State Policy Review: New Educator Induction

New Hampshire

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.

The state does not require new teachers or new administrators to receive induction or mentoring support. However, in 2010, the state established the New Hampshire Task Force on Effective Teaching to build a foundation for the development of a system to support effective teaching. In October 2010, the Task Force released the Phase I report which includes an outline of the importance of a comprehensive system that incorporates induction and mentoring. The report recommends that, "induction-with-mentoring [be] a required component in all NH School Administrative Units (SAU’s) for teachers new to the profession, district, content area or grade-level."

Furthermore, with the support of new administrative rules regarding the approval process of preparation programs, the state is assisting in the development of partnerships between educator preparation programs and local school districts to provide induction and mentoring for educator candidates. [Administrative Rule 604.08]

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.

State policy does not address mentor selection. However, in 2002, the New Hampshire Department of Education initiated a Mentoring Task Force that produced an initial draft of an Induction-with-Mentoring Toolkit that lays out a process for mentor selection.

State policy does not address mentor training. However, the Toolkit lays out specifics for mentor training, including foundational and ongoing professional development.

State policy does address mentor assignment or caseload. However, the Toolkit lays out a process including the suggestion of "a reduced teaching load according to the number of beginning educators assigned to the mentor."

The Phase I report from the Task Force on Effective Teaching recommends that "mentor effectiveness competencies or standards [be] clearly defined and used as the focus for mentor selection and the preparation and on-going professional development of mentors." The report also recommends that "Mentors serve as classroom coaches providing a minimum number (to be determined by the local district) of coaching cycles with new teachers each year of the induction-with-mentoring program through a non-evaluative, confidential coaching process."

3. Time

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

State policy does not address time. However, the Toolkit suggests that mentors be provided a reduced teaching load, be released from other assigned duties, or that the mentor position be a paid part-time or full-time position for mentors to perform their responsibilities including collaboration time with mentees.

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.

State policy does not identify key induction program elements. However, the Toolkit includes program standards, information about formative assessment, and suggested focus of new teacher interactions and observations. The Toolkit was last updated in 2007.

The Phase I report from the Task Force on Effective Teaching recommends that induction-with-mentoring includes, at a minimum, an orientation, classroom coaching, and content/grade-specific professional development focused on student learning and growth. The report also recommends that induction-with-mentoring includes a system for gathering evidence that demonstrates educator growth toward the stated teacher effectiveness competencies or standards.
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5. Program Standards

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

The state does not have formal induction program standards. However, New Hampshire’s Toolkit incorporates a set of suggested standards for mentoring and induction programs. It provides districts with information about the developmental nature of programs and allows them to rate themselves as “beginning”, “developing” or “establishing” within each program element. The tool allows both for self-assessment and action planning for program improvement.

Additionally, the Phase I report from the Task Force on Effective Teaching includes ten recommendations for induction and mentoring, including recommendations for the selection and training of mentors, various aspects of program quality, and program accountability. The report recommends that professional development provided within Induction-with-Mentoring programs be differentiated to meet the needs of new educators, and that teacher effectiveness competencies/standards be clearly defined and a core focus of the work between mentors and new teachers.

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.

The state does not provide dedicated funding for local induction programs.

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 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.

The state does not assess or monitor induction program quality. However, the Phase I report from the Task Force on Effective Teaching recommends that Induction-with-Mentoring programs be evaluated annually and the data used to continually revise and improve the programs. The Toolkit lays out specifics for addressing local program evaluation.

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.

State policy does not address teaching and learning conditions. In its Ensuring Equitable Access for all Students to Excellent Educators Plan, the state identified “culture and respect within school and community” as a possible root cause of teacher equity gaps. Among state-based strategies, Educator Support (mentoring, feedback, PLCs as well as teacher mentors) emerged as key strategies.

Links


The New Hampshire Department of Education has reviewed this state summary.

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