad day? These are all little causes for celebration, and it’s important to write them down. This makes the positives visual and helps us keep the rest in perspective.
- Laugh every day. Laughter is the best medicine.
- Talk to your colleagues and/or Induction Coach about your stresses and feelings. Sometimes just having someone who truly understands is very helpful.
- Find time each day to do something for YOU! Even if it’s just going for a walk or flopping on the couch to get lost in a good book, it’s important to find time to decompress.
- Remind yourself every day that you’re making a positive difference in the lives of children, even if you’re too busy to realize it.



Moir, E. (2011). Phases of First-Year Teaching. eReflections. Retrieved from www.newteachercenter.org/blog/phases-first-year-teaching

Using the Selective Scripting Tool

Classroom observations conducted by Induction Coaches can offer important insights into student learning, behavior, and a teacher’s classroom instruction. One tool that helps capture this valuable data is *Selective Scripting*.

This is a versatile tool that can be used to look at specific facets of teaching and learning such as language, pacing, directions, wait time, or any interactions taking place in the classroom.

Another application for this tool may be to simply take a snapshot of a lesson or series of lessons to look for trends and tendencies. This can give

a teacher the opportunity to take a big picture look at their practice.

In either case it is during the careful examination of the script that professional growth takes place. Coaches and teachers will look at the script thoroughly and discuss its content. During this reflective time a coach may ask questions that generate discussion and could lead to significant revelations.

Like many of the Formative Assessment Tools used, Induction Coaches have the option of collecting the data using their computers and then sharing it with their beginning teachers digitally.

Professional Development: Focus on Forums

Professional development opportunities are crucial for professional growth. Beginning teachers engage in professional development in order to improve their practice and move their students forward. Induction Coaches also engage in professional development to learn how to better support beginning teachers. One way coaches do this is by attending forums twice a month.

Forums offer Induction Coaches the opportunity to learn from their New

Teacher Center specialists, induction program leaders and each other. The opportunity to collaborate with other coaches in order to share successes, brainstorm ideas for problem solving, and share resources is invaluable.

Induction Coaches complete a self assessment process at the beginning of the year and set professional goals for themselves in order to improve their coaching practice. Time is provided at forums for coaches to meet with their coaching partners to discuss

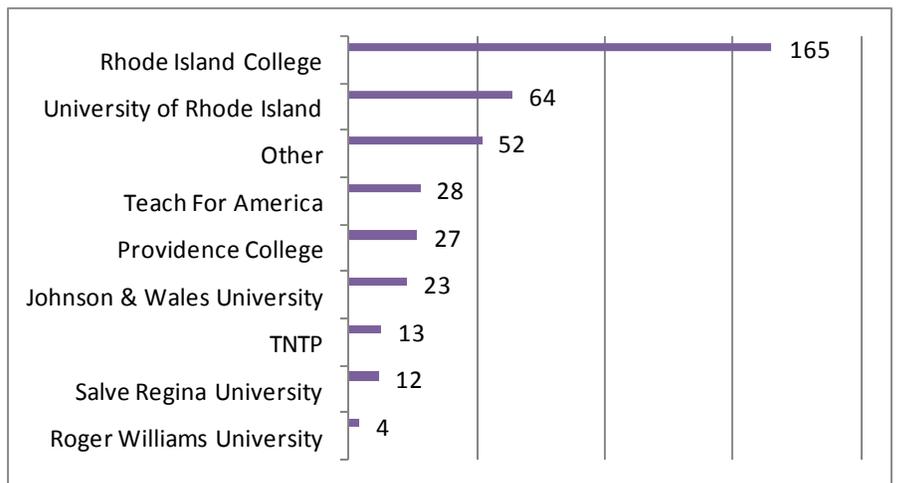
these professional goals and share evidence to show that the goals are being met.

Forums also provide professional development in areas such as the new RI Educator Evaluation Model, addressing the needs of English Language Learners, the Rtl process and Special Education.

Every Induction Coach has a great deal to share and learn and forums provide the opportunity to do just that!

The Education of Our Educators

Nearly 400 beginning teachers across the state are supported by Induction Coaches. Where did they learn their trade? (Information based on data collected by Induction Coaches as of 11/14/12)



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"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

Induction Coaches 2012-2013

Alicia Proulx	Jodi Clark
Alicia Sullivan	John Wolf (Option 2)
Angela Holt	Kathleen Fleenor
Barbara Berleth	Kristin Polseno
Buddy Comet	Lillian Turnipseed
Connie McCarthy	Lisa Peterson
Christine Fitzgerald	Lisa Tenreiro
Crystal Monteiro	Martha Dion
Dana Ramey	Melissa Denton
Elisabeth Ridder	Mia Godbout (Option 2)
Elizabeth McGuire	Michaela Ware
Gino Sangiuliano	Michelle Livsey
Jennifer Jendzejec	Nicole Rattay
Jennifer Theroux	Tabitha Watjen
Jessica Butash	

"Supporting new teachers with programs that make them better faster, represents one of the greatest opportunities for change in education today."

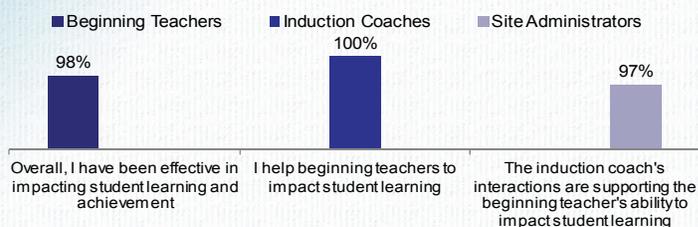
Ellen Moir, NTC Chief Executive Officer

Induction programs are vehicles that facilitate systemic sustained enhancement to school culture and the teaching profession. The Rhode Island Department of Education believes that induction programs are a smart investment in the ongoing training, support, and retention of beginning teachers, who, as a result of the programs become more qualified, capable, and effective teachers.

Data Year 1

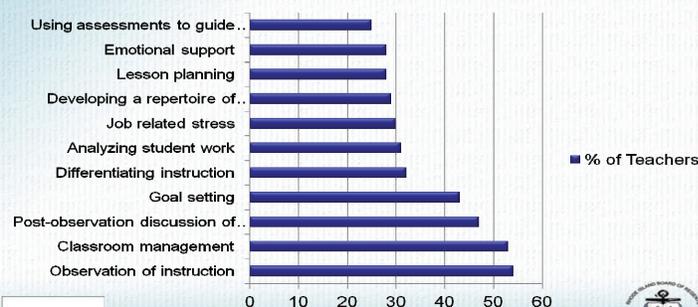
Program Quality: Impact on Student Learning

Responses from teachers, coaches and site administrators affiliated with the RI Beginning Teacher Induction Program demonstrate that the teachers and administrators agree that work with the coach is impacting student learning and achievement and the mentors agree that they are assisting in this area.



New Teacher Center
Rhode Island Department of Elementary and Secondary Education

Beginning Teachers: When I meet face to face with my coach, our work MOST often focuses on...



New Teacher Center
Rhode Island Department of Elementary and Secondary Education

"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