



Induction Matters...

Educator Induction in Rhode Island

*Rhode Island Department of Education
255 Westminster Street
Providence, Rhode Island
02903*

Members of the Induction Standards Workgroup

Mike Barnes
Assistant Superintendent
Foster-Glocester Public Schools

Henry DeVona
Supervisor of Assessment
Johnson & Wales University

Lynn Cristino
Mentor Coordinator
Pawtucket Public Schools

Kelly Donnell
Assistant Professor
Roger Williams University

Gary Eddins
Mentor Coordinator
Barrington Public Schools

Renee Fleurette
Mentor Coordinator
Woonsocket Public Schools

Lisa Foehr
Educator Quality and Certification Specialist
Rhode Island Department of Education

Barrie Grossi
Personnel Development
RITAP

Shirley Hendrix
Educator Quality Fellow at RIDE
Rhode Island Department of Education

Fred Hoppe
Middle School Special Education Teacher
Lincoln Public Schools

Monique Jacobs
High School Reform Fellow
Rhode Island Department of Education

Marjie Kazin-Boyce
Educator Quality Fellow at RIDE
Rhode Island Department of Education

Audrey A. Kilsey
Mentor Coordinator
Central Falls School District

Kristin Kirchmeyer
Middle School Teacher
Cranston Public Schools

Melissa Labossiere
Building Level Mentor Coach
Pawtucket Public Schools

Christina Mitnik
Mentee
Central Falls School District

Donna Morelle
Superintendent of Schools
Cumberland Public Schools

Patricia Morris
ESL Director
Central Falls School District

Jackie Naspo
Executive Director of Teaching, Learning &
Professional Development
Newport Public Schools

Judy Paolucci
Assistant Superintendent
Narragansett Public Schools

Christine Petrarca
Educator Quality Fellow at RIDE
Rhode Island Department of Education

Hilda Potrzeba
Educator Quality and Certification Specialist
Rhode Island Department of Education

Irv Richardson
Senior Consultant
TBA Consulting Group

Tia Scigulinsky
Mentor Coordinator
Newport Public Schools

Susan Skawinski
Associate Professor
Providence College

Melinda Smith
Director of Curriculum
Lincoln Public Schools

Kristen Stringfellow
Assistant Superintendent
Scituate Public Schools

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Background & Acknowledgements

The key elements and reflective questions about educator induction that are included in this document are an outgrowth of the work on induction that the Central Falls, Newport, and Pawtucket School Districts completed under a United States Department of Education Teacher Quality Enhancement Partnership grant, *Rhode Island Teacher Educator Renewal*, (Project RITER). These districts, along with the Rhode Island Department of Education, recognized the need to expand the concept of educator induction beyond the requirement of mentoring. The need was to create an expanded definition of educator induction in Rhode Island that acknowledged the reality that aspiring educators are introduced to the profession during their professional preparation and that educators continue to grow as professionals throughout their careers, both as individuals and as members of professional learning communities.

To redefine educator induction in Rhode Island, the Rhode Island Department of Education (RIDE) convened a group of educators serving different roles within schools and districts and with varying levels of experience. The members of this group met five times from January to June, 2007. At these meetings, the members of the workgroup worked to articulate the stages and key elements of induction that would make the transition from educator preparation through hiring, orientation and mentoring to continual professional growth supportive and rigorous. The members of the workgroup believe that creating smooth transitions with high expectations from one phase of educators' careers to the next will result in more effective educators who will remain in the profession longer.

The workgroup members would like to acknowledge several individuals and groups who influenced their thinking about educator induction and provided ideas and resources for this document. Jeanne Harmon, the Executive Director of the Center for Strengthening the Teaching Profession in Washington State (<http://www.cstp-wa.org/>), provided members of the group with current research and an expanded view of educator induction. The work published by the Center for Strengthening the Teaching Profession influenced the group's thinking and understanding about educator induction and provided the group with ideas for the format of this document and important content surrounding the selection of mentors. The New Hampshire Department of Education shared their "Induction with Mentoring Toolkit" that contains instructions and resources for districts implementing induction-with-mentoring programs. Finally, the group would like to acknowledge the colleagues and administrators in their districts for allowing them to be released from their other responsibilities in order to attend the workgroup meetings.

Introduction

The word “induction” comes from the Latin word “*induco*” which means to “lead in” or “introduce.” Quality educator induction results in educators being introduced to their professional lives by colleagues who support them as they learn and gain expertise in their roles and responsibilities. As educators progress through their careers, quality educator induction results in effective hiring and orientation practices as well as ongoing support as educators continue to develop their knowledge and expertise. Early in the workgroup’s discussions, the workgroup came to the realization that *every district has “de facto” educator induction* that leads educators into some type of professional community - even if that professional community is not as effective as it could be, or should be. With this realization, discussions shifted from how to encourage districts to implement educator induction to exploring ways to encourage districts to examine their existing induction strategies for effectiveness with an eye toward how the existing strategies might be improved.

The induction of educators starts during professional preparation that involves learning theories and skills as well as participating in significant field experiences that allow candidates to integrate their learning into classrooms and schools. Candidates spend approximately one-third of their preparation time with cooperating practitioners who supervise them during student teaching or practicum experiences. Since these field experiences play such an important role in fashioning the type of educator the candidate will become, workgroup members believe that school district and higher education personnel should not only continue to design effective coursework, but should also ensure the processes for selecting cooperating teachers and internship supervisors result in candidates being placed with quality cooperating practitioners who model professional practice. Personnel from preparation programs responsible for placing candidates in field sites should carefully consider the nature of the field sites into which preparation candidates are placed to ensure the practices to which candidates are exposed are of high quality. As first experiences, these field sites help candidates to form a foundation for lifelong professional practices.

After educators complete their initial preparation, they seek employment. When recruiting educators, district personnel should be cognizant of student and district needs and how potential hires can assist the district in attaining the district’s mission, vision and strategic goals for students. District hiring practices should be transparent and information-rich to ensure as close a fit as possible between educators’ knowledge and skills and student and district needs.

Once hired, new educators must be oriented to the professional responsibilities they are expected to fulfill. A general orientation to district expectations and routines often occurs before the beginning of the school year. Educators hired after the start of the school year still need orientation to the district, schools, and communities in which they work. Orientation to specific job responsibilities or processes should continue during the school year after educators assume their professional responsibilities. This ongoing orientation may be provided by mentors, colleagues, administrators, or a combination of all of these positions.

Even when the hiring process provides a good match between educators' knowledge and skills and the professional responsibilities they have been hired to fulfill, educators benefit from the additional support provided through mentoring by an experienced professional. Mentoring provides ongoing orientation and can serve as a catalyst for engaging educators in professional development experiences that increase their effectiveness. As with cooperating practitioners, educators who serve as mentors must be carefully selected for their abilities to mentor candidates in establishing effective, standards-based professional practice and for their commitment and abilities to provide ongoing support to educators.

In some districts, the individualized support provided by mentors to educators only lasts for one, two, or three years and then educators "graduate" into isolation as their formal mentoring period ends. However, educators' need for professional development never ends. Consequently, the support provided by colleagues to engage each other in professional development should not end either. The changing nature of the students to whom educators provide instruction and new research about best educational practice requires that educators continue to work collaboratively throughout their careers to enhance each other's professional growth. The Rhode Island Quality Standards for Professional Development and the Rhode Island Professional Teaching Standards require educators to work together to create professional learning communities and to engage in professional development that improves the continuous learning of all students and educators.

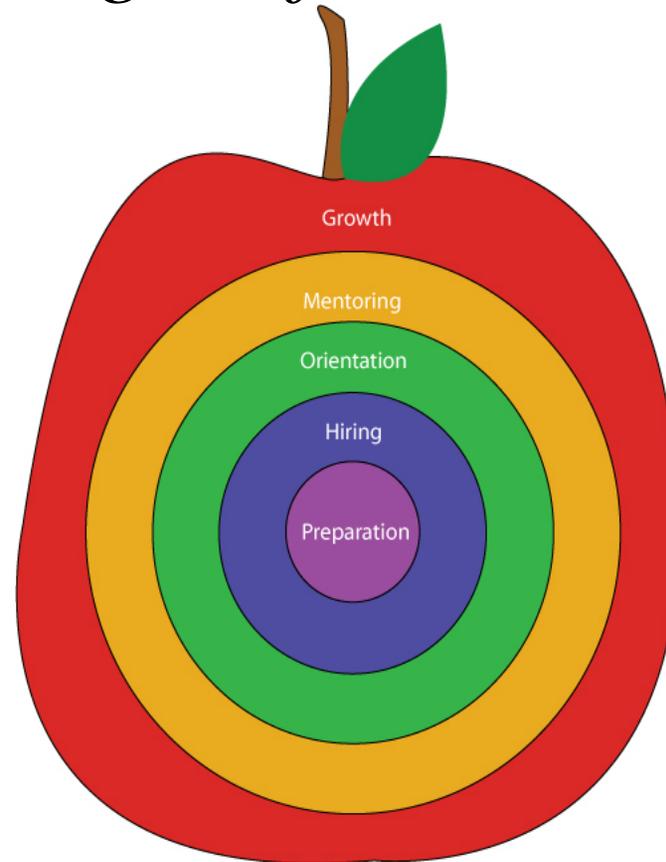
How to Use this Document

This document, “Induction Matters” separates educator induction into five stages: *preparation; hiring; orientation; mentoring; and, growth*. The separation of educator induction into these five stages might give the impression that the elements are distinct and unrelated, when, in reality, they are not. During educators’ careers, there are times when the stages overlap and are recursive. For example, an educator moving to a new grade level or school may need orientation to the curriculum and resources for the grade level but may not need the same type of mentoring as a beginning teacher. Educators in the growth phase of their careers who are implementing new teaching strategies may benefit greatly from classroom visitations and feedback provided by a peer coach.

Key elements for each of the five induction stages are articulated. Each element is accompanied by reflection questions. To help district personnel with their reflection, a self-analysis inventory is included on page 51. If, after completing the self-analysis or reviewing the reflective questions from a specific stage, district personnel are concerned about district practices, they can turn to the ideas and practices in the Promising Practices section and the Resources section to identify strategies that might be adopted or adapted for use in their district.

The goal of this document is to provide district personnel with a lens through which educators’ induction into the profession can be viewed with a critical eye toward how these induction experiences might be improved and refined. District practices surrounding educator induction can, and should, vary among districts and schools. The workgroup believes, and research supports the idea that a district that consciously and thoughtfully hires, orients, mentors, and leads educators in continued growth in a professional learning community will usually experience high degrees of student learning as well as educator satisfaction and retention.

Stages of Induction



Stages and Key Elements of Educator Induction in Rhode Island

PREPARATION	→	HIRING	→	ORIENTATION	→	MENTORING	→	GROWTH
<ul style="list-style-type: none"> ✓ Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction. ✓ Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement. ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts. ✓ Candidates experience field sites that model effective practices. ✓ Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teacher Standards. ✓ Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching. 	<ul style="list-style-type: none"> ✓ The hiring of educators is based upon district mission, vision, needs and plans for long-range improvement. ✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions. ✓ The transition from hiring to orientation to the district is thoughtful and timely. 	<ul style="list-style-type: none"> ✓ Educators are welcomed and introduced to the school, district, and surrounding community. ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools. ✓ Educators are informed about the provision of resources and other pertinent information in a timely fashion. ✓ Educators are engaged in networking opportunities with colleagues. ✓ Educators are informed in a timely fashion about school/district induction and support for educators. ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities. ✓ The district/school educator evaluation and professional development procedures are explained to educators. 	<ul style="list-style-type: none"> ✓ Mentoring/coaching is linked to school improvement and improved student instruction. ✓ The design of mentoring/coaching services is research-based and has clear purposes. ✓ The mentoring program has strong leadership and advocacy. ✓ Quality mentors are recruited and selected. ✓ Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services. ✓ Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches. 	<ul style="list-style-type: none"> ✓ Educator professional development is driven by Rhode Island Quality Standards for Professional Development. ✓ Educator professional development engages all educators in continuous professional growth. ✓ Professional development is informed by professional standards. ✓ Professional development is driven by data. ✓ Professional development is designed around professional learning communities and communities of practice. ✓ Professional development activities are aligned with school/district educator evaluation procedures and processes. ✓ Professional development is evaluated for effectiveness and improvement. 				

Stages of Educator Induction in Rhode Island

PREPARATION

Educators' experiences during the preparation stage of their career help to form the foundation of knowledge, skills, and dispositions with which beginning educators will enter the profession. This foundation can have a profound effect upon their expectations about being professional educators and on the trajectory of their careers. Members of college/university faculties and cooperating field practitioners serve as role models for effective educational practices and provide instruction and feedback to candidates beginning their professional studies.

HIRING

District hiring practices that are information-rich help to ensure a match between the educators' knowledge, skills and dispositions and the responsibilities of the positions for which educators are hired. The hiring process should provide accurate and timely information about the hiring process and the responsibilities and benefits of the teaching position. The main objective of the hiring process is to secure a fit between prospective educators' knowledge, skills and dispositions and the responsibilities of the positions.

ORIENTATION

Educators' initial orientation to the district and their professional responsibilities provides them with information about the community, district and school(s) in which they will be fulfilling their responsibilities as well as information about specific employment benefits. Orientation to job responsibilities should continue as educators become more familiar with the responsibilities and the expectations for fulfilling them. Ongoing orientation provides educators with information about the expectations for specific job responsibilities, the resources available to fulfill those responsibilities, and about the contexts in which job responsibilities are to be completed. On-going orientation may be provided by mentors, administration, other colleagues, or a combination of these.

MENTORING

When assuming new responsibilities, educators need ongoing orientation to those responsibilities as well as feedback and support for fulfilling the responsibilities with ever-increasing proficiency and expertise. Mentoring from exemplary educators selected for their knowledge and mentoring skills provides mentees with the personalized orientation and support necessary for them to understand their professional responsibilities as well as the contexts in which those responsibilities are completed. Additionally, mentoring helps educators become more aware of their current professional practice and can serve as a catalyst for engaging in relevant professional development.

GROWTH

Education is an evolving profession with new curricula, new research on effective best practices and an ever-changing student population. This constant change requires that educators continually grow by engaging in individual and staff professional development to reach, and teach, all students. In the past, educators often worked in isolation. Recent learning about effective schools has demonstrated the power of educator collaboration and job-embedded professional development as effective ways to monitor school effectiveness, develop educators' knowledge and skills, and to ensure that the needs of students are met.

PREPARATION → HIRING → ORIENTATION → MENTORING → GROWTH

PREPARATION

Educators' experiences during the preparation stage of their career help to form the foundation of knowledge, skills, and dispositions with which beginning educators will enter the profession. This foundation can have a profound effect upon their expectations about being professional educators and on the trajectory of their careers. Members of college/university faculties and cooperating field practitioners serve as role models for effective educational practices and provide instruction and feedback to candidates beginning their professional studies.

