



Rhode Island Induction News

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Welcome to Our First Issue

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Commissioner's Corner

As I have said many times when I speak with families and community members across our state, teaching is the most important and the most challenging profession in the world.

Every year in Rhode Island, hundreds of new teachers rise to meet this challenge. Will they flounder, lose their way, and leave the teaching profession in disappointment and frustration? Or will they gain skills, confidence, and expertise – improving the lives of thousands of students over the course of a many years?

Our responsibility as educators is to ensure that we not only recruit great teachers into the profession

but that we also provide all teachers with the support they need to attain excellence and to remain committed to the teaching profession throughout a long, exciting career. That's why one of the key elements in our strategic plan, *Transforming Education in Rhode Island*, and one of the major commitments in our Race to the Top initiative is to build in induction program,

driven by data and focused on instruction, that will support teachers new to the profession.

A [recent report](#) from TNTP (formerly, The New Teacher Project) focuses on the "retention crisis" – why we're losing great teachers who make a huge difference in children's lives, particularly in urban school districts. "These are the

teachers our urban schools desperately need to keep," the authors write, "yet we found that they are ignored and undervalued at almost every turn."

We won't let that happen in Rhode Island. As we move into the second full year of our Induction Program, we're proud that we have

developed an excellent team of Induction Coaches who work closely with our newest teachers to help them take on the awesome responsibilities of our profession. Teaching is indeed the most important and challenging profession in the world. When we make a difference in the lives of our students, teaching is the most rewarding profession in the world as well.



Induction Coach Lillian Turnipseed works with teacher David Nguyeb at the Sanchez Complex in Providence. (Providence Journal, January 7, 2012)



What is NTC?

New Teacher Center focuses on improving student learning by accelerating the effectiveness of new teachers. NTC partners with states, school districts, and policymakers to design and implement systems that create sustainable, high-

quality mentoring and professional development; build local leadership capacity; work to enhance teaching conditions; improve retention and transform schools into vibrant learning communities where all students succeed.

Teacher Profile

Meet Sarah Coute

Miss Sarah Coute is a 2011 graduate of Salve Regina University. Her program of study was early childhood and special education. Today she is a kindergarten teacher at Hugh Cole Elementary School in Warren, RI.



Her classroom is filled with colorful bulletin boards and the sound of music as 24 children independently rotate through engaging learning centers.

Miss Coute's students are eagerly awaiting the arrival of their guppies, worms, and pill bugs as part of their science unit about animals. They love being read to daily and enjoy *Froggy* and *Franklin* books. They also anticipate with excitement writer's workshop and working with numbers.

"In my opinion the Induction Program is a first year teacher's dream."

Sarah looks back on her first year of teaching, "In my opinion the Induction Program is a first year teacher's dream." Together with her coach, Sara is constantly analyzing student work, reflecting on her teaching practice and planning lessons that ensure all of her student's needs are being addressed.

"We established a trusting relationship on the first day of school. It was evident that he was not here to evaluate, he was here to support."

Sarah has seen tremendous growth in her students and in her own teaching. "As I think back to September it seems like a different class."

Coming Events

Date: August 17, 2012
Time: 8:30 - 4:00
Place: Lincoln Middle School
Title: Induction Coach Orientation

Description:

New Inductions Coaches for the 2012-2013 school year will be introduced to the logistics of their new role. The handbook will be reviewed and they will have the opportunity to meet with RIDE staff and veteran coaches.

Date: August 20-21, 2012
Time: 8:30 - 4:00
Place: Pawtucket Administration Office
Title: Induction Coach Module 1

Description:

New Induction Coaches as well as those taking advantage of option 2 will be introduced to the NTC consultants and the RI Beginning Teacher Induction Model and the Formative Assessment System for collecting data.

Date: August 22-24, 2012
Time: 8:30 - 4:00
Place: Pawtucket Administration Office
Title: Induction Coach Academy 5

Description:

Those entering their second year of coaching will continue their training with NTC. Year two will focus on coaching in complex situations, mentoring for equity, and developing mentoring leadership skills.

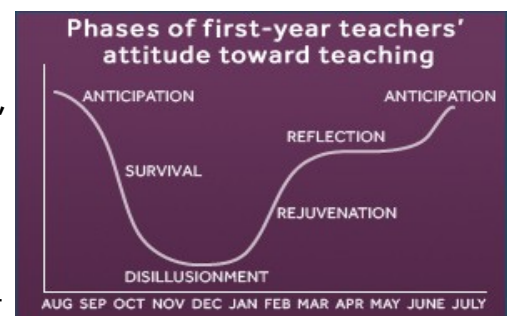
It's The Time of Year When...

