

Hawaii Teacher Induction Program Standards



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Superintendent's Message and Vision of Teacher Induction

Teachers are the single most important factor in determining student success. If we expect all students to succeed, it is imperative that we accelerate our efforts to ensure every student has a highly skilled teacher. Creating rigorous induction programs that help beginning teachers quickly become as effective as experienced teachers is one of our greatest opportunities for positive change in education today.

Vision of Teacher Induction

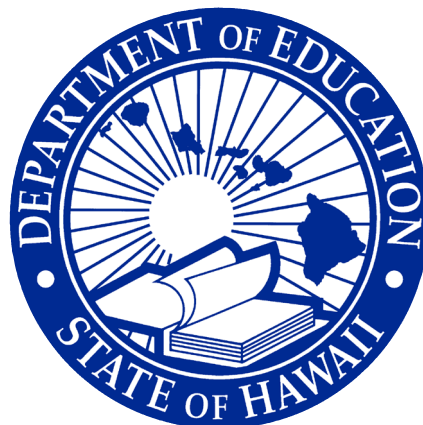
Our vision of teacher induction is that every beginning teacher will participate in a comprehensive three-year induction program. The program will engage beginning teachers in a system of support that includes working with a highly skilled, trained instructional mentor to accelerate teacher effectiveness and student learning. The induction program will also improve the retention of quality teachers in the profession and strengthen teacher leadership.

Our broader vision of induction is the opportunity to do professional development in a way that supports teachers in an extended learning, job-embedded environment. It's also a way to build collaborative learning communities for all educators and provide excellent teachers the opportunity to develop as educational leaders.

Teacher induction should not be looked at as yet another add-on to a long list of competing priorities, but as a fundamental element of a stable educational system. We need to ensure that teacher induction is everybody's responsibility. All members of our educational community must develop this broad vision and recognize their role in providing high quality induction for beginning teachers. Hawaii's teachers and students deserve no less.



Kathryn S. Matayoshi
Superintendent of Education



Introduction

Approximately 30% or 3,600 of Hawaii's teachers are in their first three years in the profession. Of these beginning teachers, approximately 50% or 1,800 are starting their careers prior to earning a professional teaching license. If beginning teachers are going to be able to meet the state's strategic plan goals and impact the learning of all students in distinguished ways, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the fifteen Complex Areas in the state.

To date, the fifteen Complex Areas have been responsible for developing their own induction and mentoring program. A state law mandates that *the department of education shall establish and maintain a statewide teacher induction program that is available to every newly hired teacher. The program shall ensure that the beginning teacher to mentor ratio is no greater than fifteen to one.* However, a 2008 study of induction efforts across the state concluded, "there is a patchwork of programs and efforts, some better conceived and some more effective than others."

The Hawaii State Department of Education (HIDOE) is completely revamping its induction programs to provide a more comprehensive, statewide induction effort for beginning teachers across the state. HIDOE will implement a new set of teacher induction program standards across Complex Areas to establish a common, higher, more consistent bar for quality. *The Hawaii Teacher Induction Program Standards* establishes a clear framework for a more comprehensive, research-based, systemic approach to beginning teacher induction in Hawaii. *The Hawaii Teacher Induction Program Continuum* and a statewide Induction Institute will assist complex areas in assessing their induction programs, guide them in developing and implementing more comprehensive programs and facilitate continual improvement.

This comprehensive statewide induction effort with high-quality mentoring will accelerate beginning teacher efficacy and increase student learning. While all Complex Areas will continue to manage their own induction programs—so they can be tailored to the unique needs of their communities—the Complex Area Superintendents will now be expected to create a program plan to meet the *Hawaii Teacher Induction Program Standards* and collect implementation and impact data to inform ongoing program improvement. Plans must be approved by the State Superintendent and resubmitted annually.

