

A CONSORTIUM APPROACH TO HIGH-QUALITY TEACHER INDUCTION

The growing numbers of new teachers, falling teacher retention rates, and increased focus on teacher effectiveness across the country makes the provision of high-quality mentoring and induction programs for beginning teachers an imperative. Yet, many medium to small sized and rural districts are challenged to make this a reality. For these districts, there is often a lack of local expertise and capacity to deliver comprehensive systems of teacher induction. It is simply not cost-effective to create high-quality mentor professional development and advanced tools and protocols for just a handful of district mentors—another constraint. Here, a consortium approach to high-quality teacher induction is the solution.

In a consortium model, multiple neighboring districts come together to pool and leverage resources that would otherwise not have been affordable or manageable at an individual district level. A consortium model allows smaller districts to operate like their large, urban counterparts.

New Teacher Center has successfully supported a number of lead agencies in different states with the creation and management of a consortium approach to the design and implementation of high-quality teacher induction programs.

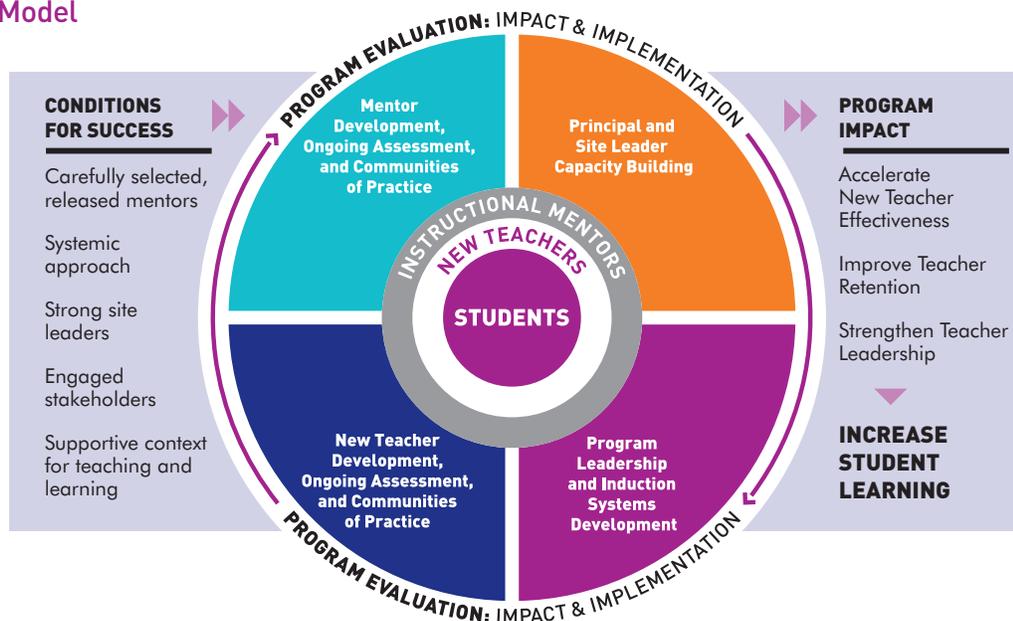
KEY INDUCTION PROGRAM COMPONENTS

- Rigorous instructional mentor selection process
- Evidence-based Instructional Mentoring professional development and weekly forums
- Regional instructional mentors provide 1–2 hours of weekly job-embedded coaching to 15 new teachers (i.e. lesson planning, classroom observations, co-planning and co-teaching, analyzing student work, etc.)
- New teacher professional development and network
- Principal professional development and collaboration
- Quarterly Induction Consortium Network meetings with district induction leadership teams
- Online database of formative assessment tools
- Implementation and impact program evaluation

KEY DISTRICT BENEFITS OF A CONSORTIUM APPROACH TO TEACHER INDUCTION

- Ability to leverage collaboration amongst local district leaders
- Economies of scale and efficiencies resulting from improved coordination and cooperation
- Support for regional calibration and quality
- Greater flexibility related to allocation of resources and a cohort of mentors being assigned to new teachers across the consortium
- Increased impact: better teacher retention, accelerated teacher practice, improved student learning

NTC's High-Quality Teacher Induction Model



CASE STUDY



GRANT WOOD AREA EDUCATION AGENCY

Grant Wood AEA has been providing high-quality New Teacher Center mentor professional development to school districts in our region for seven years. Value and interest has continued to grow in building comprehensive mentoring and induction systems among our district leaders and in 2012–13, in partnership with NTC the Grant Wood AEA (GWAEA) Induction Consortium with the Cedar

“Prior to full-release mentors, our local feedback surveys indicated our mentees were not receiving enough observation and follow-up coaching...our first year teachers will be observed more during the first three months of school than entire school years in the past.”

—GWAEA Induction Consortium, Curriculum/Technology Director

Rapids Community School District (CRCSD) began. Thirty-three new teachers received instructional mentoring from two fully released mentors during their 1st year in the profession. Due to the success of the supports put in place, the CRCSD school board unanimously decided to continue this level of support for these teachers during their 2nd year in the profession.

“I look forward to seeing how well these new teachers will do after having the support for two years. The program has also challenged me as an instructional leader to consider the importance of a good mentoring system. With quality mentors, this program will have a huge impact on retaining the new teachers in the profession.”

—GWAEA Induction Consortium School Leader

In the spring of 2013, the Grant Wood AEA Induction Consortium expanded dramatically. A total of sixteen school districts (Anamosa, Benton, Cedar Rapids, College,



English Valleys, Lisbon, Marion, Midland, Mid-Prairie, Mt. Vernon, North Linn, Solon, Springville, Tipton, Vinton-Shellsburg, West Branch) are partnering with GWAEA to create robust and sustainable comprehensive mentoring and induction systems based on New Teacher Center’s model. Two years later, the Consortium has grown to 21 school district members, serving their combined 250 first and second year beginning teachers. The GWAEA Consortium is aligning their work to the Iowa Department of Education Teacher Leadership and Compensation System.

“The time that the Induction Coach spends with our new teachers is great. We found that our old mentoring plan usually meant they met, asked how things were going and that was about it. I sing the program’s praises whenever I get the chance.”

—GWAEA Induction Consortium Superintendent

More districts are expressing interest in joining the consortium and it is projected that 500–600 new teachers will benefit from this intensive level of support in the next few years. It is anticipated that the Consortium will continue to grow and expand.



TO LEARN MORE ABOUT PARTNERING WITH NEW TEACHER CENTER AROUND A CONSORTIUM APPROACH TO TEACHER INDUCTION EMAIL INFO@NEWTEACHERCENTER.ORG OR CALL 831.600.2200