Key Elements	Reflective Questions
Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.	<ul style="list-style-type: none"> ✓ Are candidates provided with a variety of models for effective instruction by education department and arts and science department faculty members? ✓ In what ways do faculty members model the knowledge, skills and dispositions outlined in the Rhode Island Professional Teaching Standards?
Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement.	<ul style="list-style-type: none"> ✓ How are candidates involved in the program's processes for gathering, synthesizing, and analyzing data about effectiveness? ✓ How are candidates involved with gathering data from students and other appropriate sources about their effectiveness as educators and areas for possible professional growth?
Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.	<ul style="list-style-type: none"> ✓ What roles and responsibilities do candidates have in the collaborative relationship among college/university faculty, field-based educators and the schools and districts in which they are placed? ✓ In what way(s) do candidates experience the respect and collaboration among college/university faculty and field-based educators with whom they are placed?
Candidates experience field sites that model effective practices.	<ul style="list-style-type: none"> ✓ To what extent do the field sites in which candidates are placed provide appropriate models for effective practice?
Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards.	<ul style="list-style-type: none"> ✓ How do colleges/universities select cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards? ✓ How do school districts identify potential cooperating practitioners to ensure their practice is consistent with the Rhode Island Professional Teaching Standards?
Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.	<ul style="list-style-type: none"> ✓ Are candidates developing a deep understanding of subject matter knowledge and pedagogy that they can use to for developing this knowledge in students and for identifying student misconceptions?

PREPARATION → HIRING → ORIENTATION → MENTORING → GROWTH

HIRING

District hiring practices that are information-rich help to ensure a match between the educators’ knowledge, skills and dispositions and the responsibilities of the positions for which educators are hired. The hiring process should provide accurate and timely information about the hiring process and the responsibilities and benefits of the teaching position. The main objective of the hiring process is to secure a fit between prospective educators’ knowledge, skills and dispositions and the responsibilities of the positions.

Key Elements	Reflective Questions
The hiring of educators is based upon district mission, vision, needs and plans for long-range improvement.	<ul style="list-style-type: none"> ✓ How does your district identify student and district needs and use this information in the hiring process to ensure new hires have the knowledge and skills to address student and district needs? ✓ How does your district collect and analyze information about the district’s current teacher workforce (e.g., gender, experience, ethnicity, preparation, professional development) to inform and improve recruiting and hiring decisions? ✓ What decision making processes exist in your district/school to assign educators, teaching loads, assignment of students, and supports for new educators? ✓ Does your district have partnerships with educator preparation programs at colleges/universities to help recruit quality educators to your district? ✓ How do the collective bargaining association and the school district work together to ensure that the hiring process serves the needs of the students and the district while aligning with negotiated agreements?
The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.	<ul style="list-style-type: none"> ✓ What strategies does your district employ to ensure a sufficiently large pool of applicants from which to hire? ✓ How does your district monitor the effectiveness of recruiting strategies? ✓ In what way(s) do advertisements for positions convey the needs of the district and the educator knowledge, skills, and dispositions the district is seeking in candidates? ✓ How do district print and online communications portray the district and provide prospective applicants with necessary forms and steps for completing their application as a prospective candidate? ✓ How do the various stakeholders in your district collaborate to provide prospective applicants with accurate and timely information about candidate qualities the district is seeking and with accurate information about the responsibilities educators are expected to fulfill? ✓ How does your district ensure that prospective applicants are kept apprised of the status of their application and of next steps throughout the hiring process? ✓ How do personnel responsible for interviewing/selecting applicants determine the knowledge, skills, and attributes the district is seeking in applicants? Are the knowledge, skills, and attributes based on identified student and district needs? ✓ How does the district ensure that the questions asked of applicants and the activities in which applicants are engaged during the interview/selection process are aligned with the knowledge skills and attributes the district is seeking? ✓ How are personnel responsible for interviewing/selecting new hires trained to discern the desired knowledge, skills and attributes during the interview/selection process?
The transition from hiring to orientation to the district is thoughtful and timely.	<ul style="list-style-type: none"> ✓ How does the district ensure that educators are informed about the district’s orientation processes and engaged in orientation activities in a timely manner?

PREPARATION → HIRING → ORIENTATION → MENTORING → GROWTH

ORIENTATION

Educators’ initial orientation to the district and their professional responsibilities provides them with information about the community and its members, the district and school(s) in which they will be fulfilling their responsibilities as well as information about specific employment benefits. While important aspects of orientation should occur prior to educators’ assuming their professional responsibilities, orientation to job responsibilities should continue once educators begin fulfilling their responsibilities. Ongoing orientation provides educators with information about the expectations for specific job responsibilities, to the resources available to fulfill those responsibilities, and to the contexts in which job responsibilities are to be completed. On-going orientation may be provided by mentors, administration, other colleagues, or a combination of these.

Key Elements	Reflective Questions
Educators are welcomed and introduced to the school, district, and surrounding community.	<ul style="list-style-type: none"> ✓ How is educator orientation structured to ensure that educators get the information they need in a timely manner without being overwhelmed with information? ✓ Who is responsible for welcoming and introducing personnel to the school, district and surrounding community? ✓ What strategies and activities are in place at the district to welcome educators and introduce them to the district, schools, and surrounding community? ✓ How does the district share important demographic information about the student population and the community with educators? ✓ How are educators hired after the opening of school welcomed to the district, school and community? ✓ What strategies and activities are in place to inform educators about district/school strategic plans? ✓ How are educators new to the district introduced to key district personnel with whom they will need to interact? ✓ In what ways do negotiated agreements support the orientation of educators? ✓ How does the district/school communicate their mission and vision?
Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools.	<ul style="list-style-type: none"> ✓ How are educators informed about the expectations for school and classroom rules, setting up workspaces, student behavior, and dress code? ✓ Who supports educators to ensure they are prepared for the first day of school, even if the educator’s first day comes after the first day of the school year? ✓ What strategies and processes are in place to assure that guidance to educators about expectations and routines continue beyond the first days of school?
Educators are informed about the provision of resources and other pertinent information in a timely fashion.	<ul style="list-style-type: none"> ✓ How and when does the district distribute class lists, school and room keys, schedules and procedures? ✓ How does the district inform educators about modes of inter-staff communication – inter-school mail, email, newsletters, etc?

Key Elements	Reflective Questions
Educators are engaged in networking opportunities with colleagues.	<ul style="list-style-type: none"> ✓ How are opportunities for educators to share educational experiences and instructional ideas structured and communicated? ✓ How are educators informed about the professional learning communities in the school /district and how are they invited and welcomed into these communities? ✓ How are educators' schedules constructed to ensure educators have time to meet/plan with mentors and experienced colleagues with similar teaching responsibilities?
Educators are informed in a timely fashion about school/district induction and support for educators.	<ul style="list-style-type: none"> ✓ How does the district share information about the district's induction activities and the expectations for the educator's participation? ✓ How are the expectations for the roles of the participants in educator induction shared with educators and other participants?
Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.	<ul style="list-style-type: none"> ✓ How are educators informed about the district's curricula, materials, and Grade Level Expectations (GLE's) and Grade Span Expectations (GSE's)? ✓ How are educators informed about the district's assessment expectations, the data they will need to collect and how such data are to be interpreted? ✓ How are educators informed about the special education services provided by the district and the district's expectations and processes for referring students for special education services?
The district/school educator evaluation and professional development expectations and procedures are explained to educators.	<ul style="list-style-type: none"> ✓ How are educators informed about the district's educator evaluation procedures and the relationship of evaluation to professional development? ✓ How are the different roles of mentors and evaluators clearly articulated and shared with educators? ✓ What procedures are in place to ensure that educators are receiving timely and appropriate feedback about their performance and recommendations for professional development? ✓ How are educators informed about the Rhode Island Professional Teaching Standards and Individualized Professional Development Plans (I-Plans), professional certification requirements and district professional development expectations?

PREPARATION → HIRING → ORIENTATION → MENTORING → GROWTH

MENTORING

Mentoring from an exemplary educator selected for his/her mentoring skill provides mentees with the personalized orientation and support necessary for them to understand their professional responsibilities and to help them become more aware of their current professional practice. Quality mentoring is based on professional standards and should serve as a catalyst for engaging mentees in relevant professional development that increases their knowledge and skills.

Key Elements	Reflective Questions
Mentoring/coaching is linked to school improvement and improved student instruction.	<ul style="list-style-type: none"> ✓ Is the mentoring program included as an integral part of the district's strategic plan as required by state regulations? ✓ In what ways does your district evaluate the impact of mentoring on student achievement and school improvement?
The design of mentoring/coaching services is research-based and has clear purposes.	<ul style="list-style-type: none"> ✓ What are the components of your district's mentoring program? ✓ What are the purpose(s) of mentoring? Are these purposes shared with mentors, mentees and other school personnel? ✓ What opportunities are built into the schedule for mentors and mentees to meet? ✓ In what ways is the connection of mentoring to evaluation clearly articulated and shared? ✓ How does your school/district inform the school community about appropriate confidentiality between mentors and mentees? ✓ How is the relationship of mentoring to ongoing professional development clearly articulated and shared? ✓ How is the effectiveness of mentoring monitored and evaluated?
The mentoring program has strong leadership and advocacy.	<ul style="list-style-type: none"> ✓ How do administrator/teacher leaders collaborate to support mentors/coaches and mentees? ✓ How effectively have your school/district leaders been informed about the needs of mentors and mentees (confidentiality, assessment vs. evaluation, designated time)? ✓ What additional leadership and professional development opportunities are available to mentors and coaches?
Quality mentors are recruited and selected.	<ul style="list-style-type: none"> ✓ How does your district ensure that it recruits and selects mentors who are exemplary educators with the qualities and characteristics needed to guide new teachers' practice? Who is involved in the process of selecting quality mentors?
Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services.	<ul style="list-style-type: none"> ✓ What thoughtfully established criteria (e.g. proximity, content and level similarity, load) does your school/district use to facilitate mentor/mentee match? ✓ What processes are in place to monitor the match and, if necessary, to provide a new mentor?
Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches.	<ul style="list-style-type: none"> ✓ What initial training and ongoing professional development is provided to all mentors for their role as mentors? ✓ What degree of commitment to mentoring does your district demonstrate through policies around mentor load, coordination of program, funding, and protection of time for induction activities and mentor/educator collaboration? ✓ How does your district ensure that personnel who support educators deliver a consistent message about priorities and practices around school improvement?

PREPARATION → HIRING → ORIENTATION → MENTORING → GROWTH

GROWTH

Education is an evolving profession with new curricula, new research on effective best practices and an ever-changing student population. This constant change requires that educators continually grow by engaging in individual and staff professional development to reach, and teach, all students. In the past, educators often worked in isolation. Recent learning about effective schools has demonstrated the power of educator collaboration and job-embedded professional development as effective ways to monitor school effectiveness, develop educators' knowledge and skills, and to ensure that the needs of students are met.

Key Elements	Reflective Questions
Educator professional development is driven by Rhode Island Quality Standards for Professional Development.	<ul style="list-style-type: none"> ✓ In what ways does the professional development offered at your school/district align with the Rhode Island Quality Standards for Professional Development? ✓ How are educators' professional development needs determined to ensure they have opportunities to develop their personal professional skills as well as the skills they need to be an effective member of a school/district? ✓ How do the school/district mentors, instructional coaches, and other stakeholders in professional development work to coordinate the professional learning opportunities for educators within the school/district? ✓ How does your school/district ensure that educators are not overwhelmed by required professional development activities or confused by mixed messages about expected practice? ✓ How does your school/district communicate professional development opportunities and support and encourage staff participation in professional development opportunities at the individual, team, school, district, and state-wide levels?
Educator professional development engages all educators in continuous professional growth.	<ul style="list-style-type: none"> ✓ How does educators' professional development meet district and school needs while being sensitive to the developmental stages of educators' performance? ✓ How does your school/district address the specific needs of diverse educators including those who are new to the profession or new to a grade level, content area, or role? ✓ How does your school/district provide recursive professional learning opportunities for all who may have missed key professional development initiatives, (e.g., curriculum or school improvement training)? ✓ How does your school/district support mentors, peer coaches, and educators with job-embedded opportunities for collegial classroom visitations and feedback?
Professional development is informed by professional standards.	<ul style="list-style-type: none"> ✓ How does your school/district introduce educators to the Rhode Island Professional Teaching Standards (RIPTS)? ✓ What explicit supports and education are provided to educators in strengthening the knowledge and skills outlined in the Rhode Island Professional Teaching Standards or other appropriate professional standards for educators' roles? ✓ In what ways are educators encouraged and supported to use professional standards to reflect on their practice, develop professional growth plans, engage in relevant professional development, and collect evidence to evaluate their professional growth and effectiveness?
Professional development is driven by data.	<ul style="list-style-type: none"> ✓ How does your school/district facilitate conversations regarding data collected about school and student performance? ✓ How does the school community collect, examine, and assess evidence of student learning to identify strengths and areas in need of professional growth?

Key Elements	Reflective Questions
Professional development is designed around professional learning communities and communities of practice.	<ul style="list-style-type: none"> ✓ In what way(s) does your school/district provide time and opportunities necessary for educators to meet for professional learning and to collaborate? ✓ How are educators provided with the knowledge and skill they need to collaborate with each other and with other stakeholders?
Professional development activities are aligned with school/district educator evaluation procedures and processes.	<ul style="list-style-type: none"> ✓ What processes and instruments does the district use to evaluate the effectiveness of school and individual educator practices? Are these tools aligned with professional standards? ✓ How do educators' professional development opportunities align with the knowledge and skills on which the district bases its educator evaluation systems? ✓ How does the information gained through the evaluation of educators inform the professional development in which individuals and staffs engage?
Professional development is evaluated for effectiveness and improvement.	<ul style="list-style-type: none"> ✓ In what ways does your district evaluate the impact of induction practices and professional development to determine the effectiveness of current strategies to address the professional development needs of educators? ✓ How does the district evaluate the impact of professional development on student learning and teaching practices in order to ensure the continuous improvement of the school/district?

Promising Induction Practices

On the pages that follow are examples of promising induction practices from districts in Rhode Island. The outlined practices represent the efforts of district personnel to improve aspects of the strategies used in their district to improve the induction of new educators. The workgroup included promising practices of which they were aware. Undoubtedly, there are additional promising practices occurring in Rhode Island districts and schools that are not included in this document because the workgroup was unaware of them.

As you read through these promising practices, you may find that your district is already conducting a similar practice. Districts are in very different places regarding their induction practices and what is new to one district may be a well-established practice in another. You may also find that a promising practice might not be appropriate for your district as it is currently implemented but that you might be able to adapt parts of the practice for your district.

The promising practices are arranged by the stages of induction – preparation, hiring, orientation, mentoring, and growth. The descriptions of each practice contain a brief description of the promising practice, the personnel involved in designing and implementing the practice, the timeline for the practice, and advice about implementing the practice and the contact information for a person knowledgeable about the practice so you can learn more about the practice.

