

Promising Practices and Implementation Tools

- 1. Name & Position:** Dr. Dorothy Galo, Superintendent of Schools
Ellen Keane, Assistant Superintendent of Schools
- 2. Email:** dgalo@hinghamschools.org - ekeane@hinghamschools.org **Phone:**
781-741-1500
- 3. Lever Addressed:** Induction
- 4. Title of Promising Practice:** Educator Induction in Hingham: A Collaborative Process
- 5. District(s) Where Implemented:** Hingham Public Schools
- 6. Applicable Grade Levels:** PK-12
- 7. How This Practice Reflects District's Mission & Core Values:**
This practice directly correlates to Hingham's mission statement to "provide challenging and comprehensive educational programs in a safe and supportive environment, enabling all students to develop the knowledge and skills necessary for success as local and global citizens", in that a comprehensive induction program that nurtures quality educators is vital to accomplishing this mission.
- 8. Goals of This Practice:**
Support and develop educators new to the district and to education.
Provide differentiated professional development designed to meet a range of educator experience.
Continue to work collaboratively with the teachers association to design and implement a quality Induction Program.
- 9. Description of This Practice and How it Addresses Criteria for This Lever:**
The induction program in Hingham evolved over a period of about 15 years starting with activities to support teachers and administrators new to either the profession or to the district, to the successful program it is today. Initially, veteran teachers volunteered to be paired with a new teacher to help acclimate them to the district and to a particular building. However, today there are paid mentor and coordinator positions, a structure in place and a more collaborative approach to an induction program that develops mentor, teacher and principal/administrator expertise.

In terms of the current structure, there are three levels of paid leadership positions that work in collaboration with the Superintendent and Assistant Superintendent to plan, implement and evaluate all aspects of the program:
District Coordinators- who oversee the entire Induction program and communicate with the Superintendent regularly, including over the summer, to recruit the necessary mentors for new hires.

Building level representatives- who coordinate the teachers in their building willing to mentor a new teacher and facilitate how teachers are ultimately paired. Principals, Directors and Department chairs provide suggestions, but the building coordinator does the actual recruiting based on grade level, similar courses taught, etc.

Mentors- who provide ongoing support on a day to day basis and attend regularly scheduled after school meetings with their mentee around topics such as evaluation, Common Core, licensure, curriculum initiatives etc. Based upon need, mentors and mentorees may continue their relationship into a second year.

Pairings for between buildings or singleton roles within a building and shared staff present more of a challenge, but the commitment remains the same: to provide the best support possible. In addition, if a more experienced teacher enters the Hingham Public Schools, they may be assigned a "buddy" teacher rather than a mentor. Since this cohort of teachers require a different level of support, job alike volunteers are assigned to familiarize the new hire with the day to day operations and initiatives of the building and district; buddy teachers are not required to attend monthly after school meetings.

Principals and Directors, whether new to the district or promoted from within, are on a parallel track in terms of responsibility in that they report to the Superintendent. They are paired with a mentor administrator, but like some special area teachers, may not be matched with someone who shares the same role, such as in the case of the high school principal. Principals mentor their own new assistant principals. The Assistant Superintendent also interacts more with new administrators in their respective buildings, and professional development is built into monthly Leadership Meetings when topics such as District Determined Measures are critical for all to learn more about.

Orientation during the summer and at the start of the school year is another key component of Hingham's induction program and has evolved over the years. This extensive orientation process is multi faceted and designed to meet specific educator needs based on grade level and content areas.

Before the formal orientation program at the start of the school year, new teachers spend a day with either job alike or content specialists to learn more about the "what" they will be teaching. For instance, at the secondary level a newly hired teacher may meet with a department colleague, who is not necessarily their mentor, but is paid for the day in the summer to acclimate the new teacher to the course content both will be teaching.

At the elementary level new teachers meet for a half day with the math specialists and half day with the literacy specialists to review the district wide curriculum and any related math and literacy district initiatives.

Secondary teachers spend time with their department leader to review assignments and resources.

The formal orientation program consists of 4 days in August; 2 before returning teachers are due back and 2 that occur with all new and returning teachers and administrators present.

A bus tour of the town is part of the first orientation day and includes attention to local history and the demographics of the student population.

On the second of the two-day orientation days, a half-day mini-course led by current or retired staff is conducted for new teachers with less than 5 years' experience. This "new teacher" mini course developed by the MTA is based on practical strategies and the nuts and bolts of managing student behavior and communicating with parents and includes strategies for keeping kids engaged. The other half of the day focuses on district Special Education protocols, legal requirements, team meetings, referral process etc.

Building based meeting time begins on the first orientation day and is also woven into the all staff orientation, it includes a focus on the specifics of Hingham's X2 Aspen School Information Management System and information about building routines and expectations.

In addition to the Orientation program, Hingham is committed to developing and supporting teachers who are in their first or second year of teaching through participation in Responsive Classroom training. This is a weeklong summer course geared to the social and emotional needs of students and establishing a strong school culture. Para-educators and Administrators are also invited to attend this training to establish a common language, ensure a consistent approach to dealing with students and create a positive learning environment for all. A daylong RC training is also conducted in the fall for para-educators who supervise children in the cafeteria and recess.

New administrators are expected to participate in training.

Understanding that professional development and induction are inextricably linked, the Assistant Superintendent meets monthly in separate meetings with the elementary principals and assistant principals who play a key role in supporting both new and veteran teachers in all areas of teaching and learning. In addition, the Asst. Superintendent chairs the Professional Development Committee made up of K-12 teachers and administrators from across the district. It is through this collaborative networking process that district-wide goals, and professional development trainings specific to the needs of all educators, are created and implemented. In addition to the professional development offered by the district, a graduate course reimbursement program is also available for teachers to pursue additional credits and degree enhancement once they have successfully completed a year in Hingham.

