



State Policy Review: New Educator Induction Hawaii

New Teacher Center's **2016 Review of State Policies on New Educator Induction** provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

In November 2011, the Hawaii State Department of Education (HIDOE) released the Hawaii Teacher Induction Program (HTIP) Standards. The standards require all first- and second-year teachers to receive intensive support from a trained instructional mentor, with services available for third-year teachers. All beginning teachers must have a professional growth plan that addresses specific skills and content knowledge.

The state mandates that all new principals participate in the New Principal Academy (NPA). The NPA provides support through the first two years of a principal's appointment through high quality professional development, coaching, and professional learning opportunities. All components are aligned to the HIDOE's performance evaluation for school leaders, the state's six strategic initiatives, and Complex Area priorities.¹

In 2013, the HIDOE established the Leadership Institute. The institute provides various programs and services targeted at school leaders including the Teacher Leader Academy, the Vice Principal Academy, the New Principal Academy, and the Leadership Symposium. New principal support is part of the Leadership Institute's work.

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

The HTIP Standards state that induction program plans must include well defined, explicit and clearly communicated mentor selection criteria. Mentor candidates are required to provide evidence of successfully working with Hawaii's diverse student population, including underperforming groups. Mentor selection criteria must include a range of characteristics that indicate mentoring potential. The mentor application, interview and selection processes must be transparent and uniformly implemented.

Mentors should be provided an orientation to the induction program and continuous instructional mentor training. Additionally, mentors should participate in professional learning communities (PLCs) of mentor practice. Key features of mentor training and PLCs include opportunities to reflect on their use of mentoring tools, protocols and formative assessments, and set professional goals aligned with mentor standards.

The HTIP Standards state that beginning teacher-to-full-release mentor ratios must not exceed 15-to-1. Non-released mentors should be assigned no more than one beginning teacher with sanctioned time provided to engage in mentoring activities.

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

The HTIP Standards require state, district, complex area and school leaders to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning. Key features of an induction program that meets the standards include mentors meeting with beginning teachers for a minimum of one to two hours a week to improve instruction and student learning and protected time for mentors and beginning teachers to engage in rigorous mentoring and induction-related activities.

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

Mentors use the Hawaii Professional Teaching Standards and a variety of mentoring strategies to guide, refine and deepen their work with beginning teachers to advance teacher practice and student learning. Mentors are expected to be regularly present in the classrooms of beginning teachers to model, co-teach, observe and give feedback on management, instruction, student engagement and student learning.

According to the HTIP Standards, beginning teachers are expected to participate in ongoing professional development and professional learning communities designed to meet the unique needs of the beginning teacher. Beginning teachers are to participate in all components of the Complex Area induction program, including meeting weekly with a trained mentor and developing a professional growth plan. Professional development opportunities are to be aligned with the Hawaii Professional Teaching Standards. All beginning teachers are expected to receive content-area specific support.

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

Hawaii Teacher Induction Program Standards require all first- and second-year teachers to receive intensive support from full-time mentors, with services available for third-year teachers. The Standards require induction program plans to address the following components:

- A three-year comprehensive induction program for every beginning teacher, including two years of intensive mentoring;
- A system pairing each beginning teacher with a trained instructional mentor;
- A strictly observed maximum ratio of beginning teacher to full-release mentor of 15 to 1;
- A defined process and criteria for mentor selection;
- Ongoing research-based mentor training specifically designed for mentors of beginning teachers;
- Ongoing mentor support via mentor forums, peer coaching, and professional learning communities;
- Ongoing new teacher professional development and professional learning communities designed to meet the unique needs of the beginning teacher;
- A beginning teacher professional growth plan that addresses specific skills and content gaps;
- Induction program completion requirements for all beginning teachers; and
- Data collection to assess implementation and impact for continuous program improvement.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

In the 2015-2016 school year, Hawaii set aside over \$4.7 million in federal Title II funds specifically for induction. The state's 15 Complex Areas receive Title II funds based on their number of beginning teachers.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state does not require participation in an induction program as a requirement to advance to a professional teaching license.

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

While all Complex Areas will continue to manage their own induction programs – so that they may be tailored to the unique needs of their communities – Complex Area Superintendents are now required to self assess their induction program plan against the Hawaii Teacher Induction Program Standards and collect data on the program's implementation and impact to inform ongoing program improvement.

The Hawaii Teacher Induction Program Standards outline key features of program evaluation as:

- The collection and analysis of data on program implementation and impact on students, beginning teachers, mentors, and schools;
- Annually collected online survey data from program participants regarding all components of the program;
- The use of multiple sources of data to identify successes, challenges, and trends to ensure ongoing program improvement; and
- The use of a system for mentor accountability in a supportive environment through a defined process of mentor professional goal-setting, communication and documentation.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

Hawaii state policy does not address teaching and learning conditions.



Links

Hawaii State Department of Education – Hawaii Teacher Induction Program Standards:

[https://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/0c0dfa35dce92ba10a25793c0075f9df/\\$FILE/ATTZGOQB/Hi%20Teacher%20Induction%20Prog%20Standards.pdf](https://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/0c0dfa35dce92ba10a25793c0075f9df/$FILE/ATTZGOQB/Hi%20Teacher%20Induction%20Prog%20Standards.pdf)

Hawaii Professional Teaching Standards <http://www.htsb.org/standards/teacher/>

Professional Development and Educational Research Institute (PDERI) - <http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/ProfessionalDevelopment/Pages/Home.aspx>

i Hawaii is divided into 15 Complex Areas consisting of a high school and the elementary and middle schools that feed into it.

The Hawaii State Department of Education reviewed an earlier version of this state profile.

This information is accurate as of January 2016.

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PR-HI-US-1602-EN