MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: August 28, 2012

SUBJECT: Race to the Top Focus Area: Teacher Induction Academies

PURPOSE:

The purpose of this item is to provide the State Board with information about Race to the Top (RTTT) Project 25: Teacher Induction Academies.

HISTORICAL BACKGROUND:

On August 24, 2010 Maryland was awarded one of the federal government's Race to the Top (RTTT) Education grants. In Maryland's RTTT Application, funding was allocated for data-driven professional development, coaching, induction, and mentoring through the creation of statewide Teacher Induction Academies. Maryland recognizes the importance of helping new teachers successfully transition to the classroom. This project ensures that teachers new to Maryland are fully supported in their efforts to access the curriculum, assessment, and instructional tools to deliver effective instruction.

In keeping with Maryland's goal to continue the professional growth of newly placed teachers, the Maryland State Board of Education approved regulations in April 2010 to establish a comprehensive teacher induction program. These regulations include: (1) an orientation program; (2) support from a mentor; (3) observation and co-teaching opportunities; (4) professional development; (5) formative review of new teacher performance; (6) induction program staff; (7) participation by all new teachers; (8) reduced workload for new teachers and mentors, to the extent practical, given fiscal and staffing concerns; and (9) an evaluation model. Beginning no later than the 2011–12 school-years, all new teachers were required to participate in the program until they achieve tenure, and veteran teachers new to a school district must participate for one year.

The foundation of the Teacher Induction Program in Maryland began as a voluntary and unfunded coordinators' network that was supported by various MSDE professional development staff personnel over the years. With the added financial support of the RTTT funds, MSDE has been able to expand the network and the group has been formalized as the Teacher Induction Coordinators' Network. All twenty-four of the districts' coordinators participate in full-day quarterly meetings as well as the three-day summer academies. This group of Induction

Coordinators provides the critical leadership necessary to build capacity and sustainability of the state-wide Teacher Induction Program. The thoughtful contributions and active participation of mentors and Induction Coordinators across the state has been a mainstay of the induction work in the State of Maryland.

EXECUTIVE SUMMARY:

Through the Teacher Induction Academy Project, the Maryland State Department of Education (MSDE) procured the services of the New Teacher Center (NTC) to develop and conduct Teacher Induction Academies collaboratively with Division of Instruction staff to train local school system Induction Program Coordinators and mentors of new teachers in three-day summer sessions with two follow up sessions during the school year. The Academy summer experiences began in 2011 and will continue until 2013. The Academies ensure that teachers at every Maryland public school participate in a high quality program of induction into the teaching profession. At least one mentor teacher for every 15 new teachers in Maryland will receive training through these Academy experiences. This summer's Academy included two hundred thirty-four mentor and program leader participants.

The Academy design is based on Charlotte Danielson's Framework for Teaching, which is a research-based set of components of instruction, aligned to the Interstate Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skills in the complex task of teaching. The Framework is used as the foundation of schools' and districts' mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

MSDE and NTC developed the following outcomes for the Teacher Induction Academy training and support:

- Increase or stabilize new teacher retention;
- Identify correlation between mentoring support and new teacher evaluation ratings of effective;
- Ensure all LEAs participate in summer training, program leader meetings, on-line professional development sessions offered twice each year; and,
- Increase capacity of program leaders to sustain LEA programs; advocate for program needs; collect and provide data of implementation and effectiveness.

Following the three-year training investment, Maryland will have enhanced LEA capacity to administer the Induction Programs in accordance with the regulations for comprehensive teacher induction programs adopted by the State Board of Education in April, 2010 and to support a cadre of well-trained mentors to serve in those programs.

ACTION:

For information only. No action required.

LML:mc

Attachment: Teacher Induction Project Summary

Teacher Induction Project Summary

In July 2011 the Maryland State Department of Education (MSDE) and the New Teacher Center (NTC) reviewed deliverables of the request for proposals (RFP) to develop outcomes for the teacher induction academy training and support.

Outcomes:

- Increase or stabilize new teacher retention
- Identify correlation between mentoring support and new teacher evaluation ratings of effective

And further:

- Ensure all LEAs participate in summer training, program leader meetings, on-line professional development sessions offered twice each year; and,
- Increase capacity of program leaders to sustain LEA programs; advocate for program needs; collect and provide data of implementation and effectiveness.