The district has also built a consistent induction program evaluation process that is ongoing throughout the year. Specifically, an evaluation is completed following each of these program components:

Orientation program

MTA based new teacher workshop

Professional Development survey for teachers, administrators and paraprofessionals after each offering and at the end of the year

Responsive Classroom training

Mentor survey and meeting in May to discuss results and plan for the following year

End of the year surveys for a.) Exiting teachers b.) Retiring teachers and c) New teachers

All feedback is then reviewed by the District Induction Coordinators and Professional Development Committee, which includes teachers, specialists, directors and principals, and becomes a powerful tool in aligning induction and professional development to the needs and priorities of teachers and administrators; ultimately strengthening the quality of teaching as it relates to student success.

An example of this alignment came after reviewing feedback from the mentor program survey regarding the relevance of some monthly meeting topics to both elementary and secondary level teachers. Based on this feedback, some monthly meetings are now separated out K-5, 6-8 and 9-12 so they are better geared to grade level discussions and needs.

As detailed below, this promising practice exemplifies many of the criteria necessary for a successful **Induction Program** that positively influence educator expertise:

The district provides comprehensive, systematic supports to make the transition from novice to accomplished educator more effective and professionally rewarding. School district has a comprehensive Induction Plan that includes program elements, roles and responsibilities, implementation processes and time lines, and that identifies necessary tools and resources.

All members of the district and school community share collective responsibility for contributing to novice teacher and administrator growth.

Provision for professional growth of novice teachers and administrators is an integral part of the school district's professional development plan for all educators.

The induction process is informed by the Common Core of Professional Knowledge and Skills and is focused on instruction.

Induction programs provide comprehensive support for all teachers and administrators in their first three years of practice.

Professional development for novice teachers and administrators is specialized and developmentally appropriate.

Programs are differentiated to address educators' specific areas of responsibility and levels of experience.

Induction programs are multi-faceted and include training, orientation and networking for beginning teachers, leaders, veteran teachers and administrators.

Induction and mentoring programs are provided with the administrative supports and resources necessary.

The selection, training, responsibilities and rewards for mentors are informed by research and are part of the district Induction Plan.

Time for mentoring of novice teachers and administrators is an integral part of the instructional day and provides opportunities for observation, consultation and reflection.

The district Induction Plan includes a process for collecting program data and conducting ongoing formative evaluation and regular summative evaluation of program effectiveness.

10. How This Practice Was Implemented So It Was More Successful Than Others:

The Superintendent and Assistant Superintendent believe that the success of this current

induction program is due in large part to the fact that the mentor program is teacher run, and teachers contribute time and talents at all levels of induction. Empowering teachers to work with principals to plan, implement and evaluate the program, elicits greater ownership for continual improvement at all levels of experience.

Building on the opportunity for teachers new to the district to learn about the curriculum content and instructional practices before students arrive is also strength of the induction program. It has given teachers an extra boost of confidence and comfort heading into the opening of school, when many other details, important information and district practices are also being relayed.

In addition to the day-to-day support provided by the mentor, there is a structure and network in place to further support new teachers on the specifics of the core curriculum both in the first year and beyond. K-12 Directors and curriculum specialists are available to provide an ongoing thread of support for teachers new to the district both inside and outside of the classroom. K-12 Directors are also primary evaluators at the secondary level, so they are directly involved in supporting teacher goals and fostering growth.

Skilled evaluators are at the core of the induction program, and Hingham's evaluation system is focused on continual improvement and helping teachers to succeed. Examples of this commitment to foster teacher success are the built in "safety net" for teachers who are struggling in their first year in Hingham. Principals may recommend that a teacher attend the Skillful Teacher course to augment the professional development offerings within the district and differentiate PD based on teacher need.

Working collaboratively with teachers and the Hingham Teachers Association, the administration has created a collegial environment where all staff is responsible for the growth and success of educators new to Hingham.

11. How This Practice Changed The District or School:

The synergy between Induction, Professional Development and Supervision and Evaluation practices has created a culture of "everyone is a learner" which permeates the district. There is a shared sense of responsibility, and new teachers come to Hingham with the understanding that they were hired because they are of the highest quality and will be supported by a network committed to help them succeed and grow professionally.

While the mentor stipend is minimal; there has not been a push to increase the amount. This may speak to the support provided by the other members of Hingham's leadership structure, the collaborative nature of the work being done, and the valuing of the sense of shared responsibility that teachers and administrators place on mentoring and supporting new peers.

The efforts made by the district leadership to consistently seek input, evaluate induction and professional development practices, and adjust programs based on this feedback has

fostered a greater sense of trust and collaborative spirit within the district. Regardless of whether a teacher is new or more experienced, all see themselves as working as a team to help students succeed and grow as learners.

12. Resources (time, money, materials etc.) Required For Successful Implementation:

Budget allocations/priorities for mentor program stipends and extensive professional development

People resources- tapping the expertise, energy, and volunteerism of staff

13. Tools You Used To Implement or Advance This Practice:

See separate attachments:

1. End of Year Survey – New Teachers
2. Mentor Program Evaluation Survey
3. PD Booklet (Including Year End Survey) Link:
HYPERLINK "http://hinghamschools.com/school-administration/files/2013/09/2013-2014-Prof.-Dev.-Booklet-1.pdf" <http://hinghamschools.com/school-administration/files/2013/09/2013-2014-Prof.-Dev.-Booklet-1.pdf>