Preparation

Providence College - *A Graduate Course for Cooperating Teachers and Supervisors*

Salve Regina University and Newport Public Schools - *Collaboration to promote best practices across all disciplines at all stages of teacher preparation.*

Johnson & Wales University – *A Continuum of Fieldwork, Practicum and Student Teaching.*

Hiring

Cumberland - *Recruiting at the RICE Career Fair.*

Pawtucket School Department - *Advertising Employment Opportunities online.*

Orientation

Roger Williams University- *A Summer Institute for Recent Program Completers.*

Pawtucket School Department - *Creating a DVD covering the New Teacher Orientation Day.*

Newport Public Schools- *Summer Institute for Mentors and Mentees*

Woonsocket School Department – *New Hire Orientation*

Central Falls School District - *Central Falls School District's Orientation Course for New Educators*

Mentoring

Selecting Mentors

Scituate Public Schools- *A Three-year Mentor/Critical Friends Program*

Growth

Pawtucket School Department – *Curriculum Team Critical Friends Group*

Promising Induction Practices..... PREPARATION

Key Induction Elements for Preparation

- ✓ Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.
- ✓ Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement.
- ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.
- ✓ Candidates experience field sites that model effective practices.
- ✓ Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards
- ✓ Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.

Promising Induction Practices..... PREPARATION

Promising Induction Practice from Providence College: A Graduate Course for Cooperating Teachers and Supervisors

Brief Description of Promising Practice: Providence College offers a one credit graduate course offered to cooperating teachers and college supervisors during two days in the summer or two Saturdays during the semester. The goals of the course are to provide: (a) a unifying vision of what Providence College expects teacher candidates to know and be able to do; (b) opportunities for cooperating teachers and college supervisors to develop the knowledge, skills, and dispositions needed to support the performance of teacher candidates that is consistent with the Rhode Island Beginning Teacher Standards; and (c) practical experience in assessing teacher candidates' standards-based performances using college-specific observation forms, rubrics, and rating scales.

Key Element(s) addressed:

- ✓ *Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.*
- ✓ *Candidates experience field sites that model effective practices.*
- ✓ *Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards*

1. The titles of the personnel involved in the developing and implementing promising practice:

This course was collaboratively developed by two cooperating teachers and a college supervisor who had completed RIDE professional development courses for preparing cooperating teachers/mentors/college supervisors.

2. The process and timeline personnel went through from the initiation of the work to completion of the promising practice:

In 2000, 2001, 2002 PC course developers participated in RIDE's courses on preparing cooperating teachers/mentors/college supervisors. Using that work as a foundation and connecting it to Providence College's process they developed a one credit, two day, graduate course free of charge to participants. This course was first offered in the summer of 2001 and has been offered twice yearly since then.

3. The outcome(s) of the promising practice:

Since the course was first offered in 2001, well over 200 cooperating teachers and supervisors have completed the course. Evaluations completed by the participants have been very favorable and have reinforced the importance of using a common vision of teaching and learning in assisting student teachers to examine their teaching and their students' learning. Participants have also valued being able to practice various skills deemed critical in their roles, such as gathering specific evidence of the standards, observing, questioning and conferencing. Participants also consider the course to be a benefit to their own professional development.

4. Advice to others who want to adapt/adopt this promising practice. To offer such a course, you need strong support from IHEs for course development, for advertising to current and potential cooperating teachers/supervisors, and for resources such as amenities, location, administrative (registering, course credit etc.) and financial. You also need district support to recommend and encourage potential cooperating teachers to participate. Principals are extremely valuable in identifying potential cooperating teachers who meet the criteria for cooperating teachers.

5. Contact information for more information:

Beverlee Powell, PC Cooperating Teacher and Teacher Warwick Public Schools Teacher
Peggy Slozsek, PC Cooperating Teacher and Teacher Providence Public Schools
Lynne Ryan, Professor, Providence College

***Promising Induction Practices*..... PREPARATION**

Brief Description of Promising Practice: Newport Public Schools (NPS) and Salve Regina University have collaborated to promote and support consistent best practices across all disciplines at all stages of teacher preparation.

Key Element(s) addressed:

- ✓ Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.
- ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.
- ✓ Candidates experience field sites that model effective practices.
- ✓ Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.

1. The titles of the personnel involved in the developing and implementing promising practice:

Tina Brownell – Newport Public Schools – Middle Level Reading Specialist

Lisa Monahan – Newport Public Schools – Elementary Literacy Coach

Salve Regina University Professors/Instructors of EDU 320 (2003 Lucille Andolfo, 2004 – Connie Hayes and Tina Brownell, 2005-2007 Christine Bond)

2. The process and timeline personnel went through from the initiation of the work to completion of the promising practice:

Newport Public Schools and Salve Regina University have collaborated to promote and support consistent best practices across all disciplines at all stages of teacher preparation including: (1) Early Childhood and Elementary Education Department (professors and candidates); (2) Secondary Education Department (professors and candidates); (3) content area professors and education major candidates and Newport Public School teachers K-12. The goal for the collaboration is to promote and support consistent and best practices across all disciplines during all stages of teacher preparation.

The collaboration at the Primary/Elementary level began in 2005 and continues to grow each year. The collaboration currently involves Salve Regina Elementary and Early Childhood Education Professors’ work with elementary teachers in the Newport Public Schools to implement the use of scientist notebooks in all elementary science classrooms. Teachers in Newport are expected to use the KITES Science Kits and to include the use of the scientist notebooks in their practice. The work is supported in the Methods of Teaching Science and Education Courses at Salve Regina University. Additionally, Newport teachers collaborate with Salve Regina instructors to refine Newport’s science curriculum that integrates the use of scientist notebooks and the Understanding by Design/Differentiated Instruction unit of study philosophy and framework espoused by Carol Tomlinson and Jay McTighe.

The collaboration at the secondary level began in 2004 and continues to grow each year. Currently the partners are working on devoting a portion of the syllabus in the Curriculum, Instruction and Assessment course at Salve Regina University to best practices utilized by the Newport Public Schools. These best practices include: the workshop model, rituals and routines, comprehension strategies across the curriculum, and unit of study development utilizing the Understanding by Design/Differentiated Instruction unit of study philosophy and framework espoused by Carol Tomlinson and Jay McTighe. A gradual release of responsibility cycle is utilized to allow candidates at Salve Regina to maximize ownership of the practices. This work begins with coursework to provide background knowledge in specific strategies for instruction, curriculum and assessment. The background knowledge is followed by Salve Regina candidates observing a partner Newport Public School teacher implement one or more specific practices in the classroom. Each observation includes time for a prebrief, a focused observation, and a debrief. The final step of the cycle for each strategy provides candidates with opportunities to plan and implement the same practice(s) that were observed. During this step the candidates from Salve are provided with guidance and feedback from their partnering NPS teacher as well as their Salve professor. In order to allow for authentic curriculum and instruction, each lesson that is

planned and implemented must be a part of a unit of study that supports the existing NPS curriculum within the course in which the lesson is taught. A total of 12 visits were supported during the 2007-2008 school year (6 observational and 6 instructional). Parallel professional development is provided for the NPS high school and the middle school partnering teachers. Teachers begin with participating in book clubs to deepen their understanding of best practices for curriculum, instruction and assessment. Each teacher then write a unit of study that utilizes the workshop model, rituals and routines, comprehension strategies across the curriculum, and unit of study development utilizing Differentiated Instruction and Understanding by Design model. Teachers from Newport share units and students' work that is developed as a result of the unit of study. Feedback regarding the unit and student work is provided in order to improve teaching and learning.

Text: Integrating Instruction and Understanding by Design, Carol Ann Tomlinson and Jay McTighe, 2006, ISBN
Understanding by Design Professional Development Workbook, Jay McTighe and Grant Wiggins,
When Kids Can't Read What Teachers Can Do, Kylene Beers

University Professors – The project was shared during a summer institute. All Salve Regina Education and Content area professors were invited. Fifteen professors attended. Additionally, 15 Newport Public School teachers and administrators attended. Finally, Salve Regina students attended and shared their work.

3. The outcome(s) of the promising practice:

Salve Regina candidates write and implement a UBD/DI unit of study that supports existing NPS curriculum, learn best practices for curriculum, assessment and instruction through the use of a gradual release of responsibility model. Newport Pubic School teacher refine practices and the NPS curriculum and students in the Newport Public School benefit from consistent and well-planned curriculum, instruction and assessment.

4. Advice to others who want to adapt/adopt this promising practice.

Collaboration among IHE and public school faculty members requires time and clear, written expectations for all involved. Support from IHE and public school administrators is crucial to the success of the collaboration.

5. Contact information for more information:

Lisa Monahan rid03979@ride.ri.net 401.847.2100 ext 271
Tina Brownell tbrownell@newportrischools.or 401.847.1493
Christine Bond – Salve Regina University, Secondary Education Department

***Promising Induction Practices*..... PREPARATION**

Promising Induction Practice from Johnson & Wales University: A continuum of fieldwork, practicum, and student teaching.

Brief Description of Promising Practice: Johnson and Wales University has created a continuum of fieldwork, practicum and student teaching.

Fieldwork is the heart of Johnson and Wales' induction practice for the MAT program. Through their fieldwork, candidates observe best practices, assist teachers, tutor, and plan and implement lessons. Fieldwork is required on a *weekly* basis and is connected to what was learned *that week* in class, so that the observation is the *focus* of the week's assignment. Each candidate spends a minimum of four hours per week in varied classroom settings: urban, urban ring, suburban and rural. Fifty-percent of most of the program's 4.5 quarter-credit-hour classes consist of fieldwork. The sites in which candidates complete their observations are carefully selected to match specific criteria. Students learn *how* to become reflective practitioners through their course-assigned observations and how to *apply* strategies presented in their classes.

During the 11-week term before student teaching, candidates participate in a practicum in the classroom(s) in which they will student teach. The practicum consists of four hours per week for dual certification candidates or six hours per week for triple certification candidates. Practicum provides candidates with the opportunity to learn school and classroom procedures and curriculum and most importantly to get to know their future students and work with them in small groups. Prior to student teaching, students experience opening-of-school activities, teachers' establishment of classroom rules and procedures, Open House, etcetera. In the early fall, candidates observe the state testing process without losing valuable time from their own student teaching later in the semester.

In their practicum, candidates develop a standards-based unit that may be implemented during their student teaching, select an at-risk student and begin to develop an intervention for their student teaching Case Study, and generally ready themselves to begin on day one to assume the daily responsibilities of student teaching.

Student teaching is the culmination of the fieldwork and practicum which precede it and of the MAT Program itself. All candidates seek dual certification in either 1.) Elementary Education/ Elementary Special Education, 2.) Elementary Education/ Secondary Special Education, 3.) Business/Secondary Special Education, or 4.) Food Service/ Secondary Special Education. Candidates may also seek a third certification by selecting 5.) Elementary Education/ Elementary Special Education/Secondary Special Education.

Key Elements Addressed

- ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.
- ✓ Candidates experience field sites that model effective practices.
- ✓ Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards.

1. The titles of the personnel involved in the developing and implementing promising practice: The entire staff and faculty, along with cooperating teachers and university supervisors, participate in guiding candidates through this program-long continuum.

2. The process and timeline personnel went through from the initiation of the work to completion of the promising practice.

Fieldwork begins, as described above, as part of the first two courses during the first term, continues until practicum begins during the term prior to student teaching, and concludes with the completion of student teaching approximately 18 months after the start of the program.

3. The outcome(s) of the promising practice:

Having spent approximately 150 hours in public school classrooms *prior to* student teaching, followed by student teaching itself, our candidates emerge as extremely well-prepared, enthusiastic, and reflective practitioners, ready to teach and continue on as life-long learners. Evaluation/assessment includes observation logs, reflections, and portfolio entries during the fieldwork/practicum phases, and continuing portfolio entries in addition to weekly, mid-term, and final evaluations by cooperating teachers and Supervisors during Student Teaching. In addition to these objective data, anecdotal data are received via exit surveys, alumni surveys, and staff interaction with cooperating teachers and supervisors at annual workshops.

4. Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.

While the overall results of our fieldwork-practicum-student teaching continuum have been extremely positive, the evaluation/assessment process, as described briefly above, can be overwhelming in terms of staff monitoring, even as we transition from a primarily paper-oriented to electronic-based tracking system. Also, the selection, coordination, and alignment of Fieldwork with course content and instructional strategies are time intensive in terms of planning.

5. For more information, contact:

Gail Van Gorden
Supervisor of Elementary Programs
Johnson & Wales University
School of Education
8 Abbot Park Place
401.598.1852
gvangorden@jwu.edu

Bob Meikle
Supervisor of Secondary Programs
Johnson & Wales University
School of Education
8 Abbot Park Place
401.598.4846
rmeikle@jwu.edu

Promising Induction Practices..... HIRING

Key Induction Elements for Hiring

- ✓ Hiring of educators is based upon district needs and plans for long-range improvement.
- ✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.
- ✓ The transition from hiring to orientation to the district is thoughtful and timely.

Promising Induction Practices..... HIRING

Promising Induction Practice from Cumberland Public Schools: Recruiting at the RICE Career Fair.

Brief Description of Promising Practice: Cumberland developed a comprehensive recruiting process, including annual participation in the Rhode Island Consortium for Educators (RICE) Education Career Fair, to hire certified teachers.

Key Elements Addressed:

- ✓ Hiring of educators is based upon district needs and plans for long-range improvement.
- ✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.

The titles of the personnel involved in the developing and implementing promising practice:

Cumberland School Committee and the Leadership Team established and maintained recruiting as a priority for the district in order to achieve goals for student learning in the district. District and school administrators participated annually as interviewers at the RICE Education Career Fair, working with principals to determine criteria for prioritizing candidates and developing the interview protocol to screen candidates during interviews. School principals also conducted follow-up interviews with candidates identified as potential hires. The administrative support staff registered the team for participation in the RICE Education Career Fair and prepared the district communication folders that contain information about the district and the Town of Cumberland. The Office of Human Resources organized the follow-up interviews in the district.

The process and timeline personnel went through from the initiation of the work to completion of the promising practice:

District personnel meet in February/March every year to assess staffing needs for the upcoming school year. Data from employee response forms due by January 15th is used for this assessment. District personnel use the results of this assessment to assemble a team to attend the RICE Education Career Fair held annually in April during school vacation week.

Outcome(s) of the promising practice:

Participating in the annual RICE Education Career Fair is one of the most successful activities in which our district participates. As a result of the interviews conducted at the RICE Career Fair, the district is able to develop a pool of candidates at elementary, middle and high school in a range of certification areas. Interviewees are actively interested in being employed by the Cumberland Public Schools.

Advice, including words of caution, to another district that wants to adapt/adopt this promising practice:

Participating in the RICE Education Career Fair is a valuable recruiting tool if you are intentional about the criteria that you will use to differentiate among the candidates. It is important to have interview protocols for determining whom you will invite back for second interviews. Be conscientious about completing the written protocols so that you have data available to you in the weeks and months following the career fair. Otherwise, the end result will be a long day spent meeting hundreds of potential candidates who will all look the same by the time you return to the office the next morning.

For information, contact the Cumberland Public Schools 401-658-1600
Donna A. Morelle, Ed.D., Superintendent of Schools donna.morelle@cumberlandschools.org
Joseph A. Rotella, Esq., Director of Administration joe.rotella@cumberlandschools.org
Eloise DiCesare, Personnel Clerk eloise.dicesare@cumberlandschools.org
Link to InfoWorks for demographic information: <http://www.infoworks.ride.uri.edu>
Link to RICE Education Career Fair: www.ricejobfair.org

Promising Induction Practices..... HIRING

Promising Induction Practice from Pawtucket Public Schools: Advertising Employment Opportunities Online.

