

Mississippi Mentoring and Induction Program for Beginning Teachers

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Dr. Vernesia Wilson

Office Director II
Office of Teaching and Leading
vwilson@mdek12.org


VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. **Every School Has Effective Teachers and Leaders**
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



Note: Portions of this presentation was adapted in part with permission from the Center on Great Teachers and Leaders (GTL).

Objectives

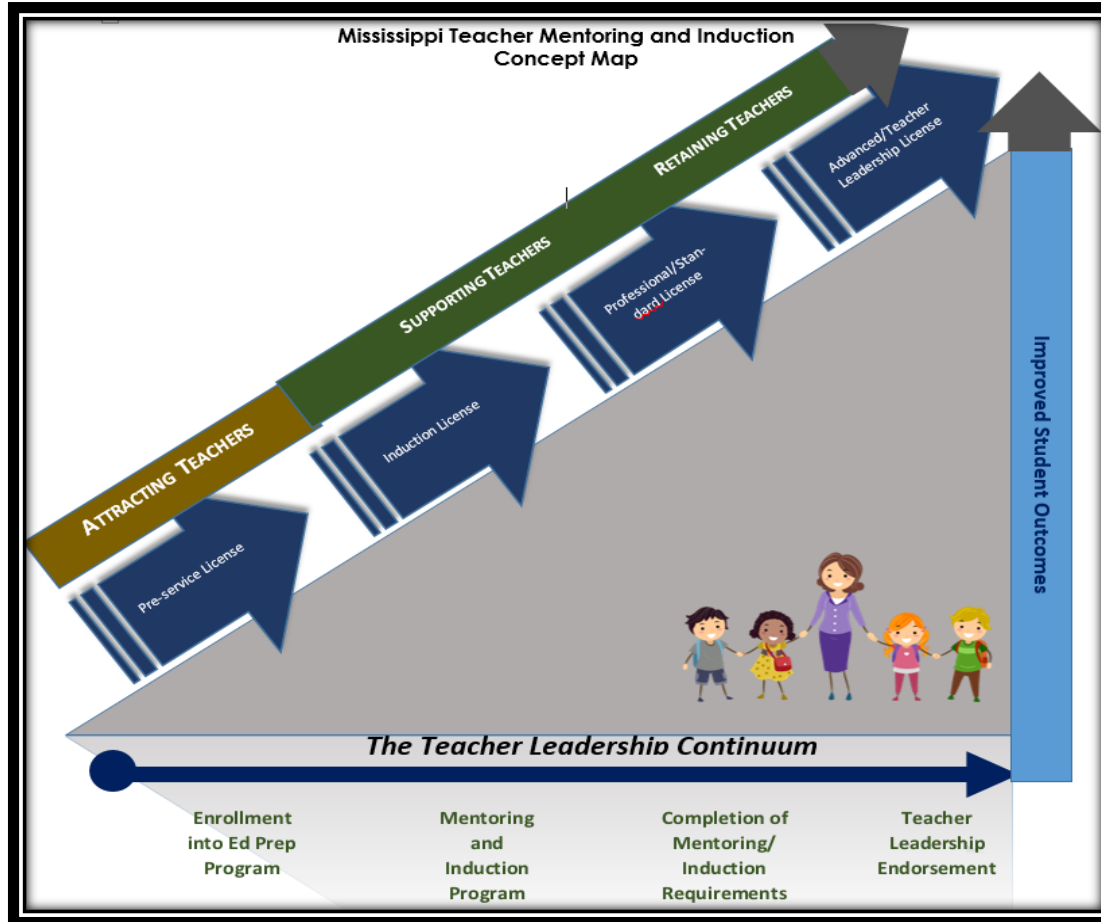
- Present Definition: Mentoring and Induction (M & I)
- Mississippi Code § 37-9-201 through 213
- Discuss Mentoring and Induction Research
- Discuss Mississippi's Mentoring and Induction Program
- Discuss Induction License
- Group Activity

Useable Model for Board Goal 4



Source: GTL Center, 2014.