"Recognizing the phases new teachers go through gives us a framework within which we can begin to design support programs to make the first year of teaching a more positive experience for our new colleagues" - (Moir, 2011).

Upon receiving a certification and entering the profession, teachers naturally bring with them a sense of excitement and anticipation. These feelings are often swallowed up by the enormity of their responsibilities and expectations. Until now, beginning

teacher's have felt fairly isolated as they begin their career; they enter a classroom filled with students for whom they are academically, socially, and emotionally accountable.

Race to the Top is providing Rhode Island's beginning teachers with support that allows them to work closely with exemplary, veteran educators whose sole responsibility is to accelerate the growth of beginning teachers through the unexpected phases of first year teaching.



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

Using the Teacher's Collaborative Assessment Log

If you are a beginning teacher in Rhode Island your induction coach has regularly utilized a collaborative assessment log (CAL) during your meetings. This versatile tool is used in a variety of ways to help facilitate the discussion that takes place between teacher and coach.

The top of this tool contains a menu of topics discussed. This helps keep a record of areas covered as well as focus discussions.

The body of this tool is made up of four spaces that help guide

the work of the teacher and coach and is designed to encourage reflection: What's Working, Current Focus or Challenges, Teacher's Next Steps and Induction Coach's Next Steps.

The Collaborative Assessment Log offers a way of aligning their work to the Rhode Island Teacher Evaluation System's Professional Practices. Having the competencies listed at the bottom of this tool helps monitor and continually improve teaching and learning within the classroom.

The tool also provides a place to record the date, time, and focus of the next meeting.

Forum Focus

Induction coaches are continually engaged in professional development to learn how to better support beginning teachers. One way coaches do this is by attending forums twice a month.

These sessions offer the opportunity for coaches to collaborate and learn from our New Teacher Center facilitators. Induction Coaches learn how to use the formative assessment tools ef-

fectively and collect and analyze data.

These forums offer a support network that allows for sharing of successes and problem solving of issues and concerns they are facing when supporting the development of beginning teachers.

Forums provide Induction Coaches with professional development. To date,

coaches have received professional development in the Educator Evaluation Model, addressing the needs of English Language Learners, the RtI process, Alternate Assessments, and Special Education.

Induction Coaches also share what they have learned from professional development they have recently participated in with the rest of the group.

The Overwhelming World of Acronyms

What do they all mean? Educators often speak in letters instead of words which can make things very confusing. Here are some common acronyms you are sure to hear.



- CPT- Common Planning Time
- DI- Differentiated Instruction
- ELL- English Language Learner
- ESL- English as a Second Language
- IDEA- Individuals with Disabilities Education Act
- IEP- Individualized Education Program
- LEA- Local Education Agency
- NEARI-National Education Association of Rhode Island

- PARCC- Partnership for Assessment of Readiness for College and Careers
- PGP- Professional Growth Plan
- PLC- Professional Learning Community
- RIDE-Rhode Island Department of Education
- RIFTHP- Rhode Island Federation of Teachers and Health Professionals
- RtI- Response to Intervention
- RTTT- Race to the Top
- SLO- Student Learning Objective

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"The contents of RI Induction News was developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government."

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

-Dr. Narcisse
Boston Public Schools, 2010

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

www.ride.ri.gov

www.newteachercenter.org

The Process

This month the Rhode Island Department of Education welcomes the newest members of the Induction Coach family. The coaches, alternates, and those nominated by their districts and participating through option 2 will attend their first Module training in August, however their journey began back in April.

After submitting an application packet that included a commitment form signed by their district superintendent, a rigorous paper screening took place and seventeen candidates were chosen to be interviewed. The potential candidates participated in an intense interview process lasting nearly two hours.

The interviews were intended to identify applicants with strong interpersonal skills, a capacity to work independently and manage multiple responsibilities simultaneously, and a commitment to improving the academic achievement of all students.

The individuals selected will join the established network of Induction Coaches working across the state to support novice teachers through this instructionally focused, data driven model.

A Glimpse at the Results

"I think having an induction coach is completely necessary for all beginning teachers. I was lucky enough to be in a great school, with extremely helpful colleagues. However, I know that not all beginning teachers are as lucky as I may have been. This is why I definitely believe that having an induction coach is extremely important. The teachers that are chosen to be coaches have obviously displayed an excellence in teaching, and I think that as educators, the best thing we can do is share this knowledge. Learning from the best will help produce the best. If RI would like to pride itself on excellent teachers, then these teachers need to be led by the best."

- RI Beginning Teacher