Brief Description of Promising Practice: After noticing that expensive newspaper ads were directing prospective employees to our website, and realizing the website itself offered little information, we created an “Employment” link on the main page. Open Source software was modified to allow us to publish job openings, requirements, updated application forms, etc. Positions can be posted, removed, and extended “on-the-fly” with no cost. Descriptions can be as lengthy and detailed as possible in order to convey the district’s desires for prospective candidates.

Key Element(s) addressed:

✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.

Titles of the personnel involved in the developing and implementing promising practice:

Technology Coordinators, Secretary to the Superintendent

Process and timeline personnel went through from the initiation of the work to completion of the promising practice.

Researching options for posting positions over a few weeks led to the decision to utilize “Open Source” software. After a few days modifying the code and installing it on our district servers, the software was up and running. The superintendent’s secretary was told how to submit new positions, which are posted immediately. Posted positions are set to post for 15 days, and then automatically expire unless extended.

The outcome(s) of the promising practice:

Prospective employees are able to view openings, have immediate access to the most up-to-date application forms, and contact information for addressing questions. This will allow us to recruit those who make use of online resources for investigating school departments. Prospective employees will avoid having to call and wait for postal mail to deliver applications. Costs for printing applications, and re-printing with each change, are significantly decreased.

Advice, including words of caution, to another district that wants to adapt/adopt this promising practice:

If you do not have someone within the district who can edit code, you may need to investigate services available through paid services. Be sure links are maintained.

District contact information for more information: Hersh Cristino, Technology Coordinator, Pawtucket School Department (cristinoh@psdri.net, 401.729.7705)

Promising Induction Practices..... ORIENTATION

Key Induction Elements for Orientation

- ✓ Educators are welcomed and introduced to the school, district, and surrounding community.
- ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools.
- ✓ Educators are informed about the provision of resources and other pertinent information in a timely fashion.
- ✓ Educators are engaged in networking opportunities with colleagues.
- ✓ Educators are informed in a timely fashion about school/district induction and support for educators.
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.
- ✓ The district/school educator evaluation and professional development procedures are explained to educators.

Promising Induction Practices..... ORIENTATION

Promising Induction Practice from Roger Williams University: A Summer Institute for recent program completers.

Description of Promising Practice: The School of Education at Roger Williams University has approximately 400 education candidates with about 100 of these candidates completing their student teaching each year. Roger William’s University provided a two-day intensive Summer Institute in mid-August of 2007 for recent program completers from RWU. The Summer Institute was designed to provide hands-on, practical, and immediate support for newly hired teachers as they plan and prepare for the first month of school. RWU faculty and local urban teacher leaders served as facilitators for the Institute. In the future, RWU intends to follow the Summer Institute with bi-monthly support seminars in which beginning teachers will be supported by RWU faculty and public school teachers as they navigate their first year of teaching.

Key Element(s) addressed:

- ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools
- ✓ Educators are engaged in networking opportunities with colleagues
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator’s assignment and responsibilities

The goal for the practice is to develop an effective model of mentoring and induction for RWU graduates as they transition from being college students to being new teachers. The transition is often challenging and RWU is committed not only to supporting graduates but also to helping them connect theory and practice such that all the resources and knowledge developed during their time with us proves to be useful in addressing the dynamic and ever-changing context within schools.

**TARP Summer Institute, Roger Williams University
August 15 & 16, 2007**

Wednesday

9:00 Coffee and Assessment Instrument
9:30 Welcome and Introductions, Agenda, Parking Lot
9:45 Beginning of the Year: Managing your Classroom
11:30 Behavior Management
12:30 Reflection and Process Information
1:00 Lunch
1:30-3:00 Continue Behavior Management
Starting on the Right Track (hands on)

Thursday

9:00 Gallery Walk, Q and A, Reactivate Prior Knowledge
9:30 Assessment of students
11:30 Lunch
12:00 Home-School Connection / Management of Professional Responsibilities
1:00 Stations – Develop your own products/materials
2:30 Reflection and Evaluations

Facilitators: Tracey Kareemo, Elementary School Teacher, Pawtucket, Rhode Island
Dennis Morrell, Secondary School Teacher, Cranston, Rhode Island
Annie Winfield, RWU
Kelly Donnell, RWU

The outcome(s) of the promising practice:

A variety of data were collected from participants in the Summer Institute. These included a four-page Entry Survey questionnaire (adapted from the Boston College Teachers for a New Era Evidence team's Program Entry Survey), an initial two-question prompt to determine participants most pressing concerns, and a final Institute evaluation. Responses from the Entry Survey indicate the desire to learn more about preparing for the beginning of the school year and classroom management was a significant reason for attending the Institute. In addition, participants were eager to learn about what to expect in their first year of teaching from veteran classroom teachers. In general, participants believed their teacher education program has prepared them well (Excellent or Good) for many aspects of becoming a teacher. In particular, participants felt well-prepared to teach content knowledge and skills. Participants felt least prepared in preparing their classrooms for successful management and learning classroom management techniques (Fair or Poor). Participants were unanimous in indicating that helping children reach their highest potential was an essential goal as a beginning teacher. Participants were also unanimous in indicating that a "successful" teacher is one who helps students gain a sense of self-confidence and self-worth in the classroom. Maintaining a quiet and orderly classroom was the least frequently identified aspect of a successful beginning teacher. When asked about their confidence in performing a range of tasks, participants were generally very confident or somewhat confident. They felt least confident (Somewhat confident or Not at all confident) in teaching in a high-stakes testing environment. They were most confident in seeking and using feedback to improve instruction and in planning stimulating lessons. Participants indicated that they believed it was important for them to learn more about managing the classroom, developing curriculum, and encouraging parental involvement in school. One teacher anticipated teaching for approximately 6-10 years. Three teachers anticipated teaching for 16-20 years and three for more than 21 years. Responses from the prompts regarding immediate concerns were varied. Participants expressed nervousness about a range of issues, including classroom management, the range of abilities in the classroom, knowing how to build a community at the beginning of the year, and legal issues. The most pressing issues or concerns participants saw included the newness of their situations, unknowingly making errors, working successfully with students with special needs, and generally "fitting in" in their new environment.

RWU is looking forward to offering the Institute annually and extending the invitation to preservice teachers, recent graduates, and graduates one and two years out.

District contact information for more information: Kelly Donnell, Assistant Professor, School of Education, Roger Williams University, Bristol, RI, kdonnell@rwu.edu or 401.254.5743

Promising Induction Practices..... ORIENTATION

Promising Induction Practice from Pawtucket Public Schools: Creating a DVD covering the New Teaching Orientation Day.

Brief Description of Promising Practice: In order to ensure that educators hired after the beginning of the school year have an opportunity to experience orientation to the district similar to the one held before the opening of school, welcoming and informational presentations held during the before-school orientation are recorded onto a DVD. Educators hired after the beginning of the school year can watch the DVD to help orient to the district and its policies and procedures.

Key Element(s) addressed:

- ✓ Educators are welcomed and introduced to the school, district and surrounding community
- ✓ The district/school educator evaluation and professional development expectations are explained to educators.

Titles of the personnel involved in the developing and implementing promising practice:

Mentor Coordinator and someone to assist with the technology (if necessary)

Process and timeline personnel went through from the initiation of the work to completion of the promising practice.

The people presenting during the Orientation day need to be aware, in advance, and give their permission to have their sessions recorded. Cameras are used to videotape the presentations in order to provide the information in the presentation to new teachers. After the Orientation Day, the videos of the presentations will need to be edited to ensure that the appropriate content is included and that the presentation is easy to view and to hear. Copies can then be made and kept accessible for those hired after the initial Orientation Day. Along with the video, include contact information of the presenters who can answer any questions the newly-hired educators may still have after viewing the DVD.

The outcome(s) of the promising practice including any evaluation data.

Those hired after the Orientation Day will be able to view some of the important information from the Orientation Day, including presentations and the questions and answers shared by their colleagues on that day rather than waiting for a future orientation in the fall.

Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.

Be sure to check with those presenting before planning to videotape them. Factor in the need for help, particularly when there are multiple sessions going on at the same time since that will require more than one camera and camera operator working at the same time. Tripods are extremely helpful. To make editing easier, use digital video cameras. Consider how you will lend out copies of the DVD and make sure the copies are returned.

District contact information for more information: Lynn Cristino, Mentor Coordinator, Pawtucket School Department (cristinol@psdri.net, 401.729.7705)

Link to Infoworks for demographic information on district: <http://www.infoworks.ride.uri.edu/2006/queries/FindDist.asp?District=26>

Promising Induction Practices..... ORIENTATION

Promising Induction Practice from Newport Public Schools: Summer Institute for Mentors and Mentees

Brief Description of Promising Practice:

The focus of the summer institute was to: (a) train mentors and provide a cadre of teachers to be used as needed, (b) develop a relationship between mentor/mentee and school administration; (c) provide professional development to help new teachers prepare for the first days of school and to (d) begin to build a community of life-long learners. The Summer Institute consisted of two phases – two days of mentor training and two days of teacher orientation.

Key Element(s) addressed:

- ✓ Educators are welcomed and introduced to the school, district, and surrounding community
- ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools
- ✓ Educators are informed about the provision of resources and other pertinent information in a timely fashion
- ✓ Educators are engaged in networking opportunities with colleagues
- ✓ Educators are informed in a timely fashion about school/district induction and support for educators
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator’s assignment and responsibilities
- ✓ The district/school educator evaluation and professional development procedures are explained to educators.

MENTOR TRAINING

Two days of mentor training.

The first day consisted of training new and returning mentors. There were 7 elementary and 5 new mentors. RIDE protocols were followed in order to be consistent with previously trained mentors. In the afternoon previously trained mentors joined to review the new Induction Program. The second day was a workday where mentors identified documents and then gathered and assembled binders for new teachers. These binders contained pertinent information from the district well as level and specific schools. (19 mentors)

TEACHER ORIENTATION

Two days of Orientation.

Mentees who were new and transferred teachers joined the mentors. In the morning central office and administrators personnel explained their roles and responsibilities. In the afternoon professional development consisted of introducing participants to the book The First Days of School. Also featured were activities dealing with rituals and routines. On the second day, school administrators met with mentor/ mentees for a time of informal “getting to know you.” Other district/school personnel were also present to explain their support roles. The afternoon consisted of visits by mentor/mentees to their individual schools.

Personnel involved in the developing and implementing promising practice:

The new orientation was approved by the Superintendent of Schools and had the support of the District Administration. The orientation program was developed and facilitated by the three coordinators based on the Induction Program Framework with a focus on the “Orientation” and “Mentor” standards. Mentors and administrators also

had input into the design of the day. District mentors participated in two days of Summer Institute and two days of orientation. Mentees attended two days of orientation. Stakeholders from Newport participated, including school administration, instructional leaders, elected officials and community leaders.

The process and timeline personnel went through from the initiation of the work to completion of the promising practice.

The coordinators began to develop the orientation in January based upon the Induction Program Framework and Standards. Input was received from the mentors in March at the district mentor meeting. The proposed orientation was brought to the director of instruction and the superintendent for approval. The three coordinators refined the program during the spring and then sent invitations to all participants in June. The coordinators planned the Summer Institute and the specifics of orientation during July and August. During the Summer Institute, the mentors prepared binders and relevant materials for the mentees. The orientation for mentees took place on August 29th and 30th.

The outcomes of the promising practice including any evaluation data.

The orientation was exceedingly well received and proved to be very productive. It established a starting point for professional development that was ongoing throughout the year. It reflected the circular planning that is now part of our new Induction Program, involving mentees, mentors, coordinators, principals and central office administrators. The successful start to the year demonstrated the commitment of all personnel involved. The transformation of the mentor program has redefined the role of the mentor into one of partnerships to meet the needs of not just the individual teacher, but also of their school and the Newport School District.

Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.

If you have not had an orientation, start small and plan, plan, plan! Have a framework that is based upon standards and divide the day into segments that include both standards and professional development. Develop an organized process for commitments to attend the orientation and a process by which people can RSVP. Always keep budget considerations in mind for stipends, food and professional development materials.

District contact information for more information:

Tia Scigulinsky ride3551@cox.net *Barbara Blakeley* Bblakele@aol.com *Tina Brownell* tbrownell@newportrischools.org

Promising Induction Practices..... ORIENTATION

Promising Induction Practice from Woonsocket Education Department: New Hire Orientation

Brief Description of Promising Practice:

New Hire orientation is one of the Woonsocket Education Department's promising induction practices. All new hires in Woonsocket are required to attend fifteen hours of professional development as noted in the contract agreement between the school committee and the Woonsocket Teachers' Guild. Orientation sessions are designed to meet this requirement and are designed for dialogue relative to school and educational issues in Woonsocket. Teachers are encouraged to develop work guidelines during these sessions. The organization of Woonsocket's two-day orientation is a joint effort of the Woonsocket Education Department, The Woonsocket Teachers' Guild, the Director of Literacy and Professional Development, and the Mentoring Team. Once the School Committee appoints new hires, they are invited to attend orientation. [All new hires in Woonsocket, regardless of previous teaching experience are required to attend orientation.] Orientation is held in August and again in January. At the end of the two-day session New Hires have satisfied 12 Professional Development hours toward the 15 required hours.

Key Element(s) addressed:

- Educators are welcomed and introduced to the school, district, and surrounding community
- Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools and beyond
- Educators are informed about the provision of resources and other pertinent information
- Educators are engaged in networking opportunities with colleagues
- Educators are informed about school/district induction and support for educators
- Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities
- The district/school educator evaluation and professional development expectations and procedures are explained to educators
- The demographics of Woonsocket are reviewed

The Objectives of Orientation are to:

- Welcome New Hires to the district and introduce them to key administration personnel
- Introduce Union officials
- Introduce the Mentoring Team and describe its function and support to New Hires
- Offer an opportunity to learn about the district's mission, philosophy, policies and initiatives
- Provide the opportunity for New Hires to learn about special education programs, technology, and curriculum guidelines for the district
- Begin to develop criteria for establishing effective classroom assertive discipline plans as well as effective routines, procedures, and classroom management guidelines
- Understand the culture and history of the city of Woonsocket and the diversity of its student population
- Establish guidelines and support for New Hires professional development growth
- Begin to develop an understanding of the Rhode Island Teaching Standards as a tool to develop effective teaching practices
- Begin to establish the relationship and support of the job embedded mentors

The Orientation Format includes:

Day 1

Getting Started

Sign In, Ground Rules, and Important Must Know Information

Welcome to the Woonsocket Education Department

Greetings from the Superintendent, Union Officials, and the Mentoring Team

Getting to Know One Another Scavenger Hunt
Greetings from the Director of Literacy and Professional Development
 Looking at Learning through a New Lens
 Federal, State and District Initiatives
 The Nine Principles of Learning
Teaching in Woonsocket “The Basics” - Presented by the Human Resource Director
Lunch with your Principal or Department Chair
 Courtesy of the Woonsocket Teachers’ Guild
Special Education in Woonsocket - Presented by the Director of Special Education
A Look at Woonsocket
 The demographics of Woonsocket then and now and the impact on the classroom’s cultural learning diversity - Presented by the Mentoring Team

Day 2

Getting Started Again
 Woonsocket Word Search
Technology in Woonsocket - Presented by the Director of Technology
Literacy in Woonsocket - Presented by the Director of Literacy and Professional Development
Lunch Courtesy of the Woonsocket Teacher’ Guild
An Introduction to Effective Classroom Management and Assertive Discipline

Advice and Words of Caution to Districts Considering Adopting this Promising Practice.

