Examination of Induction Support for Initial Educators in MPS

Preliminary Findings

Wisconsin Research Seminar on Educator
Preparation, Induction, and Professional Development

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Teacher Induction Support Grants

1. Quality Educator Professional Development and Retention Grant (QEPDR)
2. Peer Review & Mentoring Grant
3. $375 Mentoring Funds for Initial Educators (MFIE)

	Initial Educators	Coach/Mentor
QEPDR ($265,000)	90+ IEs in SIFI schools	33 trained coaches
PR & Mentoring ($25,000)		63 trained school-based mentors
MFIE ($25,000)	IEs district-wide	

Framing Question:

How have the QEPDR, PR & Mentoring, and the MFIE teacher induction grants supported initial educators in MPS?

Subsidiary Questions:

1. What are the perceptions of initial educator's concerning:
   ➢ the coach/mentor – educator relationship
   ➢ the professional needs of the initial educator
   ➢ the level of school support
   ➢ the impact on job satisfaction

2. What are the perceptions of the mentor/coaches concerning:
   ➢ the mentor/coach training program
   ➢ the professional needs of the mentor/coach
   ➢ the professional needs of the initial educator
   ➢ the impact of support on IE's job satisfaction

Data Collection = 3 focus groups; 16 interviews

Levels of Analysis	Methods	Total Across 3 Grants
Initial Educators QEPDR MFIE programs	8 = Interviews IE 1 – Focus Group MFIE	12 = Interviews 1 = Focus Group IE (MFIE grant)
Coaches/Mentors: QEPDR Peer Review & Mentoring Programs	2 = Interviews 1 = Focus Group	4 = Interviews 2 = Focus Groups

Participant Demographics (as of 06.13)

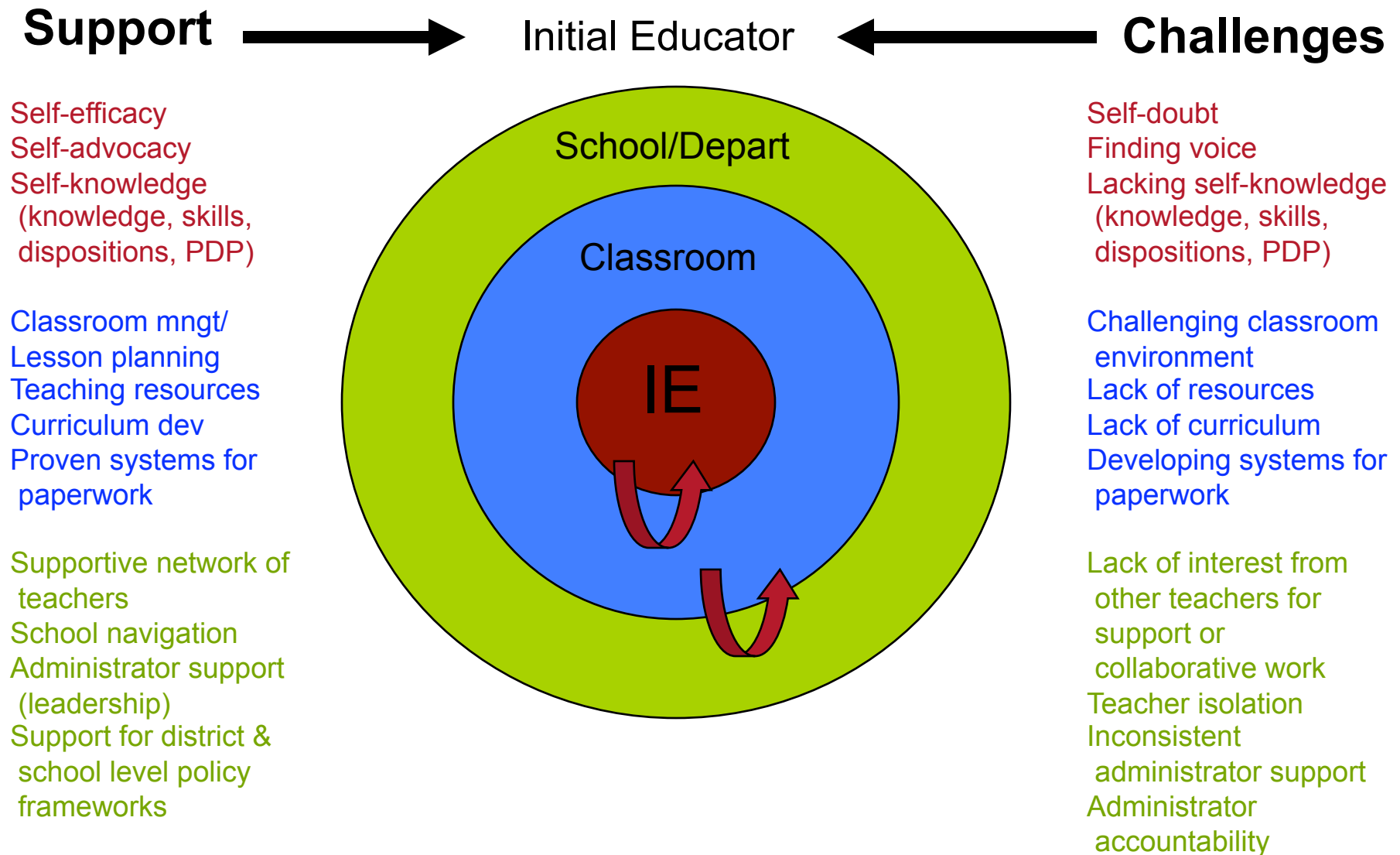| Focus Groups Total = 3	Gender	Ethnicity	Cert Area (some certified in more than one area)	School Level	Yrs Coaching Mentoring Mentee
QEPDR-6 (coaches)	4 = F 2 – M	1 = AA 5 = CAU	2 = Eng 1 = 1-8 1 = K-3 1 = Reading 2 = SpEd	2 = Elem 1 = Mid/High 1 = High 2 = All	3 = 0-3 2 = 4 – 7 1 = 7 - 10
PR & M (mentors)	3 = F 2 = M	2 = AA 2 = CAU 1= NA	1 – 9 1 – 8 Eng Admin Pupil Services	2 = 1-9 3 = Mid/High	4 < 0 – 3 1 = 4 - 7
MFIE/375 (initial educators)	2 = F 2 = M	4 = CAU	6 – 12 Math ESL Permit	1 = Middle 2 – Mid/High 1 = High	1 = 1st 1 = 2nd 2 = 3rd

