The College of Education and Allied Professions: Induction

Induction Support Components
- Regional Support
- Alternative Entry - NC TEACH
- Grant Funded – NC QUEST: Project SPACE

Regional Support – Induction Symposium
- Seamless transition from university to public school
- 130 first year teachers from ten systems

Regional Support – Induction Symposium
- Satisfied two of the three professional development days required of NC beginning teachers
- Sessions led by faculty and master teachers
Regional Support – 1st and 2nd Year Teachers

- First year – monthly meetings
- Second year – quarterly meetings
- Sessions based on national standards for beginning teachers (INTASC)
- Focus on transition from initial license to continuing license

Regional Support – Other Resources

- Beginning Teacher Website - (www.csap.wou.edu/begsupport) includes: web-based resources, support schedules, beginning teacher growth plans
- Mentoring Directory - database of retired teachers and university faculty
- Mentors – training and web-based support
- SUTEP Resource Center

NC TEACH: (NC Teachers of Excellence for All Children)

A comprehensive program designed to recruit, train, and support highly skilled mid-professionals who seek to enter the teaching profession.

Program Components

- Program Orientation
- Summer Institute
- Fall and Spring Semester Courses
- Mentoring, Web-based Support
NC TEACH: (NC Teachers of Excellence for All Children)

NC TEACH Online Project

- Only site selected
- Recruited 25 participants seeking licensure in math, science, or special populations
- Asynchronous online courses from June 2004-May 2005
- No other alternative entry program like the NC TEACH OnLine Project in the nation

NC QUEST: Project SPACE (Supporting Pedagogical And Content Expertise)

35 Beginning Teachers and 51 Mentors
- 47% - initial entry teachers
- 53% - leaving out of field
- Two full-time lead mentors and 1 lead mentor/assistant coordinator

Identified Needs:
1. The need for Intensive induction for beginning teachers.
2. The need for an effective mentoring program.
3. The need for an adequate supply of highly qualified teachers.
NC QUEST: Project SPACE
(Supporting Pedagogical And Content Expertise)
1. The need for intensive induction for beginning teachers. Lead Mentors:
   - Demonstrate effective teaching strategies
   - Team teach
   - Observe (non-evaluative)
   - Conference with mentees and team
   - Gather curriculum materials

NC QUEST: Project SPACE
(Supporting Pedagogical And Content Expertise)
1. The need for intensive induction for beginning teachers. Lead Mentors:
   - Assist with state assessments
   - Work with individual or small group of students
   - Analyze student work
   - Provide release time
   - Support school-based mentors

NC QUEST: Project SPACE
(Supporting Pedagogical And Content Expertise)
2. The need for an effective mentoring program. Beginning Teachers' perceptions of mentor effectiveness: Project Space vs. Comparison

<table>
<thead>
<tr>
<th></th>
<th>Project SPACE</th>
<th>Comparison</th>
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<tbody>
<tr>
<td>Great deal</td>
<td>90%</td>
<td>40%</td>
</tr>
<tr>
<td>Hardly at all</td>
<td>0%</td>
<td>31%</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Not at all</td>
<td>7%</td>
<td>54%</td>
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Of the support you’ve had as a beginning teacher, what proportion would you attribute to help from your mentor(s)

NC QUEST: Project SPACE
(Supporting Pedagogical And Content Expertise)
3. The need for an adequate supply of highly qualified teachers.

The need for quality teachers will be addressed by meeting the first two needs of intensive induction and effective mentoring for beginning teachers.
NC QUEST: Project SPACE
(Supporting Pedagogical And Content Expertise)

Strengths — Beginning Teachers

• The lead mentors have made a difference. I’m having a better year because of the help I’m getting. I can’t imagine surviving this year without this program.

• Now I understand why new teachers leave the profession!

NC QUEST: Project SPACE
(Supporting Pedagogical And Content Expertise)

Strengths — Mentors

• The lead mentors are the key component. They model lessons, sub, team teach, gather materials—they help in whatever way is best. This helps us do a better job.

• We’re learning from our beginning teachers and reflecting on our own practice as a result of the program.

Induction Support Components

Regional Support

NO TEACH

Project SPACE

Successful Induction Programs