There are many key elements that will help ensure success when planning a New Hire Orientation program. As you begin to organize, remember your audience and try to look at the day and its activities as if you were in their seats and this was your first teaching experience. Think about:

- What do New Hires need to know now in order to be successful?
- Are we providing information rich and timely data that our New Hires can use successfully?
- Are we being a collaborative support to our New Hires?
- Were we clear in defining what Woonsocket believes to be great instruction?

Another key element that will help to ensure success is to be very well organized. Without a word you will be modeling a major key to success. At the conclusion of the two- day orientation a formative assessment is given to all New Hires. This feedback is a critical component of orientation and enables us to analyze and plan accordingly. It is sometimes difficult to meet the needs of all learners in just a few hours. Be cognizant of the fact that some of the New Hires may have teaching experience from other districts. Be respectful and use their experience to enrich the orientation program. A two- day orientation means a lot of thinking and sitting. Be aware of this fact and allow for breaks, healthy snacks, water and if held during the summer an air-conditioned room.

District Contact Information

Linda Filomeno, Director of Literacy and Professional Development, Woonsocket Education Department, Woonsocket, RI 02895 401.767.4600 E-mail rid27311@ride.ri.net

Renee L. Fleurette, Co Facilitator Mentor Program, Woonsocket Education Department
508-883-7456 E-mail RFleurette@comcast.net

Jacqueline S. Geoffroy, Co facilitator Mentor Program, Woonsocket Education Department
401-723-4764 E-mail Jackie8218@aol.com

Promising Induction Practices..... ORIENTATION

Promising Induction Practice from Central Falls School Department: Central Falls School District’s Orientation Course for New Educators

Brief Description of Promising Practice:

The promising practice is a two day course that has been developed by teachers and the former Asst. Special Education Director within the District.

Key elements addressed:

- ✓ Educators are welcomed and introduced to the school, district, and surrounding community.
- ✓ Educators are engaged in networking opportunities with colleagues.
- ✓ Educators are informed in a timely fashion about school/district induction and support for educators.
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator’s assignment and responsibilities.
- ✓ The district/school educator evaluation and professional development procedures are explained to educators.

The roles of the personnel involved in the developing and implementing promising practice:

The former special education director, the mentor coordinator and teachers from all levels within the Central Falls School District developed the course. The course content is continuously reviewed and revised based on participant evaluations.

Agenda for Central Falls School District’s Welcome to New Teachers

DAY ONE

- 8:00 Mingle and Munch
- 8:15 Superintendent Welcome
Ice Breaker Activity
Introduction of Central Office and Principals
- 9:00 Mentor/Mentee Activity
- 9:30 City Bus Tour
- 11:15 Who are Our Students?
- 12:00 Lunch
- 12:40 HR Policies & Procedures
- 1:20 The ESL Process & Overview
- 2:45 Break
- 2:55 English Language Learners – Student Voices Video
- 3:30 Wrap up: Evaluation and Vouchers

DAY TWO

8:00	Mingle and Munch
8:15	Evaluation Process
9:15	Mentoring Handbook
10:15	Break
10:25	Classroom Management
11:45	Lunch
12:40	Classroom Management
1:40	Break
1:50	The Effective Teacher ~ Procedures Harry Wong DVD
2:25	Colorin' Colorado
3:15	Demonstration
3:30	Wrap up: Evaluation and Vouchers

The process and timeline these personnel went through from the initiation of the work to completion of the promising practice.

The committee planning the course met for a total of 12 hours to plan the course. The committee used the book, "New Teacher Induction: How to Train, Support, and Retain New Teachers" by Annette L. Breaux and Harry K. Wong.

The outcome of the promising practice:

Teachers reported that they felt welcomed and wanted to participate in the Central Falls Mentoring program.

Any advice, including words of caution, to another district attempting something similar:

Planning and organization are the keys to a successful orientation. Be ready for the new teachers as you would be for your new students. This is a perfect example to model! Confirm all of your plans with the appropriate people so everything flows. If teachers were hired during the year, and you want them to attend the orientation, send out a "Save-the-Date" invitation before school ends, so people can plan accordingly.

Contact Information: Audrey A. Kilsey ~ Mentor Coordinator Central Falls School District
Patricia Morris ~ ESL Director

Promising Induction Practices..... MENTORING

Key Induction Elements for Mentoring

- ✓ Mentoring/coaching is linked to school improvement and improved student instruction.
- ✓ The design of mentoring/coaching services is research-based and has clear purposes.
- ✓ The mentoring program has strong leadership and advocacy.
- ✓ Quality mentors are recruited and selected.
- ✓ Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services.
- ✓ Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches.

Mentoring

The idea of pairing novices with more experienced professionals has existed for hundreds of years. Informal mentoring by experienced educators has probably been conducted since local schools grew large enough to hire two teachers. More recently, districts have begun to implement formal mentoring programs to provide educators new to a district with personalized orientation, support, and feedback about their teaching and ways to improve it through engaging in professional development. By formalizing the expectations for mentors and the strategies through which they engage new educators, districts articulate their expectations and help to embed mentoring into the professional cultures of the schools.

According to the Center for Strengthening the Teaching Profession in Washington State (www.cstp-wa.org/) the conditions that support effective mentoring are:

- ✓ A reasonable caseload for mentors
- ✓ Stable and adequate funding
- ✓ Positive reinforcement from both principals and district administration
- ✓ Realistic expectations for teacher growth
- ✓ Time respected and protected
- ✓ Work balanced among the needs of district, school and classroom

Guidelines for Selecting Mentors and Coaches

Not every experienced teacher makes an excellent mentor. In addition to being an exemplary professional, mentors must have a variety of other skills related to the mentoring role. Below are some of the qualities and characteristics that have been found in effective mentors and can be used to develop selection criteria for mentors.

Professional Qualities and Personal Characteristics of Effective Mentors

- ✓ Believes everyone has the capacity and desire for growth
- ✓ Sets high expectations for self and others
- ✓ Is respected by peers and leaders for professional knowledge and skills
- ✓ Takes initiative and follows through with responsibilities
- ✓ Seeks feedback on own practice
- ✓ Is reflective and coachable
- ✓ Prioritizes effectively in an unstructured environment
- ✓ Manages time well

- ✓ Is respected by peers and leaders for professional knowledge and skills
- ✓ Demonstrates a passion for teaching and learning and a commitment to the future of education
- ✓ Accepts responsibility; effects change

Effective Interpersonal Communication

- ✓ Respects confidentiality
- ✓ Understands and is able to articulate the uniqueness of various school cultures
- ✓ Demonstrates positive, open, honest and sensitive communications with students, staff and parents
- ✓ Builds rapport and trusting relationships with both students and adults
- ✓ Honors diversity
- ✓ Listens with compassion and empathy
- ✓ Manages conflict effectively

Understands, Demonstrates, and Can Articulate Effective Teaching Practices

- ✓ Observes students closely to clarify needs; recognizes strengths and identifies resources to support learning
- ✓ Applies knowledge of diverse student needs to personalize and differentiate instruction and promote achievement for all
- ✓ Knows and responds to the unique needs of students, parents and the community
- ✓ Creates a classroom community of tolerance and acceptance
- ✓ Understands and translates research and theory into practical application
- ✓ Uses multiple approaches to teaching and learning
- ✓ Uses appropriate and current classroom applications of technology that deepen learning
- ✓ Uses data from ongoing assessments to inform and improve instruction
- ✓ Holds a continuing or professional certificate and has documented successful contracted teaching experience
- ✓ Knows and uses local, state and federal learning goals and Rhode Island Professional and National Board teaching standards
- ✓ Demonstrates appropriate content knowledge and pedagogy
- ✓ Demonstrates research-based classroom management skills
- ✓ Demonstrates knowledge of the state assessment system
- ✓ Regularly pursues professional development opportunities
- ✓ Has experience presenting to or instructing adults
- ✓ Supports and implements school/district policies and initiatives

Knowledge and Skills of Effective Mentors for New Teachers

An effective mentor possesses knowledge and skills in research-based best practices with both adult learners and students in the classroom. Mentoring knowledge deepens and skills improve with practice. The following skills and knowledge may be used to guide professional development for mentors.

Relationships

- ✓ Understands organizational change and effects change through role as mentor
- ✓ Builds capacity and sustainable leadership in teachers and other mentors
- ✓ Builds a strong network to support mentoring work (teacher leaders, administrators, experts, human resources staff, principals, union representatives, university faculty, state officials)
- ✓ Skillfully communicates in difficult situations (i.e., resistance, difficult topics/conversations)
- ✓ Listens for underlying needs and reads body language
- ✓ Helps facilitate conflict resolution
- ✓ Diplomatically honors confidentiality while promoting teacher growth
- ✓ Recognizes situations that break the professional code of conduct and necessitate breaking of confidentiality

Dialogue

- ✓ Fluently uses coaching practices to promote reflective thinking
- ✓ Shifts stance/approach (coach-collaborate-consult) according to teacher need
- ✓ Assesses teacher needs and strengths and determines when to support, challenge and facilitate vision
- ✓ Coaches other mentors and is willing to be coached
- ✓ Uses knowledge of resources to provide teachers with appropriate professional growth experiences
- ✓ Models reflective thinking to promote improved instructional practice
- ✓ Collects, selects and arranges data to facilitate conversations that improve instructional practice
- ✓ Fosters a desire for growth in new teachers and understands how mentoring can facilitate this growth

Adult Learning

- ✓ Knows and applies adult learning theory
- ✓ Uses effective practice when instructing/presenting to students and adults
- ✓ Plans an appropriate timeline of professional development for new teachers
- ✓ Uses knowledge of adult learning theory to deliver effective professional development
- ✓ Understands how the many dimensions of diversity affect adult relationships

Content & Pedagogy

- ✓ Deepens content expertise, theory and pedagogy
- ✓ Deepens knowledge and use of current, appropriate technology
- ✓ Facilitates application of appropriate Grade Level Expectations (GLE's) and Grade Span Expectations (GSE's)

Teacher Support

- ✓ Understands professional recertification requirements including Individualized Professional Development Plans (I-Plans)
- ✓ Assists with professional growth planning
- ✓ Observes and identifies next steps in classroom management and discipline
- ✓ Understands the developmental needs and phases of a teacher in the early years
- ✓ Recognizes the diverse backgrounds and needs of new teachers and differentiates support appropriately
- ✓ Coaches around effective parent, staff and community communication
- ✓ Assists teacher in building networks of support
- ✓ Guides teachers to understand and/or use:
 - state/local learning goals and professional teaching standards in planning
 - a range of ongoing assessments (data) to guide instruction
 - diverse student needs to personalize and differentiate instruction
 - unique needs of students, parents and the community
 - the need to create a classroom community of tolerance and acceptance

Culture

- ✓ Adjusts approach to coach teachers in a variety of school cultures and climates
- ✓ Seeks to represent and build understanding of beginning teachers' needs and strengths among others in the school community
- ✓ Assists new teachers in becoming part of professional communities within their schools

Promising Induction Practices..... MENTORING

Promising Induction Practice from Scituate Public Schools: A Three-year Mentor/Critical Friends Program

Brief Description of Promising Practice:

One of the promising induction practices of the Scituate Public Schools is a three-year Mentor/Critical Friends program that has been developed by the district's Mentor Planning/Program Committee (MPC).

Key Element(s) addressed:

- ✓ Mentoring/Coaching is linked to school improvement and improved student instruction
- ✓ The design of the mentoring/coaching services is research-based and has clear purposes
- ✓ The mentoring program has strong leadership and advocacy
- ✓ Quality mentors are recruited and selected
- ✓ Mentors are matched with mentees in a way that maximized the benefits of mentoring/coaching services
- ✓ Mentoring are engaged in high-quality professional development to enhance their skills as mentors/coaches

YEAR ONE

During year one (which is mandatory for all new teachers) there is a direct mentor match with a mentee and a veteran teacher in the same school. Mentees record their experiences in a professional growth journal. Each mentee is given \$250.00 to be used for conferences/workshops or professional development resources to support their self-assessment plan. This amount can not be taken in cash and pre-approval for expenditures is required. This allotment is for one year only. Mentees are not paid to attend any mentor program training/meetings. There is a mandatory two-day summer training with the first day being new teacher orientation and the second being a mentee training session. There is also a "touch base" meeting that is held part-way through the school year. Mentors meet with their mentees at least ½ hour weekly throughout the school year. These meetings are documented. Mentees complete a self-assessment and write up a self-assessment plan with the assistance of their mentor. A copy of this plan is submitted to the Mentor Planning Committee (MPC) by the end of November. This plan can be amended by joint agreement of the mentor and mentee. Any amended plan is submitted to the MPC. The mentees complete a professional growth journal that documents all meetings, training sessions and professional development. Mentees share this journal with their mentors and then submit a final journal that includes observations and a record of all professional development purchases to their mentor in June for validation. Mentees visit and observe three classrooms in any Rhode Island district for the purpose of professional growth in area(s) determined in their self-assessment plan (e.g., classroom management, differentiated instruction, reading instruction, etc) and document these visits in their journal. Mentees are also observed by their mentors by any of the following: traditional observation, videotaped observation, peer coach to provide collegial feedback on either an overall lesson or a specific component (i.e. classroom management) for one lesson each quarter for a total of four lessons. The mentors write up feedback and suggestions for the mentee. Mentors submit in writing the date and subject matter of the observed lessons to the MPC. Mentees must attend 5 district sponsored professional development sessions. Mentees can choose from approximately ten offerings. These mandatory one-hour sessions are offered after school. Mentees choose the sessions after discussions with their mentors and the choices must reflect the goals of their self-assessment plan. Mentees are not paid to attend and must attend the entire session in order to have it count as one of the required five sessions. With advance permission of the MC, they may attend an outside conference in place of one of the five district sessions. Mentees attend this conference at their own expense or use some of the \$250.00 professional development they have been allotted.