The induction program plans will be required to address these induction components as well as those outlined in the *Hawaii Teacher Induction Program Standards*:

- ✓ A three-year comprehensive induction program for every beginning teacher, including two years of intensive mentoring
- ✓ A system pairing each beginning teacher with a trained instructional mentor
- ✓ A strictly observed maximum ratio of beginning teacher to full-released mentor of 15 to 1
- ✓ A defined process and criteria for mentor selection
- ✓ Ongoing research-based mentor training specifically designed for mentors of beginning teachers
- ✓ Ongoing mentor support via mentor forums, peer coaching, and professional learning communities
- ✓ Ongoing new teacher professional development and professional learning communities designed to meet the unique needs of the beginning teacher
- ✓ A beginning teacher professional growth plan that addresses specific skill and content gaps
- ✓ Induction program completion requirements for all beginning teachers
- ✓ Data collection to assess implementation and impact for continuous program improvement

Hawaii Teacher Induction Program Standards

Overview

Standard 1: Systemic Support for High Quality Induction Programs

This standard is designed to promote the commitment of all stakeholders in seeing induction programs succeed. Key program components include the creation of Complex Area induction program plans, demonstrated stakeholder commitment and support, and principal engagement.

Standard 2: Mentor Selection, Development, and Support

This standard articulates the process and criteria for mentor selection, defines mentor roles and responsibilities, and delineates foundational mentor training. Key program components include mentor recruitment and selection, the role of the mentor, and mentor professional development.

Standard 3: Mentoring for Instructional Excellence

Mentors provide beginning teachers with support to achieve success in the areas set forth by the *Hawaii Professional Teaching Standards*. Key program components include protected time for mentors and beginning teachers, mentoring focused on improving instruction, a formative assessment system to assess growth and development, and issues of diversity.

Standard 4: Beginning Teacher Professional Development

Participation in the Complex Area induction program provides professional support to beginning teachers that transitions them to their new career and supports their efforts to meet the *Hawaii Professional Teaching Standards*. A key program component includes professional learning opportunities designed to meet the unique needs of beginning teachers.

Standard 5: Program Assessment and Evaluation

Effective induction programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and key stakeholders. A key program component includes an infrastructure that collects, analyzes, and uses multiple sources of data to drive ongoing program improvement.



Standard 1: Systemic Support for High Quality Induction Programs

The commitment of all stakeholders - beginning teachers, mentors, school staff, administrators, Hawaii State Board of Education, post-secondary education institutions, professional organizations, community partners, policymakers - to the effectiveness, success and sustainability of the induction program is evident system-wide. Stakeholders foster a climate that values the support of beginning teachers by promoting conditions for high quality induction and evaluating, designing, and revising related policy and practices. Stakeholders engage in ongoing program improvement and accountability through multiple processes including data analysis and program review.

The leadership of the principal is instrumental in ensuring the success of induction and mentoring programs at schools. Principals create and maintain a positive school environment that supports regular mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to school personnel regarding the role of the mentor and expectations of the beginning teacher. Principals communicate regularly with mentors and beginning teachers and provide continuous observation and feedback sessions for the beginning teacher.

1a. Induction Program Plan

Key Features:

- 🔑 State vision of induction is clearly articulated in the complex area induction plan
- 🔑 Plan includes a three-year comprehensive induction pathway for every beginning teacher, including a minimum of two years of intensive mentoring and induction program completion requirements
- 🔑 Plan is approved by the State Superintendent and includes all components of the Hawaii Teacher Induction Program Standards
- 🔑 Plan clearly outlines responsibilities for all role groups and is communicated with all stakeholders

1b. Stakeholder Commitment and Support

Key Features:

- 🔑 Complex Area Superintendent communicates the state vision of induction clearly to all principals and the complex area team
- 🔑 Complex Area Superintendent selects and supports designated leadership for oversight of the complex area induction program and provides appropriate compensation for non-released mentors
- 🔑 Stakeholders advocate for conditions that promote a high quality induction program and ensure that the beginning teacher to full-released mentor ratio is no greater than 15:1 (Non-released mentors should be assigned no more than one beginning teacher with sanctioned time provided to engage in mentoring activities.)
- 🔑 Stakeholders create policies and practices that support the continual development of high quality teacher induction programs
- 🔑 Program leadership engages in initial and ongoing professional development to understand, design and implement a high-quality induction program
- 🔑 Stakeholders support data collection, program improvement and program accountability