Model for Mentoring and Induction in MS



Definition: Mentoring and Induction

■ Mentoring

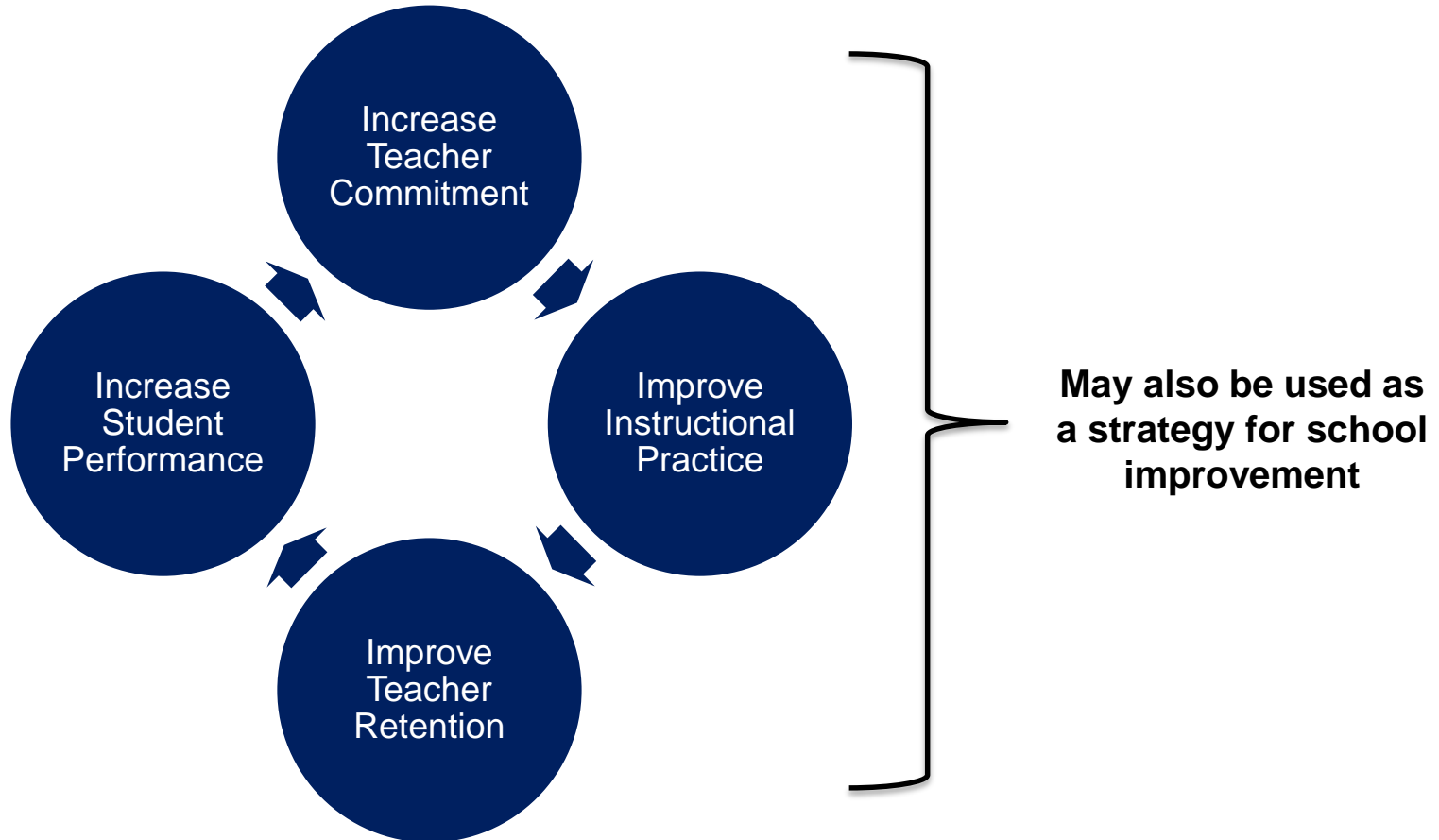
- The process of serving as a mentor and facilitates and assists another's development. The process includes modeling (Gay, 1995) and provides the mentee with practical experience that may enhance knowledge [and **feedback**] throughout the beginning of his/her career.

■ Induction

- Professional development program that incorporates mentoring and is designed to offer support, guidance, and orientation to beginning teachers (Ingersoll & Smith, 2004).



