Mentoring and Induction Programs: Leading and Learning Together

Link to Presentation:
Introduction

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Four roads activity

How would you describe the current mentoring and induction program at your school or district?
Educators make a difference

• Students of ineffective teachers learn a half year of material. Students of effective teachers learn 1.5 years worth of material. (Hanushek, 2010)

• Having a top-performing teacher for four consecutive years could be enough to close the Black-White achievement gap. (Gordon, Kane, & Staiger, 2006)

• Students with even one highly effective teacher are more likely to graduate, attend college, and earn higher incomes. (Chetty, Friedman, & Rockoff, 2012)
Equitable access matters

- Improving access to effective educators is an essential component of—and perhaps a condition for—both school improvement and the narrowing of persistent achievement gaps.

- Mentoring and induction can play a critical role in building the pool of effective educators to improve access and meet this need.
Taught by Inexperienced Teachers (1 Year or Less)

- High Poverty Districts: 27.2% (GAP = 10.6%)
- Low Poverty Districts: 16.6%
- High Minority Districts: 27.9% (GAP = 11.8%)
- Low Minority Districts: 16.1%

Source: Williams, Adrien, Murthy, Pietyka, 2016
Why induction matters in the age of ESSA

Sources: Goldhaber, Lavery, & Theobald, 2015; Goldhaber, Quince, & Theobald, 2016; Isenberg et al., 2016; Sass, Hannaway, Xu, Figlio, & Feng, 2012
Important ESSA requirements

• The Every Student Succeeds Act (ESSA) of 2015 requires that states:
  - Address disparities where low-income and minority students are taught by ineffective, out-of-field, or inexperienced teachers.
  - Address disparities through evidence-based activities, strategies, and interventions.

• A comprehensive mentoring and induction program is an evidence-based strategy that can support all schools.
<table>
<thead>
<tr>
<th>STUDENT GROUPS</th>
<th>Rate at which students are taught by an ineffective teacher</th>
<th>Differences between rates</th>
<th>Rate at which students are taught by an out-of-field teacher</th>
<th>Differences between rates</th>
<th>Rate at which students are taught by an inexperienced teacher</th>
<th>Differences between rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income students enrolled in schools receiving funds under Title I, Part A</td>
<td>0.08%</td>
<td>0.08%</td>
<td>3.57%</td>
<td>0.63%</td>
<td>22.08%</td>
<td>4.96%</td>
</tr>
<tr>
<td>Non-low-income students enrolled in schools not receiving funds under Title I, Part A</td>
<td>0.00%</td>
<td></td>
<td>2.95%</td>
<td></td>
<td>17.12%</td>
<td></td>
</tr>
<tr>
<td>STUDENT GROUPS</td>
<td>Rate at which students are taught by an ineffective teacher</td>
<td>Differences between rates</td>
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<td>Differences between rates</td>
<td>Rate at which students are taught by an inexperienced teacher</td>
<td>Differences between rates</td>
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<tr>
<td>Minority students enrolled in schools receiving funds under Title I, Part A</td>
<td>0.10%</td>
<td>0.09%</td>
<td>3.72%</td>
<td>0.72%</td>
<td>24.48%</td>
<td>7.32%</td>
</tr>
<tr>
<td>Non-minority students enrolled in schools not receiving funds under Title I, Part A</td>
<td>0.01%</td>
<td>3.00%</td>
<td></td>
<td>17.17%</td>
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</tbody>
</table>
## Effects on the achievement level of an average student (Marzano)

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>Percentile Entering</th>
<th>Percentile Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average School/Average Teacher</strong></td>
<td>50th</td>
<td>50th</td>
</tr>
<tr>
<td>Highly Ineffective School/Highly Ineffective Teacher</td>
<td>50th</td>
<td>3rd</td>
</tr>
<tr>
<td>Highly Effective School/Highly Ineffective Teacher</td>
<td>50th</td>
<td>37th</td>
</tr>
<tr>
<td>Highly Ineffective School/Highly Effective Teacher</td>
<td>50th</td>
<td>63rd</td>
</tr>
<tr>
<td>Highly Effective School/Highly Effective Teacher</td>
<td>50th</td>
<td>96th</td>
</tr>
<tr>
<td>Highly Effective School/ Average Teacher</td>
<td>50th</td>
<td>78th</td>
</tr>
</tbody>
</table>
The cost of attrition & teacher turnover

Created by Kangrif from Noun Project

Created by Guilherme Furtado from Noun Project
ESSA and evidence-based practices: research on mentoring & induction

- Examines and summarizes 14 high-quality studies on mentoring and induction
- Provides a rationale for funding mentoring and induction programs as an evidence-based strategy
Who?
Teachers – traditional teacher prep path

Created by Sophia from Noun Project
Teachers – nontraditional path
Mentors
Principals
Teacher Induction Program

- Teachers
- Mentors
- Principals
What?
Components of mentoring & induction programs
# Group discussion topics

## Teachers
- PD Topics for Inductees
- District Examples of Induction Programs

## Mentors
- Mentor Selection, Roles & Responsibilities
- PD Topics for Mentors
- District Examples of Induction Programs

## Principals
- PD Topics for Principals
- Evaluating M & I Programs
- District Examples of Induction Programs
Where?
https://gtlcenter.org/technical-assistance/toolkits

Mentoring & Induction Toolkit 2.0

Evidence-Based Practices Snapshot on Mentoring & Induction
Mentor Practice Standards

Teacher Induction Program Standards

https://newteachercenter.org/resources/
https://lead4ward.com/

First-Year Teacher Notebook: Growing Effective Teachers

Mentoring and Coaching: Helping New Teachers Succeed
Lead4ward app

Quickchecks

Think it up!

Resources Content Builders

Professional Learning
Teacher Induction Program Resources

https://sde.ok.gov/teacher-induction-program
Contact Information

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