Summer Academy 2011:

On August 2-4, 2011, the Teacher Induction Academy trained 224 program leaders and new teacher mentors from across the state. The Academy was aligned with the Maryland Teacher Professional Development Standards and the outcomes identified above.

New teacher mentors focused on instructional mentoring, including analyzing student work. Participants were introduced to the formative assessment systems or FAS tools developed by NTC to use in mentor conversations. These tools include, the classroom profile, the collaborative assessment log (CAL), selective scripting, analyzing student work and the lesson plan.

Program leaders studied NTC's Program Theory of Action and were introduced to NTC's Induction Program Standards and the FAS tools. Additionally, program leaders participated in the content pieces developed for mentors, but through a program leader lens.

The Fall & Spring Online Follow-ups have been completed. All of the 24 Coordinators logged on and set up their accounts. A total of 135 people pre-registered for the Webinars (some registered teams so the actual number is more like 175). Overall the technology piece went extremely well - there were virtually no issues.

Summer Academy 2012:

In its second year, two hundred thirty-four participants attended the Teacher Induction Academy from June 26-28, 2012. The year two academy provided new mentors engagement in the content delivered during the year one academy (see above). Advanced mentors and program leaders gained new skills with mentoring in complex situations and issues of equity.

On-line follow up work with all participants of the year two academy will occur in late November and again in April 2013. Feedback from participants indicated a need for synchronous learning with a few LEAs indicating the on-line follow up work will be done as teams during a mentor forum professional development.

New this year program leaders will have an opportunity for individual coaching by senior NTC staff. The plan discussed this week at the Academy is that program leaders will tape and upload a mentor/teacher exemplar interaction. NTC staff will then coach the program leader along the continuum of program development and NTC program standards. They will support program leaders to set goals, establish targets and action plans for continuous improvement.

Teacher Induction Coordinator Quarterly Meetings:

In addition to the summer Academy, NTC and MSDE have led quarterly LEA Teacher Induction Coordinator meetings. The first meeting was held on October 3, 2011 and outcomes included creating a scope and sequence for mentor professional learning, assessing their current program against a NTC developed program continuum along with developing goals for program improvement. In addition, leaders learned of expectations for on-line professional development session held in November.

The second quarterly meeting was held on November 30, 2011 and outcomes included reviewing results of the first on-line professional development session, reviewing program action planning and sharing of best practices with data from across the state.

The third quarterly meeting was held on February 22, 2012 and outcomes included reviewing county TELL data, reflecting and discussing implications for action plans with coaching partners, hearing from colleagues about their programs, discussing updates to state website, planning for the year two Academy, and connecting with colleagues from across the state.

The fourth quarterly meeting was held on April 24, 2012 and outcomes included reviewing and discussing principal engagement strategies, crafting advocacy messages to communicate program successes, hearing best practices from colleagues, engaging in table discussions about hiring and selection of mentors and evaluating mentors and supporting mentors with information about the Common Core State Standards, creating a year-end evaluation survey to identify unique program needs, and connecting with colleagues from across the state.

Feedback from these meetings has been very positive because it is a forum for continuous learning and revisiting collaborative assessment logs (CAL), Program Continuums, and Action Plans. In addition, this was an opportunity to address obstacles and challenges and develop solutions.

Quarterly meetings for program leaders will continue during the 2012-13 school year. This year the quarterly meetings will be led by MSDE and the LEAs' Induction Coordinators as Maryland transitions to sustain this induction work beyond Race to the Top funding. This professional community shares best practices, successes and challenges, and coaches peers on establishing goals and action plans.

Teacher Induction Website:

Based on feedback, we have created an MSDE website on Teacher Induction to support this work. The link is: http://mdk12.org/instruction/teacher_induction/index.html.

Quality of Implementation:

Evidence of the quality of the implementation of teacher induction work is found in the evaluations and feedback from participants. Comments have included:

-"I gained ideas on how to use tools for evaluating implementation."

-"Now I have a plan for extending the program."

-"I plan to use the CAL to identify development opportunities for both teachers and mentors."

-"I can use the CAL for professional development and to encourage mentors to gather data."

-"I value the opportunity to draw ideas from the data collection models shared by my colleagues."

-"I am excited to use the Program Development Plan to encourage my county to do Action Research for new teachers!"