1c. Principal Engagement

Key Features:

- 🔑 Principals provide positive working conditions for beginning teachers
- 🔑 Principals support the development of the mentor's role and respect the confidential relationship of the mentor and beginning teacher
- 🔑 Principals clearly communicate the complex area induction program plan and mentor's role to school personnel
- 🔑 Principals communicate regularly with the mentors and beginning teachers
- 🔑 Principals/vice-principals annually conduct a minimum of four formative observation and feedback sessions scaffolded on an examination of the beginning teacher's instructional practice and student work

Standard 2: Mentor Selection, Development and Support

The selection of highly skilled mentors is essential to creating induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are well defined, explicit and clearly communicated to all stakeholders by program leadership. Mentor candidates must provide evidence of successfully working with Hawaii's diverse student population, including underperforming subgroups. The application, interview and selection processes are transparent and uniformly implemented.

The roles and responsibilities of mentors are clearly defined and communicated to all school personnel. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school, often providing logistical and emotional support. Throughout the school year, mentors work with beginning teachers during and after school to promote growth as defined by the *Hawaii Professional Teaching Standards* and to improve student learning.

Mentors are provided an orientation to the induction program and continuous instructional mentor training. In addition to formal training, mentors participate in professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.

2a. Mentor Recruitment and Selection

Key Features:

- 🔑 Program Leadership actively seeks potential mentors by communicating with principals and other members of the school community
- 🔑 Mentor selection criteria include a range of characteristics that indicate mentoring potential and is clearly articulated by program leadership
- 🔑 Process for mentor application and selection is transparent and uniformly applied

2b. Mentor Role

Key Features:

- 🔑 Mentors build a trusting relationship and are attuned to the needs of the beginning teacher
- 🔑 Primary mentor support focuses on improving instruction and student learning
- 🔑 Mentors support beginning teachers in setting professional goals and reflecting on their practice
- 🔑 Mentor roles are clearly defined and communicated within the school community

2c. Mentor Professional Development

Key Features:

- 🔑 Mentors participate in ongoing instructional mentor training specific to their role as beginning teacher mentors in the induction program and to advance their knowledge and skills
- 🔑 Mentors reflect on their use of mentoring tools, protocols and formative assessments, and set professional goals aligned with mentor standards
- 🔑 Mentors participate in professional learning communities of mentoring practice

Standard 3: Mentoring for Instructional Excellence

Effective mentor-beginning teacher interactions and relationships are at the core of a successful induction and mentoring program. State, district, complex area and school leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning.

Mentors use the *Hawaii Professional Teaching Standards* and a variety of mentoring strategies to assist beginning teachers in advancing teacher practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to model, co-teach, observe and give feedback on management, instruction, student engagement and student learning. A formative assessment system is used to help beginning teachers reflect on their practice, collaboratively analyze observation data, and develop next steps.

Beginning teachers are supported in identifying and building on the wide-range of assets and differences that all students bring to the classroom. Mentors guide beginning teachers in the development of a respectful environment for a diverse population of students. Mentors assist beginning teachers in designing and implementing lessons to meet the diverse needs of their students and create opportunities to demonstrate learning in different ways.