YEAR TWO

During year two, all elementary second-year teachers will form one Critical Friends group and will be assigned a Critical Friends coach. All middle school second-year teachers will form another Critical Friends group and will be assigned a Critical Friends coach. All high school second-year teachers will form a third Critical Friends group and will be assigned a Critical Friends coach. Each Critical Friend will be given \$125.00 to be used for conferences/workshops or professional development resources to

support professional growth. Each Critical friend is required to attend a Critical Friend orientation during the summer. Critical Friends meet with the Critical Friends group at least one hour monthly (ten times per year) after school. At these meetings the first priority is for each Critical Friend to present to the group using at least once using the Critical Friend protocol, Looking at Student Work. Groups may also focus on observing colleagues, video observation with discussion and peer coaching. Critical friends prepare a growth portfolio that is shared with the coach and submitted to the coach in January for feedback and to the Mentor Committee (MPC) in June. The growth portfolio contains a record of all classroom observations, all protocol sharing and minutes of Critical Friends meetings, a record of facilitated quarterly meetings, all workshops and conferences attended by the Critical Friend, a Rhode Island Professional Teaching standard toward which the Critical Friends want to devote professional development, yearlong professional growth toward one of the Rhode Island Professional Teaching Standards, as well as all professional purchases and the contribution of this purchase toward growth in the standard. Critical Friends must attend five district professional development sessions chosen from ten offerings. With advance permission of the MC, they may attend an outside conference in place of one of the five district sessions. Mentees attend this conference at their own expense or use some of the \$250.00 professional development they have been allotted.

YEAR THREE

Administrators provide support for third-year teachers. A formal process of support with a Professional Development Plan for any/all third year teachers who would like support or for whom their respective administrators have recommended support.

The roles of the personnel involved in the developing and implementing promising practice:

Scituate has a Mentor Planning Committee (MPC) comprised of two teachers and two administrators (an elementary teacher, a middle school teacher, the assistant superintendent and the assistant director of special education. The committee administers the program as articulated in the collective bargaining agreement.

The process and timeline these personnel went through from the initiation of the work to completion of the promising practice:

The assistant superintendent originally designed this program. After three years of implementation, the Scituate Teacher's Association joined in administering the program and documenting the program in the collective bargaining agreement. Based upon feedback gathered by the survey of the mentors, the program is slightly refined each year.

The outcome of the promising practice:

The program has brought about several positive outcomes including: increased teacher retention, increased staff morale; increased staff collegiality and a decreased learning curve for new teachers.

Advice, including words of caution, to another district attempting something similar:

Begin the program with a solid partnership with the Teacher's Association and the Administration. Continue to work in solid partnership in all aspects of this support program in order to maximize the effectiveness of the program.

Contact information:

Scituate Mentor/Planning Program Committee Members:

Dr. Kristen Stringfellow, Assistant Superintendent, Scituate Public Schools 401-647-4100 kstringfellow@scituateri.net

Mrs. Denise Brierley, Assistant Special Education Director, Northwest Special Education Region, 401-647-4106

Mr. Keith Sanzen, Middle School English Teacher, Scituate Middle School, 401-647-4123

Mrs. Suzanne Andrews, Grade 2 Teacher, Clayville School, 401-647-4115

Link to Infoworks: <http://www.inforworks.ride.uri.edu/2007/pdf/ds-usinginfor/30d-info.pdf>

Promising Induction Practices..... GROWTH

Key Induction Elements for Growth

- ✓ Educator professional development is driven by Rhode Island Quality Standards for Professional Development.
- ✓ Educator professional development engages all educators in continuous professional growth.
- ✓ Professional development is informed by professional standards.
- ✓ Professional development is driven by data.
- ✓ Professional development is designed around professional learning communities and communities of practice.
- ✓ Professional development activities are aligned with school/district educator evaluation procedures and processes.
- ✓ Professional development is evaluated for effectiveness and improvement.

Promising Induction Practices..... GROWTH

Promising Induction Practice from Pawtucket Public Schools: Curriculum Team Critical Friends Group

Brief Description of Promising Practice: Training of personnel as Critical Friends Coaches, leading to the development of a Critical Friends Group.

Key Element(s) addressed:

- ✓ Educator professional development is driven by Rhode Island Quality Standards for Professional Development.
- ✓ Educator professional development engages all educators in continuous professional growth.
- ✓ Professional development is informed by professional standards.
- ✓ Professional development is driven by data.
- ✓ Professional development is designed around professional learning communities and communities of practice.

Titles of the personnel involved in the developing and implementing promising practice:

The training was developed by the Mentor coordinator and a certified Critical Friends trainer.

Process and timeline personnel went through from the initiation of the work to completion of the promising practice. After hearing about the positive effects of the use of Critical Friends Groups from various mentor fellows (RIDE) and coordinators from districts across Rhode Island, Pawtucket planned a Summer Institute, funded through Project RITER, for the purpose of getting a cadre of persons trained as Critical Friends Coaches. Plans were made in the spring of 2007, in order to book a national trainer. Since the number of participants was limited, the Pawtucket Curriculum Team, including coaches and coordinators was first invited to participate. A total of nine people were trained over 5 days in August 2007. Pawtucket then created a Critical Friends Group, comprised of about 15 people, ranging from mentees (less than 3 years in our district) to mentors, coaches, coordinators, directors and Pawtucket's Deputy Superintendent. Meetings were scheduled monthly, and the schedule was sent to everyone in September. Meetings took place faithfully and were never canceled.

The outcome(s) of the promising practice including any evaluation data.

Although a formal evaluation has not been completed, the fact that all meetings have been held is a huge indicator that those attending value the meetings. Debriefing after each protocol has helped group members to see the benefits to meeting as a small professional learning community. One member, new to a coaching position, raved about the advantage of taking part as he entered this new job. It allowed him to become an invested team member right from the start. Dialogues and collaborative work has definitely increased.

Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.

It is extremely difficult to avoid other obligations getting in the way. Participants were asked to let the mentor coordinator know ahead of time if they were unable to attend. Group size of about 10 participants was ideal, so the group of 15 usually had 3-4 not able to attend each month. Group members felt this worked well. Support from administration was CRUCIAL .

District contact information for more information: Lynn Cristino, Mentor & Technology Coordinator, Pawtucket School Department (cristinol@psdri.net, 401.729.7705) and Irv Richardson (irvrichardson@hotmail.com)

Link to Infoworks for demographic information on district: <http://www.infoworks.ride.uri.edu/2006/queries/FindDist.asp?District=26>

Glossary

Hiring – The practices surrounding the recruitment and selection of educators to fulfill responsibilities within a district.

Induction – The practices and strategies through which educators are introduced to the profession, to the responsibilities they are hired to fulfill, and to strategies for collaboratively engaging in continual professional growth.

Job-embedded professional development – job-embedded professional development involves learning that is directly related to the work of the educator.

Mentor – An experienced educator who has skill at building relationships with beginning educators and is able to serve as a catalyst for the mentee’s professional growth by engaging the mentee in reflection about professional practice and by encouraging and supporting the mentee to engaging in professional development.

Mentoring – A process through which a mentor and mentee commit to engage in a relationship to discuss professional responsibilities and improve professional educational practice.

Orientation – The processes and activities through which educators are oriented to the schools and districts in which they will be working and to their professional responsibilities.

Preparation – The stage of an educator’s career when they are gaining knowledge and skills to fulfill the professional responsibilities for the educator role they wish to assume in schools or districts.

Professional Development – The processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students.

District Self-Analysis of Induction Strategies

Directions for Using the District Self-Analysis of Induction Strategies

The District Self-Analysis of Induction Strategies is intended to provide district personnel with a comprehensive method of reviewing current district induction practices. To use the analysis, district personnel concerned with induction practices should review each reflective question and rate the district's current level of practice as: (1) an area in which the district might improve practices; (2) district is working to establish school/district practices in this area; (3) district has implemented practices but does not monitor effectiveness; or, (4) district has implemented practices and monitors effectiveness.

Once district personnel have completed the self-analysis, they can review and discuss the ratings and set priorities for improving the district's induction practices.

District Self-Analysis of Induction Strategies

Key Element	Reflective Questions	Evaluation of Current Practices 4 = district has implemented practices and monitors effectiveness 3 = district has implemented practices but does not monitor effectiveness 2 = district is working to establish school/district practices in this area 1 = this is an area in which the district might improve practices
Preparation Stage		
Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.	<ul style="list-style-type: none"> ✓ Are candidates provided with a variety of models for effective instruction by education department and arts and science department faculty members? ✓ In what ways do faculty members model the knowledge, skills and dispositions outlined in the Rhode Island Professional Teaching Standards? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement.	<ul style="list-style-type: none"> ✓ How are candidates involved in the program's processes for gathering, synthesizing, and analyzing data about effectiveness? ✓ How are candidates involved with gathering data from students and other appropriate sources about their effectiveness as educators and areas for possible professional growth? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.	<ul style="list-style-type: none"> ✓ What roles and responsibilities do candidates have in the collaborative relationship among college/university faculty, field-based educators and the schools and districts in which they are placed? ✓ In what way(s) do candidates experience the respect and collaboration among college/university faculty and field-based educators with whom they are placed? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Candidates experience field sites that model effective practices.	<ul style="list-style-type: none"> ✓ To what extent do the field sites in which candidates are placed provide appropriate models for effective practice? 	4____ 3____ 2____ 1____
Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teacher Standards.	<ul style="list-style-type: none"> ✓ How do colleges/universities select cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards? ✓ How do school districts identify potential cooperating practitioners to ensure their practice is consistent with the Rhode Island Professional Teaching Standards? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.	<ul style="list-style-type: none"> ✓ Are candidates developing a deep understanding of subject matter knowledge and pedagogy that they can use to for developing this knowledge in students and for identifying student misconceptions? 	4____ 3____ 2____ 1____

Key Element	Reflective Questions	Evaluation of Current Practices 4 = we have implemented practices and monitor effectiveness 3 = we have implemented practices but do not monitor effectiveness 2 = we are working to establish school/district practices in this area 1 = this is an area in which we might improve our practices
Hiring Stage		
The hiring of educators is based upon district mission, vision, needs and plans for long-range improvement.	<ul style="list-style-type: none"> ✓ How does your district identify student and district needs and use this information in the hiring process to ensure new hires have the knowledge and skills to address student and district needs? ✓ How does your district collect and analyze information about the district's current teacher workforce (e.g., gender, experience, ethnicity, preparation, professional development) to inform and improve recruiting and hiring decisions? ✓ What decision making processes exist in your district/school to assign educators, teaching loads, assignment of students, and supports for new educators? ✓ Does your district have partnerships with educator preparation programs at colleges/universities to help recruit quality educators to your district? ✓ How do the collective bargaining association and the school district work together to ensure that the hiring process serves the needs of the students and the district while aligning with negotiated agreements? 	<p>4 _____ 3 _____ 2 _____ 1 _____</p>

Key Element	Reflective Questions	Evaluation of Current Practices 4 = we have implemented practices and monitor effectiveness 3 = we have implemented practices but do not monitor effectiveness 2 = we are working to establish school/district practices in this area 1 = this is an area in which we might improve our practices
The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.	<ul style="list-style-type: none"> ✓ What strategies does your district employ to ensure a sufficiently large pool of applicants from which to hire? ✓ How does your district monitor the effectiveness of recruiting strategies? ✓ In what way(s) do advertisements for positions convey the needs of the district and the educator knowledge, skills, and dispositions the district is seeking in candidates? ✓ How do district print and online communications portray the district and provide prospective applicants with necessary forms and steps for completing their application as a prospective candidate? ✓ How do the various stakeholders in your district collaborate to provide prospective applicants with accurate and timely information about candidate qualities the district is seeking and with accurate information about the responsibilities educators are expected to fulfill? ✓ How does your district ensure that prospective applicants are kept apprised of the status of their application and of next steps throughout the hiring process? ✓ How do personnel responsible for interviewing/selecting applicants determine the knowledge, skills, and attributes the district is seeking in applicants? Are the knowledge, skills, and attributes based on identified student and district needs? ✓ How does the district ensure that the questions asked of applicants and the activities in which applicants are engaged during the interviewing/selection process are aligned with the knowledge skills and attributes the district is seeking? ✓ How are personnel responsible for interviewing/selecting new hires trained to discern the desired knowledge, skills and attributes during the interview/selection process? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
The transition from hiring to orientation to the district is thoughtful and timely.	<ul style="list-style-type: none"> ✓ How does the district ensure that educators are informed about the district's orientation processes and engaged in orientation activities in a timely manner? 	4____ 3____ 2____ 1____

Key Element	Reflective Questions	Evaluation of Current Practices 4 = we have implemented practices and monitor effectiveness 3 = we have implemented practices but do not monitor effectiveness 2 = we are working to establish school/district practices in this area 1 = this is an area in which we might improve our practices			
Orientation Stage					
Educators are welcomed and introduced to the school, district, and surrounding community.	<ul style="list-style-type: none"> ✓ How is orientation structured to ensure that educators get the information they need in a timely manner without being overwhelmed with information? ✓ Who is responsible for welcoming and introducing personnel to the school, district and surrounding community? ✓ What strategies and activities are in place at the district to welcome educators and introduce them to the district, schools, and surrounding community? ✓ How does the district share important demographic information about the student population and the community with educators? ✓ How are educators hired after the opening of school welcomed to the district, school and community? ✓ What strategies and activities are in place to inform educators about district/school strategic plans? ✓ How are educators new to the district introduced to key district personnel with whom they will need to interact? ✓ In what ways do negotiated agreements support the orientation of educators? ✓ How does the district/school communicate their mission and vision? 	4 _____	3 _____	2 _____	1 _____
Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools.	<ul style="list-style-type: none"> ✓ How are educators informed about the expectations for school and classroom rules, setting up workspaces, student behavior, and dress code? ✓ Who supports educators to ensure they are prepared for the first day of school, even if the educator's first day comes after the first day of the school year? ✓ What strategies and processes are in place to assure that guidance to educators about expectations and routines continue beyond the first days of school? 	4 _____	3 _____	2 _____	1 _____
Educators are informed about the provision of resources and other pertinent information in a timely fashion.	<ul style="list-style-type: none"> ✓ How and when does the district distribute class lists, school and room keys, schedules and procedures? ✓ How does the district inform educators about modes of inter-staff communication – inter-school mail, email, newsletters, etc? 	4 _____	3 _____	2 _____	1 _____

Key Element	Reflective Questions	Evaluation of Current Practices 4 = we have implemented practices and monitor effectiveness 3 = we have implemented practices but do not monitor effectiveness 2 = we are working to establish school/district practices in this area 1 = this is an area in which we might improve our practices			
Educators are engaged in networking opportunities with colleagues.	<ul style="list-style-type: none"> ✓ How are opportunities for educators to share educational experiences and instructional ideas structured and communicated? ✓ How are educators informed about the professional learning communities in the school /district and how are they invited and welcomed into these communities? ✓ How are educators' schedules constructed to ensure educators have time to meet/plan with mentors and experienced colleagues with similar teaching responsibilities? 	4 _____	3 _____	2 _____	1 _____
Educators are informed in a timely fashion about school/district induction and support for educators.	<ul style="list-style-type: none"> ✓ How does the district share information about the district's induction activities and the expectations for the educator's participation? ✓ How are the expectations for the roles of the participants in educator induction shared with educators and other participants? 	4 _____	3 _____	2 _____	1 _____
Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.	<ul style="list-style-type: none"> ✓ How are educators informed about the district's curricula, materials, and Grade Level Expectations (GLE's) and Grade Span Expectations? (GSE's)? ✓ How are educators informed about the district's assessment expectations, the data they will need to collect and how such data is to be interpreted? ✓ How are educators informed about the special education services provided by the district and the district's expectations and processes for referring students for special education services? 	4 _____	3 _____	2 _____	1 _____
The district/school educator evaluation and professional development expectations and procedures are explained to educators.	<ul style="list-style-type: none"> ✓ How are educators informed about the district's educator evaluation procedures and the relationship of evaluation to professional development? ✓ How are the different roles of mentors and evaluators clearly articulated and shared with educators? ✓ What procedures are in place to ensure that educators are receiving timely and appropriate feedback about their performance and recommendations for professional development? ✓ How are educators informed about the Rhode Island Professional Teaching Standards and Individualized Professional Development Plans (I-Plans), professional certification requirements and district professional development expectations? 	4 _____	3 _____	2 _____	1 _____

