

Promising Practices and Implementation Tools

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3. Lever Addressed: Induction

4. Title of Promising Practice: A Vision for Comprehensive Induction in Revere

5. District(s) Where Implemented: Revere Public Schools

6. Applicable Grade Levels: Pre-K-12

7. How This Practice Reflects District's Mission & Core Values:

This practice models the district's mission and core values in that it is based on these beliefs:

- All students can learn.
- Improved instruction is directly connected with the quality of teaching.
- All educators are engaged in the decision making process.
- All district initiatives focus on the "moral imperative" or what is best for the kids.

8. Goals of This Practice:

1. Enable the district to bring high quality teachers onboard and provide opportunities for continual improvement.
2. Develop a 3-year systematic induction program that is differentiated for teachers and administrators.
3. Base the new Induction program on the belief that everyone in the system is responsible for supporting new teachers in the induction process.

9. Description of This Practice and How it Addresses Criteria for This Lever:

- In 2011, the Induction Lever Sub-Committee was formed in Revere along with six other interconnected sub-committees that focus on key areas, or levers, of school improvement. These are:
 - Organizational Structure
 - Supervision and Evaluation

- Professional Development
- Teacher Leadership
- Professional Culture
- Recruitment, Hiring and Placement

In addition, a district Steering Committee, made up of members from each of these sub-committees, which includes teachers, administrators and Union representation, serves as the oversight and decision making group for all goals and initiatives generated by each sub-committee.

- While the goals of the Induction Sub-Committee are still a work in progress, there are certainly effective elements in place for the district to build upon. For instance, a cornerstone of Revere's induction program is a three day orientation over the summer for all new teachers, as well as teachers who began teaching in the district in the midst of the previous school year. During the three day orientation, the goals and expectations of the district, as well as an overview of the district's student information system, are reviewed. Teachers are also allotted time to participate in an orientation at the building level and meet their mentors in an environment they will be working in on a daily basis.

- Each mentor is expected to meet with their mentee for at least one hour per week, and generally topics for mentor meetings are up to the mentors and mentees, based on district guidelines and suggested monthly topics. Mentors and mentees also maintain a log of monthly activities that are submitted to mentor supervisors. Mentor supervisors include principals, assistant principals and curriculum directors who are all National Board Certified. In addition, a district Induction Program Guide has been developed to assist new hires in navigating the system and further support teachers and principals.

- In terms of mentor selection, all teachers who have National Board Certification are automatically invited to be mentors in the district. Mentors and mentees are matched by building, with every effort made to have mentors/mentees that are in the same grade level or discipline.

- Principals and assistant principals are key facilitators for Revere's successful induction program, and work closely with mentors to support beginning teachers. Through a reciprocal relationship, administrators and mentors identify areas for improvement for beginning teachers and work together to ensure new teacher growth. For example, a principal may come to a mentor to discuss a need identified in an observation around classroom management.

- Revere's induction program offers Pre-K-12 teachers other supports throughout the year as well. Five whole-district mentor workshops are conducted that cover special topics for beginning teachers, strategically chosen to coincide with common areas of difficulty that beginning teachers experience during their first year. These include: parent conferencing, teacher evaluation system, laws surrounding SPED and ELL and analyzing and documenting

evidence of student progress.

- There are currently limited induction and mentoring opportunities for new principals, mainly because of their intensely busy schedules, but also because there has not been a plan in place for effective induction to occur. To address this void, middle and elementary school principals have initiated monthly meetings so that there is greater collaboration and support for both new and veteran principals. Plans are also underway for providing principals with induction support through an educational consulting organization for the upcoming school year.

- Revere will continue to build upon its comprehensive induction program and address specific gaps or needs that have been identified by teachers and administrators:

1. Differentiated teacher induction based on experience and subject matter.
2. Extension of induction support from a one year to a three-year plan.
3. Time for mentors to work with mentees in the first critical months of the school year.

- The vision for future Induction plans in Revere is an exciting and forward thinking one, based on sound research and valuable teacher and administrative feedback. In the near future, the district hopes to devote more time and money towards moving goals of the Induction Committee forward; particularly, around the implementation of a three year differentiated and tiered induction program, and creation of "Master Mentor" positions designed to increase leadership capacity, empower teachers and address the challenges of time and availability of mentors during the first critical months of the school year.

Amongst other responsibilities, Master Mentors would meet with small groups of teachers throughout their three-year induction period. This position is envisioned to be a time limited one, after which the mentor would return to the classroom. This three year term would ensure that all teachers would have ample opportunity to serve in this role, and would also address a concern many experienced teachers face: the ambivalence of serving in an administrator role vs. their desire to remain in the classroom.

As detailed below, this promising practice exemplifies many of the criteria necessary for successful **Induction** as they relate to levers for positive change:

- The district provides comprehensive, systematic supports to make the transition from novice to accomplished educator more effective and

professionally rewarding.

- The 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:

Assessing strengths and future needs, and creating a vision for a comprehensive induction program in Revere has been an integrated and collaborative process, guided by inspirational and visionary leadership.

Revere's systematic approach to a comprehensive induction program is effectively integrated with all other district initiatives, i.e. everything that is implemented and planned in all other lever-subcommittee work is communicated and embedded in the induction program for new teachers and administrators.

11. How This Practice Changed The District or School:

- Greater collaboration between principals at the middle and elementary levels.
- Revere's interconnected sub-committee approach has created a collaborative vision for change, and resulted in greater ownership and commitment on the part of all constituents to improve student achievement.

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

- Time for mentors, mentees and training time throughout the year.
- Funding for PD using resources from both inside and outside of the district.

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

See separate attachments:

- Revere's Induction Program Guide
- New Teacher/Mentee Survey