3a. Time

Key Features:

- 🔑 Mentors meet with beginning teachers for a minimum of one to two hours a week to improve instruction and student learning
- 🔑 Mentors and beginning teachers have protected time to engage in rigorous mentoring and induction-related activities

3b. Instructional Focus

Key Features:

- 🔑 Mentors use the *Hawaii Professional Teaching Standards* and a variety of mentoring strategies to guide, refine and deepen their work with beginning teachers to advance teacher practice and student learning
- 🔑 Mentors provide classroom-based support focused on classroom management, standards-based lessons, delivery of instruction and authentic assessments
- 🔑 Mentors guide beginning teachers in differentiating instruction to meet the diverse needs of their students and promote high levels of learning

3c. Formative Assessment

Key Features:

- 🔑 Mentors use a formative assessment system of tools and processes to gather data on classroom practice and student learning to guide their work with beginning teachers
- 🔑 Mentors use the *Hawaii Professional Teaching Standards* to assist beginning teachers in reflecting on their practice and developing a professional growth plan
- 🔑 Mentors assist the beginning teacher to gather data that will be archived in a program completion portfolio

3d. Issues of Diversity

Key Features:

- 🔑 Mentors support beginning teachers in creating a positive, inclusive and respectful environment for a diverse population of students
- 🔑 Mentors guide beginning teachers in designing instruction that addresses the diverse learning needs of students



Standard 4: Beginning Teacher Professional Development

Beginning teachers benefit most by participating in professional development targeted to meet their needs. To address these needs and promote successful entry into the department and school community, complex areas and principals provide structured orientations specifically for beginning teachers.

Beginning teachers participate in all components of the Complex Area induction program, including meeting weekly with a trained mentor and developing a professional growth plan. Professional development opportunities are aligned with the *Hawaii Professional Teaching Standards*. Content-area specific support and training are provided for all beginning teachers, especially in math and science.

4a. Beginning Teacher Professional Development and Learning Opportunities

Key Features:

- 🔑 Beginning teachers participate in both complex area and school orientations
- 🔑 Beginning teachers new to Hawaii are provided with information about Hawaii's cultures and norms as part of their orientation
- 🔑 Beginning teachers participate in all components of the Complex Area induction program that includes working with a trained mentor, developing a professional growth plan and participating in professional learning communities
- 🔑 Beginning teachers seek leadership opportunities to grow and develop with colleagues and contribute to advancing the profession



Standard 5: Program Assessment and Evaluation

The *Hawaii Teacher Induction Program Standards* form the basis by which individual induction programs are developed and assessed. Induction program leadership and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement and sustainability. The success of a quality induction program relies heavily on the effectiveness of its mentors. A key part of program assessment and evaluation is a system for mentor accountability.

Key questions for induction program leaders to address: (1) How do we know that we are implementing the key components of a high quality induction program as planned? (2) How do we ensure mentor accountability? (3) How does our induction program accelerate teacher effectiveness? (4) How does our induction program impact students, beginning teachers, mentors and the school community? (4) What is the difference we are making? (5) What is the added value of our induction program?

5a. Program Evaluation

Key Features:

- 🔑 Induction programs collect and analyze data on implementation and impact on students, beginning teachers, mentors, and schools (e.g., mentor contact logs, beginning teacher portfolio of induction program completion requirements)
- 🔑 Annual online survey data will be collected from participants (beginning teachers, mentors and principals) regarding all components of the induction program
- 🔑 Program leadership uses multiple sources of data to identify successes, challenges and trends to ensure ongoing program improvement
- 🔑 Program leadership implements a system for mentor accountability in a supportive environment through a defined process of mentor professional goal-setting, communication and documentation



Resources and Works Cited

Hawaii State Induction Law - HRS §302A-601.3

“SECTION 9. The department of education shall provide each newly hired teacher with the new teacher orientation handbook to assist in their transition into the department’s school system. The handbook shall serve as a reference guide and to provide the new employees with information on the following:

- (1) Professional development and incentive programs;
- (2) License requirements; and
- (3) Other useful information to assist new teachers with their familiarity of the department’s organization and educational system.

SECTION 10. The department of education shall establish and maintain a standardized statewide teacher induction program that is available to every newly hired teacher. The program shall ensure that the new teacher to mentor ratio is no greater than fifteen to one that all mentors are specially skilled and trained to work effectively with newly hired teachers as determined by the department.”

InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards: A Resource for State Dialogue (April 2011)

Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (2008)

The Illinois Induction Program Standards and Continuum

State of Hawaii - Race to the Top Application (Phase 2, 5-26-10)

Teacher Induction in the State of Hawaii: Current Efforts, Best Practices & Future Steps (2008) Dr. Lisa Johnson, Researcher, University of California, Santa Cruz

North Carolina Beginning Teacher Support Program Standards (September 2010)

We are particularly grateful to the contribution that this document made in informing the development of the Hawaii Teacher Induction Program Standards.



Glossary of Terms

The following definitions are specific to this document.

Beginning Teacher – refers to full-time/half-time teachers who are in their first three years of teaching and who hold a State of Hawaii Teachers License or are working towards licensure.

Content knowledge - includes not only a particular set of information, but also the framework for organizing information and processes for working with it.

Communication system - various methods of sharing information between stakeholders, both formal and informal, such as written, verbal, nonverbal, visual, or electronic means.

Continuum - a progression of indicators that describe different levels of practice or knowledge along various stages of development for each of the standards.

Cultural relevance - is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners.

Data - learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning; examples of data include, but are not limited to 1) learner demographics and background information, 2) student learning in the forms of documented information about learning needs and prior performance, class work, homework, progress charts, records, anecdotal teacher notes, end-of-unit teacher-developed tests or summative performances, course grades, and external test scores, 3) perceptual data from stakeholders through interview and surveys, and 4) school processes data.

Diversity - is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender, religion, and socio-economic background).

Formative Assessment - a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction for learners to improve student achievement; requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Formative Assessment System - a variety of carefully designed tools used to structure the mentor-beginning teacher interactions and support each beginning teacher's development in relation to professional teaching standards with a focus on student learning.

Induction - a formal program for beginning teachers of guided entry into the profession of teaching; a period of socialization and enculturation into the norms and practices of the teaching profession.

Mentor Forums – a community of mentoring practice that meets regularly and fulfills a number of purposes: 1) to create a collaborative community of practice for mentors; 2) to deepen mentoring skills and advance induction practices; 3) to support program implementation; 4) to provide for mentor accountability in a supportive environment; 5) to support each mentor’s emerging leadership. They include opportunities for peer coaching and shadowing, learning teams, etc.

Mentoring - refers to one-to-one, individualized support of a beginning teacher.

Professional growth plan - a clearly articulated plan documenting a teacher’s goals and growth based on the *Hawaii Professional Teaching Standards*; teachers self-assess instructional practices, set goals and collect evidence of teacher growth and student learning.

Professional Learning Community - a group of educators, engaged regularly in collaborative, ongoing learning that results in continuous improvement of teacher practice and effectiveness.

Program evaluation - a systematic review of an induction program intended to measure its effectiveness and guide continuous improvement, involving multiple sources and types of data.

Program leadership - individual(s) responsible and accountable for planning, development, progress, communication, assessment, evaluation and overall implementation of the induction program. Program leaders include, and may not be limited to, administrators, program coordinators, and lead mentors.

Program Coordinator - an individual responsible for all aspects of the planning, implementation and evaluation of a complex area’s induction program.

Protected time - time that is guarded and designated specifically to engage in induction and mentoring activities.

Sanctioned time - formal explicit approval for release time from other professional responsibilities that is designated for engaging in induction and mentoring activities.

Self-assessment – a personal reflection about one’s professional practice to identify strengths and areas for improvement (conducted without input from others).

Stakeholders – individuals or group with a vested interest in supporting high quality induction for teachers in Hawaii (e.g., beginning teachers, mentors, school staff, administrators, State Board of Education, post-secondary education institutions, professional organizations, community partners and policymakers).

Systemic - related to or affecting an entire system within a state/district/complex area/school or organization.

Trained Mentor - experienced teacher who has completed a research-based scope and sequence curriculum for mentors of beginning teachers; uses strategies, tools and protocols to focus on improving instruction and student learning.

Working conditions - external environment and circumstances where teaching and learning occur (e.g. physical facilities, time schedules, professional responsibilities, class size).