Key Element	Reflective Questions	Evaluation of Current Practices 4 = we have implemented practices and monitor effectiveness 3 = we have implemented practices but do not monitor effectiveness 2 = we are working to establish school/district practices in this area 1 = this is an area in which we might improve our practices			
Mentoring Stage					
Mentoring/coaching is linked to school improvement and improved student instruction.	<ul style="list-style-type: none"> ✓ Is the mentoring program included as an integral part of the district's strategic plan as required by state regulations? ✓ In what ways does your district evaluate the impact of mentoring on student achievement and school improvement? 	4 _____	3 _____	2 _____	1 _____
The design of mentoring/coaching services is research-based and has clear purposes.	<ul style="list-style-type: none"> ✓ What is your school/district model of mentoring assistance to educators? ✓ What are the purpose(s) of mentoring? Are these purposes shared with mentors, mentees and other school personnel? ✓ What opportunities are built into the schedule for mentors and mentees to meet? ✓ In what ways is the connection of mentoring to evaluation clearly articulated and shared? ✓ How does your school/district inform the school community about appropriate confidentiality between mentors and mentees? ✓ How is the relationship of mentoring to ongoing professional development clearly articulated and shared? ✓ How is the effectiveness of mentoring monitored and evaluated? 	4 _____	3 _____	2 _____	1 _____
		4 _____	3 _____	2 _____	1 _____
		4 _____	3 _____	2 _____	1 _____
		4 _____	3 _____	2 _____	1 _____
		4 _____	3 _____	2 _____	1 _____
		4 _____	3 _____	2 _____	1 _____
		4 _____	3 _____	2 _____	1 _____
The mentoring program has strong leadership and advocacy.	<ul style="list-style-type: none"> ✓ How do administrator/teacher leaders collaborate to support mentors/coaches and mentees? ✓ How effectively have your school/district leaders been informed about the needs of mentors and mentees (confidentiality, assessment vs. evaluation, designated time)? ✓ What additional leadership and professional development opportunities are available to mentors and coaches? 	4 _____	3 _____	2 _____	1 _____
Quality mentors are recruited and selected.	<ul style="list-style-type: none"> ✓ How does your district ensure that it recruits and selects mentors who are exemplary educators with the qualities and characteristics needed to guide new teachers' practice? ✓ Who is involved in the process of selecting quality mentors? 	4 _____	3 _____	2 _____	1 _____

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Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services.	<ul style="list-style-type: none"> ✓ What thoughtfully established criteria (e.g. proximity, content and level similarity, load) does your school/district use to facilitate mentor/mentee match? ✓ What processes are in place to monitor the match and, if necessary, to provide a new mentor? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches.	<ul style="list-style-type: none"> ✓ What initial training and ongoing professional development is provided to all mentors for their role as mentors? ✓ What degree of commitment to mentoring does your district demonstrate through policies around mentor load, coordination of program, funding, and protection of time for induction activities and mentor/educator collaboration? ✓ How does your district ensure that personnel who support educators deliver a consistent message about priorities and practices around school improvement? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____

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Growth Stage		
Educator professional development is driven by Rhode Island Quality Standards for Professional Development.	<ul style="list-style-type: none"> ✓ In what ways does the professional development offered at your school/district align with the Rhode Island Quality Standards for Professional Development? ✓ How are educators' professional development needs determined to ensure they have opportunities to develop their personal professional skills as well as the skills they need to be an effective member of a school/district? ✓ How do the school/district mentors, instructional coaches, and other stakeholders in professional development work to coordinate the professional learning opportunities for educators within the school/district? ✓ How does your school/district ensure that educators are not overwhelmed by required professional development activities or confused by mixed messages about expected practice? ✓ How does your school/district communicate professional development opportunities and support and encourage staff participation in professional development opportunities at the individual, team, school, district, and state-wide levels? 	<p>4____ 3____ 2____ 1____</p>
Educator professional development engages all educators in continuous professional growth.	<ul style="list-style-type: none"> ✓ How does educators' professional development meet district and school needs while being sensitive to the developmental stages of educators' performance? ✓ How does your school/district address the specific needs of diverse educators including those who are new to the profession or new to a grade level, content area, or role? ✓ How does your school/district provide recursive professional learning opportunities for all who may have missed key professional development initiatives, (e.g., curriculum or school improvement training)? ✓ How does your school/district support mentors, peer coaches, and educators with job-embedded opportunities for collegial classroom visitations and feedback? 	<p>4____ 3____ 2____ 1____</p> <p>4____ 3____ 2____ 1____</p> <p>4____ 3____ 2____ 1____</p> <p>4____ 3____ 2____ 1____</p>

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Professional development is informed by professional standards.	<ul style="list-style-type: none"> ✓ How does your school/district introduce educators to the Rhode Island Professional Teaching Standards (RIPTS)? ✓ What explicit supports and education are provided to educators in strengthening the knowledge and skills outlined in the Rhode Island Professional Teaching Standards or other appropriate professional standards for educators' roles? ✓ In what ways are educators encouraged and supported to use professional standards to reflect on their practice, develop professional growth plans, engage in relevant professional development, and collect evidence to evaluate their professional growth and effectiveness? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Professional development is driven by data.	<ul style="list-style-type: none"> ✓ How does your school/district facilitate conversations regarding data collected about school and student performance? ✓ How does the school community collect, examine, and assess evidence of student learning to identify strengths and areas in need of professional growth? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Professional development is designed around professional learning communities and communities of practice.	<ul style="list-style-type: none"> ✓ In what way(s) does your school/district provide time and opportunities necessary for educators to meet for professional learning and to collaborate? ✓ How are educators provided with the knowledge and skill they need to collaborate with each other and with other stakeholders? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____
Professional development activities are aligned with school/district educator evaluation procedures and processes.	<ul style="list-style-type: none"> ✓ What processes and instruments does the district use to evaluate the effectiveness of school and individual educator practices? Are these tools aligned with professional standards? ✓ How do educators' professional development opportunities align with the knowledge and skills on which the district bases its educator evaluation systems? ✓ How does the information gained through the evaluation of educators inform the professional development in which individuals and staffs engage? 	4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____ 4____ 3____ 2____ 1____

Key Element	Reflective Questions	Evaluation of Current Practices 4 = we have implemented practices and monitor effectiveness 3 = we have implemented practices but do not monitor effectiveness 2 = we are working to establish school/district practices in this area 1 = this is an area in which we might improve our practices
Professional development is evaluated for effectiveness and improvement.	<ul style="list-style-type: none"> ✓ In what ways does your district evaluate the impact of induction practices and professional development to determine the effectiveness of current strategies to address the professional development needs of educators? ✓ How does the district evaluate the impact of professional development on student learning and teaching practices in order to ensure the continuous improvement of the school/district? 	<p style="text-align: center;">4____ 3____ 2____ 1____</p> <p style="text-align: center;">4____ 3____ 2____ 1____</p>

Resources and References

Rhode Island Standards and Documents

Rhode Island Mentor Program Standards

<http://www.ride.ri.gov/EducatorQuality/DOCS/mentoring/Rhode%20Island%20Mentor%20Program%20Standards%20%20January-02%20x.pdf>

Rhode Island Quality Standards for Professional Development

<http://www.ride.ri.gov/EducatorQuality/DOCS/PRODEV/RI%20standards%20for%20PD.pdf>

Rhode Island Professional Teaching Standards (RIPTS)

<http://www.ride.ri.gov/EducatorQuality/certification/bts.aspx>

School Improvement In Rhode Island

<http://www.ride.ri.gov/PSI/salt/default.aspx>

Rhode Island Program Approval Standards and Approval Process

<http://www.ride.ri.gov/EducatorQuality/certification/bts.aspx>

Preparation

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Collaboration

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Special Education/Gifted & Talented

Duffy, M.L. & Forgan, J. (2005). *Mentoring new special education teachers: A guide for mentors and program developers*. Thousand Oaks, CA: Corwin Press.

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Guskey, T.R. & Bailey, J.M. (2002). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin Press.

Marzano, R.J. (2000). *Transforming classroom grading*. Alexandria, VA: ASCD.

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Elementary School Level

Charney, R.S. (2002). *Teaching children to care: Classroom management for ethical and academic growth K-8*. Greenfield, MA: NEFC.

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Middle & Secondary School Level

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Arnold, H. (2001). *Succeeding in the secondary classroom: strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.

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Cordell, E.R. (1999). *Educating Esme - Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books.

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Draper, S. (2000). *Teaching from the heart : Reflections, encouragement, and inspiration*. Portsmouth, NH: Heinemann.

Edmundson, M. (2002). *Teacher: The one who made the difference*. New York: Random House.

Freedman, S.J. (1991). *Small victories: The real world of a teacher, her students, and their high school*. New York: Perennial.

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Goodnough, A. (2004). *Ms. Moffett's first year: Becoming a teacher in America*. New York: Public Affairs.

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- Kittle, P. (2003). *Public teaching: One kid at a time*. Portsmouth, NH: Heinemann.
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- Kottler, J.A. & Zehm, S.J. (2000). *On being a teacher: The human dimension* (2nd Ed.). Thousand Oaks, CA: Corwin Press.
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- Palmer, P.J. (1997). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey Bass.
- Robb, D. (2001). *Crossing the water: Eighteen months on an island working with troubled boys—a teacher's memoir*. Riverside, NJ: Simon and Schuster.
- Shribman, D. (2002). *I remember my teacher*. Kansas City, MO: Andrews McMeel Publishing.
- Wright, M.A.E. (1999). *Why I teach: Inspirational true stories from teachers who make a difference*. New York: Random House.

Help and Advice for Teachers from Teachers

Beginning Teacher's Tool Box (<http://www.inspiringteachers.com>), by the veteran teachers of Inspiring Teachers Publishing Group, offers everything from an "Ask Our Mentor a Question" section, where you can e-mail questions to a veteran teacher, to "Tips for New Teachers" (click "archives") that include inspiration, humor, and the top 10 things to do before school starts. Check out the Beginning Teachers Message Board where you can ask for, or offer, advice.

The goal of Teachers Helping Teachers (<http://www.pacificnet.net/~mandel>)—"by teachers, for teachers"—is to provide basic tips to beginning teachers—things that can be immediately implemented in the classroom. It offers lesson plans and features like "Poem of the Week" and "This Week's Stress Reduction Moment." This site has a list of educational Web sites organized by subject area and topic.

New teachers should definitely check out the "Mentor Support Center" from Teachers.net (<http://www.teachers.net>). This feature (click "chatboards") brings together educators in category-specific chatboards and chatrooms—there's one specifically for beginning teachers. The site also includes lesson plans, live meetings, a list of useful resources, and a newsletter.

Designed to encourage new teachers and those studying to be teachers, I Love Teaching.com (<http://www.iloveteaching.com>) offers the experiences and wisdom of a veteran teacher. Click "Tid-Bits" for a list of things a rookie teacher wishes she had known before stepping into the classroom.

A Homepage for New Math Teachers (<http://people.clarityconnect.com/webpages/terri/terri.html>) has information that all new teachers can use, including how to connect with students and tips on classroom management. Whether for class ideas or just for fun, check out the monthly math problem and the archive of "Most Loved Problems."

Words of Advice and Inspiration

What to Expect Your First Year of Teaching (<http://www.ed.gov/PDFDocs/whatexpect.pdf>) is a great resource for new teachers. It's a compilation of award-winning first-year teachers' experiences, challenges, and successes. It includes tips on how to have a successful first year, advice from veteran teachers, and a discussion about the things for which no training could have prepared them.

"Great Expectations: Helpful Hints for Beginning Teachers" (http://www.positiveparenting.com/resources/feature_article_018.html) is an essay by Jane Bluestein about what new teachers should know, should do, and shouldn't be afraid to ask. It is a practical look at ways that teachers can approach their first year with realistic expectations and how they can grow from those early experiences.

Guides That You Shouldn't Live Without

What list of Web sites would be complete without a site with, well, a list of Web sites? Of all the lists of education Web sites, Kathy Schrock's Guide for Educators (<http://school.discovery.com/schrockguide/>) is probably the most comprehensive. It has a wide range of topics and is organized so that you don't have to be an Internet wiz to find something you can use.

Every teacher, beginning or veteran, should know how to use the resources of the U.S. Department of Education. The New Teacher's Guide to the U.S. Department of Education (<http://www.ed.gov/pubs/TeachersGuide/index.html>) contains a wealth of information to be had, free of charge, if you just know how to find it. This comprehensive guide will tell you; it'll probably even help you find things you didn't realize that you needed. (Note that this Guide is now archived. Please visit www.ed.gov for the latest information about searching the US DOE).

Other Resources

The MASTER Teacher. Manhattan, KS: The MASTER Teacher. <http://www.masterteacher.com/> (Publishes pamphlets during the school year on various topics of teaching).

Teacher professional development: A primer for parents and community members. The Finance Project: Public Education Network. http://www.publiceducation.org/Teacher_Prof_Dev/home.asp

THIS WEEK I FAILED MY STUDENTS

"This week I felt like a failure as a teacher," Annie Bianchetti writes in her online teacher diary. "Every lesson I taught seemed lacking in motivation. I had difficulty keeping control in the classroom and I resorted to yelling and threats. I questioned whether I should be a teacher at all. I compared myself to my colleagues and yearned to be as effective as they seemed to be. This week I only saw my flaws." Read of one dedicated educator's struggle to rekindle her passion for teaching. <http://www.middleweb.com/mw/msdiaries/02-03wklydiaries/AB06.html>

LEARNING TO DISCIPLINE

No one is born knowing how to control 125 adolescents for five hours a day and teach the curriculum at the same time. Learning to discipline takes years. Mostly, it's trial and error. Nothing works all the time, and what works well in one class has no effect on another. At the start of her teaching career, Margaret Metzger confesses, she ricocheted between being a drill sergeant and Mary Poppins. In this Phi Delta KAPPAN online article, she shares with new teachers the lessons she's learned along the way about managing and disciplining young adolescents. A good read for all those who care about what happens in America's classrooms. <http://www.pdkintl.org/kappan/k0209met.htm>

Training Opportunities

Organization and Management Strategies for the Beginning Teacher.

The Center for Professional Development and Services (CPDS). Phi Delta Kappa International, 408 N. Union St., PO Box 789, Bloomington, IN 47402-0789. www.pdkintl.org or 1-800766-1156

Site-specific training for first/second year teachers, administrators, curriculum directors.

Working with paraeducators. Professional Development Online. Alexandria, VA: ASCD. Pdonline.ascd.org or 1-800-933-2723.

Videos

Classroom management that works. (2004). (3-videotape series). Alexandria, VA: ASCD.

