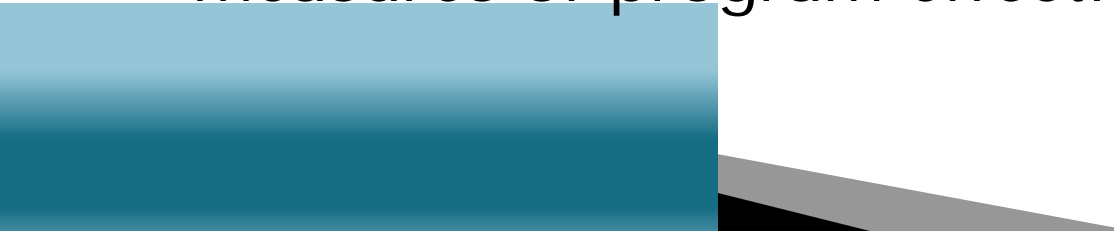# Advancing New Teacher Development

Testimony for Committee on Education of the Texas Senate

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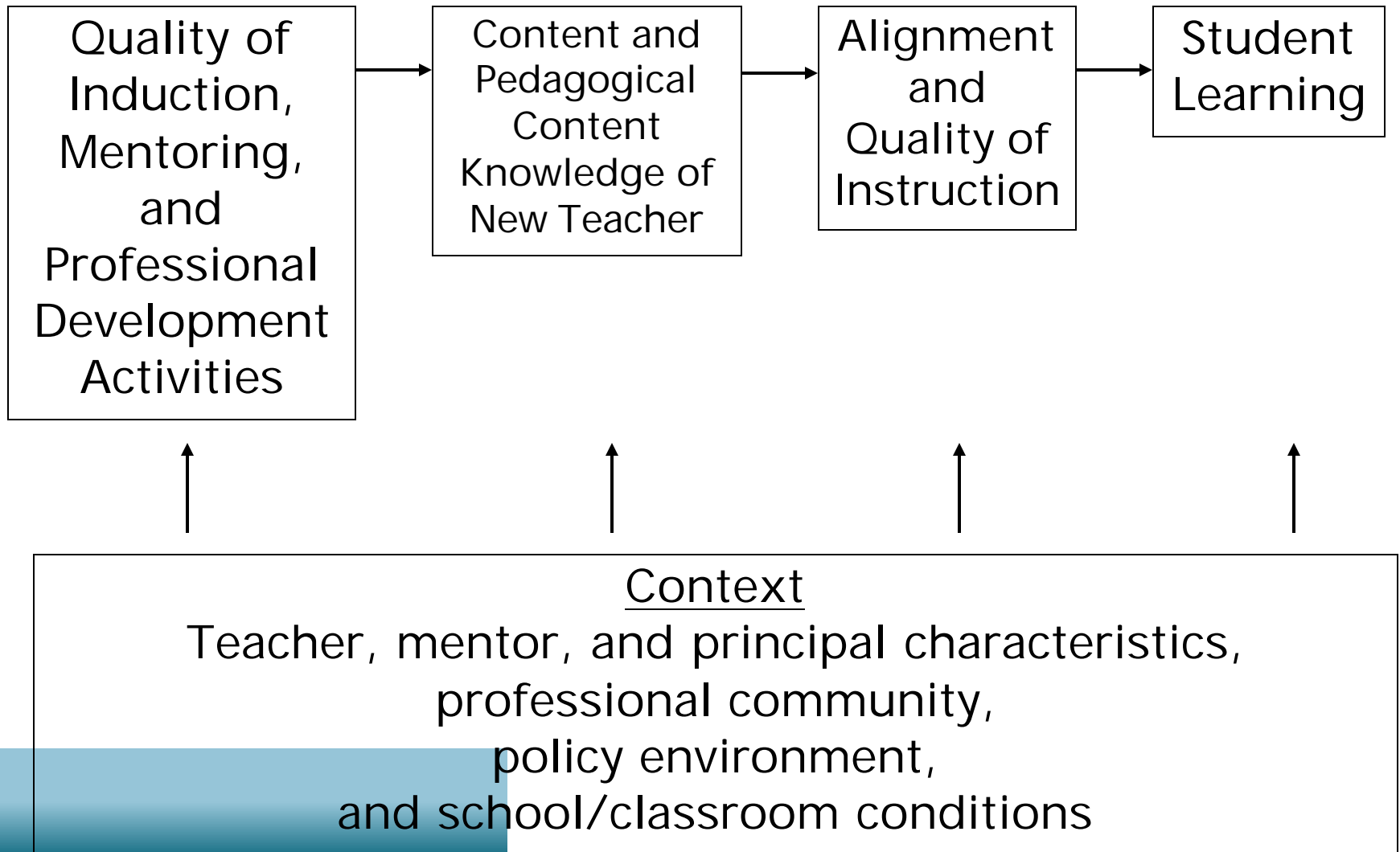
Defining teacher induction: a critical phase of teacher learning

- Socialization

- Retention

- Effectiveness

What we know about induction

- States and districts make great investments
  - ? in 2003-04, New York City spent $36 million on teacher induction, and Philadelphia spent $7 million (Research for Action, 2005).

- Wide variation in structure and content
  - ? Two-day workshop to three-year program

- Empirical support that induction, and specifically mentorship, has positive impacts on teachers and their retention.

- States, districts, and schools often employ weak measures of program effectiveness.

Conceptual Framework

| Quality of Induction, Mentoring, and Professional Development Activities | → | Content and Pedagogical Content Knowledge of New Teacher | → | Alignment and Quality of Instruction | → | Student Learning |

Context
Teacher, mentor, and principal characteristics,
professional community,
policy environment,
and school/classroom conditions

What counts as induction?

- Formal, structured activities
  - ? Orientations
  - ? Workshops/in-service
- Social networks
- Professional learning communities
- Formal mentoring (e.g. observation and feedback)
- Informal mentoring (e.g. casual, hallway conversations)
- Interactions with school leaders

Bottom line: Inclusivity!

Quality, not just participation!

Core Features of HQ Professional Development

‣ Content focus
‣ Active learning
‣ Coherence
‣ Duration
‣ Collective participation

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: toward better conceptualizations and measures. Educational Researcher. 38(3), 181–199.

What *school structures* and *leadership practices* support and foster HQ induction?

- School structures
  - ? Common planning time
  - ? Release time for mentoring, observation & feedback
  - ? Mentor-mentee match (i.e., content area and grade level)
  - ? Teaming and collaboration with specific objectives (keep content in mind!)

What *school structures* and *leadership practices* support and foster induction?

- Leadership practices
  - ? Foster shared goals, trust, and reflective dialogue
  - ? Create a culture in which teaching and learning are at the core, and teachers share a mutual responsibility for student learning
  - ? Manage internal and external resources, including linking teachers to expertise
  - ? Observation and substantive feedback
  - ? Actively provide opportunities for teachers to deepen their knowledge, improve instruction, and advance student learning (HQ PD)
  - ? Evaluate important outcomes (i.e. teacher knowledge, instructional quality, and student learning)