Why the Need for Mentoring & Induction?



Synopsis: Mississippi Code § 37-9-201 to 213

- Induction of beginning teachers is conducive to their professional growth and development.
- The formal assignment of mentors should substantially improve the induction and professional growth of beginning teachers in the state.
- To the extent practicable, schools districts may coordinate with IHLs in the design, implementation, and evaluation of mentorship programs.
- The mentor and induction program must provide a minimum of ninety (90) hours of direct contact between mentors and beginning teachers.
- MDE will partner with state and local organizations to provide quality professional development for both mentors and beginning teachers.
- The selection of mentors is determined by the school district.

Research Indicates...

- a) Beginning teachers who receive multiple supports are less likely to move to other schools and/or leave the occupation after the first year (Ingersoll & Smith, 2004).
- b) A comprehensive induction program can foster the development of expertise in the early years of the profession for teachers (Davis & Higdon, 2008).
- c) All elements (principals, mentors, PD, etc.) of a comprehensive induction program were found to *effectively* support new teachers (Bickmore & Bickmore, 2010).

Mississippi Research (2016)

Based on results of a survey provided to 89 beginning teachers (0-3 years of experience) in Mississippi (2016), the following represented the 3 highest areas of need:

- Knowledge regarding current state and federal regulations concerning instruction of students with special needs
- Providing a suitable environment for special learning situations (e.g. special needs, gifted, nonreader, ESL)
- Communicating with at-risk students and/or students with disciplinary concerns

Mississippi's M & I Program

Phase I	Phase II	Phase III
Completed *M & I self-assessment tool with 4 Talent for Turnaround (T4TLA) School Districts (Dec. 2017)	Statewide focus group--receive recommendations/feedback from all MS school districts	Submit induction license plan to the Mississippi Licensure Commission for approval.
Selected 2 initial pilot districts from the Central and Delta regions of Mississippi for targeted M & I program assistance (January 2018)	Develop Mentoring and Induction Teacher Support Team (state level).	Submit induction license to the State Board of Education for approval.
Complete Mentoring and Induction Toolkit processes with pilot districts (ongoing)	Draft plan for induction license.	Implement the induction license and M & I program in Mississippi districts.
M & I development training for administrators and mentors (June 2018)	Create statewide network for all mentors in Mississippi	

*Based on 4 domains of Rapid School Improvement

Program Design

- According to New Teacher Center (2016), five elements are essential for M & I program success
 - *Capable Instructional Mentors*
 - *Effective Principals*
 - *Multiple Support Structures for Beginning Teachers*
 - *Strong Program Leaders*
 - *Ongoing Program Evaluation*



How Are Mentors Chosen?

- **Recommended members of the mentor selection team:**
 - Mentor program leaders
 - Site and district administrators
 - Teacher association leaders
 - Veteran teacher leaders
 - Former or current mentors
 - University clinical and tenured faculty
 - District leaders
 - National Board Certified teachers



Note: It is ideal to match new teachers with mentors immediately following their hire date.

Proposed M&I Program Training Modules

- Module 1: Introduction to the GTL Mentoring and Induction Toolkit
- Module 2: Mentor Recruitment, Selection, and Assignment
- Module 3: Mentor Professional Learning, Development, and Assessment
- Module 4: Beginning Teacher Professional Learning and Development
- Module 5: Mentoring and Induction for Special Educators
- Module 6: The Role of the Principal in Induction
- Module 7: Collecting Evidence of Induction Program Success

Developed by the Center on Great Teachers and Leaders

Proposed Induction License

- Linkage from pre-service to professional license
- Sanctioned time for mentoring and induction activities
- Professional growth plan



Mentoring and Induction – Group Activity

Examine and analyze the video below.

<https://youtu.be/XMhIUo2a1iE>



Mentoring and Induction: Elbow Partner Activity

References

- Bickmore, D. L. & Bickmore, S. T. (2010). A multifaceted approach to teacher induction. *Teaching and Teacher Education*, 26(4), 1006-1014. <https://doi.org/10.1016/j.tate.2009.10.043>.
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Ensuring a bright *future* for every child

Vernesia Wilson, PhD, MPH

Office Director II

Office of Teaching and Leading

601.359.3631

vwilson@mdek12.org