The Effective Teacher. Harry Wong video series. <http://www.harrywong.com/product/tet.htm>

How to create successful parent-student conferences. (1998). (one videotape). Alexandria, VA: ASCD.

How to promote positive behavior in the classroom. (2004). (one videotape).
Alexandria, VA: ASCD.

Professional Development and Administrative Perspective

Books and Articles

Bartell, C.A. (2004). *Cultivating high-quality teaching through induction and mentoring: How to train and retain new teachers*. Thousand Oaks, CA: Corwin Press.

Brock, B.L. & Grady, M.L. (2001). *From first-year to first rate: principals guiding beginning teachers* (2nd Ed). Thousand Oaks, CA: Corwin Press.

Coppola, A.J. Scricca, D.B., & Connors, G.E. (2004). *Supportive supervision: Becoming a teacher of teachers*. Thousand Oaks, CA: Corwin Press.

Darling-Hammond, L. & G. Sykes (Eds.). (1999). *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.

Drago-Severson, E. (2004). *Helping teachers learn: Principal leadership for adult growth and development*. Thousand Oaks, CA: Corwin Press.

Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

Gordon, S.P. (2004). *Professional development for school improvement: Empowering learning communities*. Boston: Allyn & Bacon Professional.

Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: ASCD.

Husby, V.R. (2005). *Individualizing professional development*. Thousand Oaks, CA: Corwin Press.

Lindley, F.A. (2003). *The portable mentor: A resource guide for entry-year principals and mentors*. Thousand Oaks, CA: Corwin Press.

McEwan, E.K. (2002). *Ten traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.

Pellicer, L.O. (2002). *Caring enough to lead: How reflective thought leads to moral leadership*. (2nd Ed.). Thousand Oaks, CA: Corwin Press.

- Podsen, I.J. (2002). *Teacher retention*. Larchmont, NY: Eye on Education.
- Reiman, A.J. & Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. New York: Longman.
- Rutherford, P. (2003). *Leading the learning: A field guide for supervisors, coaches & mentors*. Alexandria, VA: Just Ask Pub.
- Shea, G. F. (1994). *Mentoring: Helping employees reach their full potential*. New York: American Management Association.
- Stronge, J.H. (2002). *Qualities of effective teachers*. Alexandria, VA: ASCD.
- Sullivan, S. & Glanz, J. (2004). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press.
- Sweeny, B.W. (2001). *Leading the teacher induction and mentoring program*. Arlington Heights, IL: Skylight Professional Development.
- Wong, H.K. (March 2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*. 87(638): 5-27. Retrieved May 21, 2004, from http://www.principals.org/publications/bulletin/bltn_0304_wong.cfm
- Zepeda, S.J. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education, Inc.
- Zepeda, S.J. (1998). *Staff development: Practices that promote leadership in learning communities*. Larchmont, NY: Eye on Education.

Journal Articles

- Davis, Jr., O.L. (2001). A view of authentic mentorship. *Journal of Curriculum & Supervision*. Fall 2001, 17(1), 1-4.
- Rowley, J. B. (May 1999). "Supporting New Teachers: The Good Mentor." *Educational Leadership*. Vol. 56, No. 8,

Administrator Mentoring Resources

- Daresh, J.C. (2001). *Beginning the principalship: A practical guide for new school leaders*. Thousand Oaks, CA: Corwin Press.
- Daresh, J.C. (2001). *Leaders helping leaders: A practical guide to administrative mentoring*. Thousand Oaks, CA: Corwin Press.
- Lovely, S. (2004). *Staffing the principalship: Finding, coaching, and mentoring school leaders*. Alexandria, VA: ASCD.
- Wilmore, E.L. (2004). *Principal induction: A standards-based model for administrator development*. Thousand Oaks, CA: Corwin Press.

Paraprofessional Mentoring Resources

Video

- Reyes, C. (1998). *We make the road by walking...together: The story of the model support system for paraprofessionals*. San Francisco: WestEd.

Electronic Resources

Websites

<http://www.alt-teachercert.org/Mentoring.html>

Process for mentoring beginning teachers.

<http://Assist.educ.msu.edu/assist>

Advocating Strong Standards-based Induction for Teachers (ASSIST) is a website that contains useful guidelines and tools for principals, mentors, and mentees that can be used when implementing an induction and mentoring program.

www.ecs.org/clearinghouse/13/15/1315.doc

Clearinghouse of information on status of mentoring in each state (1999).

<http://ncrtl.msu.edu/http/mentors.pdf>

The National Center for Research on Teacher Learning (NCRTL) explores learning from mentors: a study update.

<http://counts.edweek.org/sreports/qc03/templates/chart.cfm?slug=17odds-c1.h22>

Education Week's Quality Counts 2003 Report provides overview of state support for new teachers re: induction and mentoring

www.ets.org

Educational Testing Service contains research and resources on Induction and Mentoring

www.glef.org

The George Lucas Educational Foundation. EduTopia (Fall 1999). Teachers Helping Teachers: The Path to School Improvement.

www.highered.nysed.gov/tcert/reteachers/guidemenprog.htm

Draft Guidelines for Implementing District-based Teacher Mentoring Programs (Revised 12/29/04)

www.hr.lanl.gov/TD/Learning/llmentoring.stm

Los Alamos National Laboratory Guidelines on Mentoring (6/6/00).

www.mentornet.net/

E-network for women in engineering, related sciences and technologies, and math. Students, professionals, and individuals interested in women's issues are all invited to join the community. Valuable information and resources for current and prospective MentorNet partners, including corporations, foundations, professional societies, government labs, agencies, colleges, and universities.

www.mentors.net

The Mentoring Leadership & Resource Network (an affiliate of the ASCD). General information available on various topics. Email discussions are moderated.

www.middleweb.com/mentoring.html

Has great list of teacher mentoring resources with links.

www.newteachercenter.org

New Teacher Center at University of California, Santa Cruz. Contains resources regarding induction for teachers and administrators.

www.newteacher.com A non-commercial website funded by The First Days of School Foundation, founded by Rosemary and Harry Wong in San Francisco, CA. It provides a clearinghouse of information to help new teachers and some funding to help children, teachers, and schools. Check the website for regular updates to postings.

www.nfie.org/publications/mentoring.htm

The NEA Foundation for the Improvement of Education, News & Publications. Information on creating a Teacher Mentoring Program.

www.nwrel.org/request/may01/textonly.html

Northwest Regional Educational Laboratory. Supporting Beginning Teachers: How Administrators, Teachers and Policymakers Can Help New Teachers Succeed. (May 2001)

www.responsiveclassroom.org/articlelibrary/index.asp

Collection of articles written by teachers for K-8 teachers, on practical strategies for bringing together social and academic learning throughout the day.

www.SEDL.ORG

Sample of standards with lessons and outcomes that teachers can access and can use for mentor conversations.

www.teachermentors.com

Barry Sweeny's website which contains numerous resources on induction and mentoring

teachersnetwork.org/ntol/

A wealth of resources for new teachers.

Videos

Mentoring to improve schools. (1999). (two videotapes and facilitator's guide). Alexandria, VA: ASCD.

Mentoring to improve schools. (1999). (two videotapes). Alexandria, VA: ASCD.

Mentoring the new teachers developed by University of Dayton. Distributed by ASCD. Various Topics Covered.

Mentoring teachers to mastery video series. (five-videotape series) The Master Teacher, Manhattan, KS. www.masterteacher.com

The video journal of education: New teacher training, teacher induction, mentoring & renewal with Harry Wong.

Making mentoring accessible: Innovation and technology in teacher induction. (April 20, 2004, 2:30-400pm). Teleconference: Collin County Community College District. <http://telelearning.dcccd.edu>. (To request a tape, contact: Marketing Department, LeCroy Center for Educational Telecommunications, 9596 Walnut Street, Dallas, TX. 75243-2112. Phone: (972) 669-6665.)

Mentoring conversations. The New Teacher Center @ University of California, Santa Cruz. www.newteachercenter.org

Niday, D. & Boreen, J. (2003). *Mentoring: Guiding, coaching, and sustaining beginning teachers*. (2 videotapes). Portland, ME: Stenhouse Pub.

WGBH teachers as learners--a series of videos--science, math, biotech.

School-wide strategies for retaining great teachers. (2002). (four-videotape series). Port Chester, NY: National professional resources, Inc.

Other

Analyzing teaching: A professional development CD-ROM. (2003). Alexandria, VA: ASCD.

Diaz-Maggioli, G. (2004). *Teacher-Centered Professional Development*. Alexandria, VA: ASCD.

A guide to prepare support providers for work with beginning teachers. (2nd ed.). California Beginning Teacher Support and Assessment Program co-administered by the Dept. of Education and Commission on Teacher Credentialing. A 300 plus page training module includes step-by-step training materials. It addresses three areas: needs of new teachers, profile of an effective support provider, and strategies for supporting new teachers. The materials offer a training guide, a participants manual, transparency masters, detailed instructions for each activity, a videotape, and lists of all materials needed.

Lipton, L. & Wellman, B. (2003). *Making mentoring work: an ASCD action tool*. Alexandria, VA: ASCD.

Little, J.W. & Nelson, L.J. (Eds.). (1990). *A leader's guide to mentor training*. San Francisco: WestEd. (30-hour training/seven modules).

Mentoring: A resource & training guide for educators. (1994). The Regional Laboratory for Educational Improvement of the Northeast & Islands (Currently being revised by Learning Innovations @ WestEd, Stoneham, MA).

PATHWISE Induction Program. ETS--Teaching and Learning Division. www.ets.org

Rowley, J.B. & Hart, P.M. (2000). *High performance mentoring: A multimedia project for training mentor teachers*. Thousand Oaks, CA: Crown Press.

Survival kit for mentors. (2nd Ed.). Skylight Professional Development.

Training Opportunity: *Mapping the way to mentor new teachers for first days of school success*. Center for Professional Development Services (CPDS), Phi Delta Kappa International, Bloomington, IN www.pdkintl.org 1-800-766-1156

National Center for Research on Teacher Learning (NCRTL). *Learning from Mentors: A Study Update*. College of Education, Michigan State University, 116 Erickson Hall, East Lansing, MI 48824-1034. (517) 355-9302.

Zimmerman, J. & Stansbury, K. (2000). *Lifelines to the classroom: Designing support for beginning teachers*. San Francisco, WestEd. (Knowledge Brief).

Other Resources on Educator Induction

Designing Induction Programs

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publishing.

Standards for Beginning Teacher Induction (2005) Center for Strengthening the Teaching Profession. http://www.cstp-wa.org/Navigational/Policies_practices/Teacher_induction/CSTP_ind-standards-final.pdf

Fulton, K, Yoon, I., Lee, Christine. (2005) Induction into Learning Communities. National Commission on Teaching and America's Future. http://www.nctaf.org/documents/NCTAF_Induction_Paper_2005.pdf

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Crow G.M. & Matthews L.J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership*. Thousand Oaks, Ca: Corwin Press.

Millinger, C. S. (2004). Helping new teachers cope: Effective mentoring programs respond to the needs of new teachers by providing practical advice about the basics. *Educational Leadership*. 61(8), 66-69.

New Hampshire Induction-with-Mentoring Toolkit. (2005) New Hampshire Department of Education. http://www.nheon.org/prof_dev/mentoring/index.php

Portner, H. (2001). *Training mentors is not enough*. Thousand Oaks, CA: Corwin Press.

Richin, R., Banyon, R., Stein, R.P., & Banyon, F. (2003). *Induction: Connecting teacher recruitment to retention*. Thousand Oaks, CA: Corwin Press.

Saphier, J., Freedman, S., & Aschheim, B. (2001). *Beyond mentoring: Comprehensive induction programs*. Newton, MA: Teachers 21.

Scherer, M., (Ed.) (1999). *A better beginning: Supporting and mentoring new teachers*. Alexandria, VA: ASCD.

Weiss, E.M., Weiss, S.G. (1999). *Beginning teacher induction*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document No. ED436487). http://www.ed.gov/databases/ERIC_Digests/ed436487.html

Wong, H.K. (2002). Induction: The best form of professional development. *Educational Leadership*. 59(6), 52-54.

Wong, H.K., Britton, T. & Ganser, T. (2005). What the world can teach us about new teacher induction. *Phi Delta Kappan*. 86(5), 379-384.

Zachary, L. J. (2005). *Creating a mentoring culture: The organization's guide*. Indianapolis, IN: Jossey-Bass.

Research on Induction

Tapping the potential: Retaining and developing high-quality new teachers. (2004). Washington, DC: Alliance for Excellent Education. (Retrieved June 30, 2004, from <http://all4ed.org/publications/TappingThePotential.pdf>)

Induction into Learning Communities. (2005) National Commission on Teaching and America's Future. (Retrieved June 19, 2007, from http://www.nctaf.org/documents/NCTAF_Induction_Paper_2005.pdf)

Whisnant, Elizabeth, Elliot, Kim, & Pynchon, Susan. (2005) A Review of Literature on Beginning Teacher Induction. Center for Strengthening the Teaching Profession. http://www.cstp-wa.org/Navigational/Policies_practices/Teacher_induction/A_Review_of_Literature.pdf

Program Models

Barnett, B., Hopkins-Thompson, P., & Hoke, M. (December 2002). *Assessing and supporting new teachers: Lessons from the Southeast.* Chapel Hill, NC: University of North Carolina/The Southeast Center for Teaching Quality (www.teachingquality.org).

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers.* Mountain View, CA: Harry K. Wong Publications.

Britton, E., et al. *Comprehensive teacher induction: Systems for early career learning.* Kluwer Academic Publications & WestEd, in press.

Burke, K., (Ed.). (2002). *Mentoring guidebook--Book one: Mapping the journey.* Arlington Heights, IL: Skylight Professional Development.

Burke, K., (Ed.). (2002). *Mentoring guidebook--Book two: Exploring teaching strategies.* Arlington Heights, IL: Skylight Professional Development.

Charting a course: A mentor program handbook for Massachusetts school districts and local teachers associations. (2001). Center for Educational Quality & Professional Development, Massachusetts Teacher Association.

A guide to prepare support providers for work with beginning teachers. (2nd Ed.). California Beginning Teacher Support and Assessment Program co-administered by the Dept. of Education and Commission on Teacher Credentialing. A 300 plus page training module includes step-by-step training materials. It addresses three areas: needs of new teachers, profile of an effective support provider, and strategies for supporting new teachers. The materials offer a training guide, a participant's manual, transparency masters, detailed instructions for each activity, videotape, and lists of all materials needed.

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Lipton, L. & Wellman, B. (2003). *Mentoring matters: A practical guide to learning-focused relationships.* (2nd ed.). Sherman, CT: MiraVia.

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“What teachers know and can do is the most important influence on what students learn.”

National Commission on Teaching and America’s Future 1996

“What teachers and other educators in Rhode Island know and the quality with which they perform their professional responsibilities, depends upon:

- *the ways which we welcome them into our profession,*
- *how we model for them what it means to be a professional,*
- *the quality of the feedback we provide to them early in their careers, and,*
- *how we collaboratively engage them in continuous professional growth.*

Rhode Island Induction Standards Workgroup 2008