Participant Demographics (as of 06.13)

Interviews Total = 16	Gender	Ethnicity	Cert Area	School Level	Yrs Teaching/ Coaching/ Mentee
QEPDR IEs	7 = F 1 = M	1 = AA 1 = Latino 5 = CAU 1 = Hisp	2 = Art 1 – 1-8 1 = Permit 4 = SpEd	1 = PK-12 1 = 1-8 2 = Mid 3 = High 1 = Mid/High	2 = 1st 2 = 2nd 2 = 3rd 1 = 5th 1 = NR
QEPDR Coaches	2 = F	2 = CAU	Admin Art	2 = Elem	1 = 2yr 1 = 3yr
PR & M	1 = F 1 = M	2 = CAU	2 = SpEd	Mid/High High	1 = 4yr 1 = 3
MFIE	4 = F	1 = AM 2 = CAU 1 – NA	Adm/SpEd 2 = 1 – 8 Sec Eng	2 = Elem/Mid 1 = Middle 1 = High	3 = 1st 1 = 5th

Comparative National and State Teacher Induction Frameworks

	Personal Support for IEs	District Goals/Individual Learning	Informing Practice	Continued Professional Development
Santa Cruz New Teacher Project	New Teacher Advisor	Individual Learning Goal Reflection Documentation of Growth	Formative Assessments	PD for Beginning Teachers
Wisconsin Induction Model	Trained Qualified Mentor (holds appropriate license) PDP team Online access to PDP & resources	Ongoing Orientation Support Seminars State and district policies support school initiatives	PDP (situated in tiered licensing) Self-assessment and reflection Mentor input into formative assessment	Support seminars reflecting districts' missions/goals
QEPDR	Trained Coaches (retired MPS teachers)	PDP Workshops Weekly observations Bi-monthly coaching conversations	Student Engagement Instructional Strategies targeting Teacher standards 4 & 5 Conversation Log Continued work on PDP	Coaches attend monthly seminars and bring information back to IEs in their classroom
MFIE and Peer Review & Mentoring	Trained Mentors (school-based teachers)	PDP Reviewer Training Ongoing orientation Support seminars	Monthly seminar participant feedback forms Continued work on PDP	Monthly seminars for IEs PDP training

If induction support is stronger than environments are challenging, then retention of initial educators is more likely.

Support → Initial Educator ← **Challenges**

School/Depart

Classroom

IE

Support

Self-efficacy
Self-advocacy
Self-knowledge
 (knowledge, skills,
 dispositions, PDP)

Classroom mngt/
Lesson planning
Teaching resources
Curriculum dev
Proven systems for
 paperwork

Supportive network of
 teachers
School navigation
Administrator support
 (leadership)
Support for district &
 school level policy
 frameworks

Challenges

Self-doubt
Finding voice
Lacking self-knowledge
 (knowledge, skills,
 dispositions, PDP)

Challenging classroom
 environment
Lack of resources
Lack of curriculum
Developing systems for
 paperwork

Lack of interest from
 other teachers for
 support or
 collaborative work
Teacher isolation
Inconsistent
 administrator support
Administrator
 accountability

For future consideration

- To what extent do coach/mentor perceptions of IEs PD needs differ from the perceptions of the initial educators?

- How can special education be better supported?

- What is the criteria for, and process of, administrator and teacher accountability in support of IEs?

- How do funding models impact the effectiveness of induction support programs?

- What is the impact of school culture on organizational development? (e.g. structures supporting decision-making models, communication systems, sustainable investment in & celebration of IEs)

- To what extent does organizational development support IEs at the individual, classroom, building and district levels?