



New Teacher Experience Guidance

A guide for school systems to create or improve a New Teacher Induction Program

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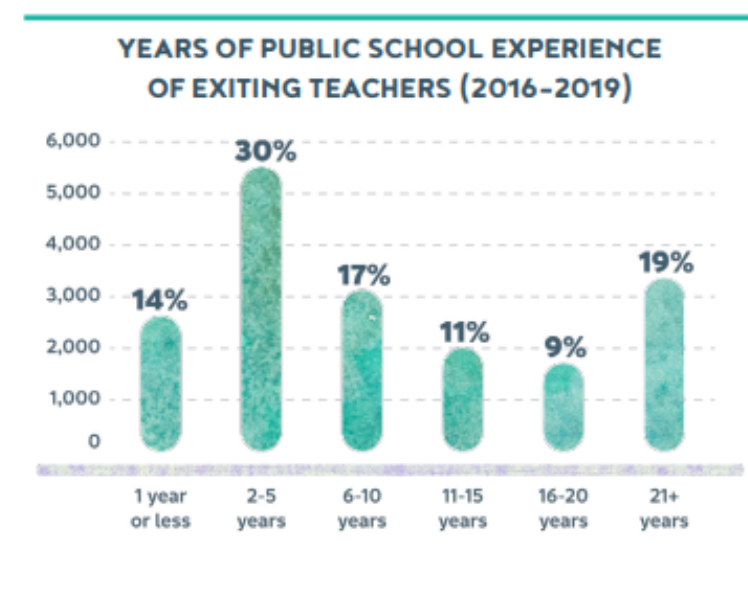
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Overview

The first few years of a new teacher’s time in the classroom are a unique stage in his or her career. New teachers are enculturated into schools and establish routines and teaching practices that they will use for many years, and doing so requires time. It typically takes three to five years for them to develop the expertise needed to maximize their students’ classroom achievement.¹

Unfortunately, many new teachers describe these critical first years as overwhelming and stressful. Instead of developing their expertise, many leave the profession. Understanding the kinds of challenges typically faced by new teachers can help school leaders to better understand the kinds of support those teachers need.

Numerous studies indicate that the challenges faced by new teachers and administrators may contribute to the high rates of attrition observed during the first few years of employment.² Induction programs – defined as post-hire, in-service training programs completed during the few years of employment – provide additional support and foster skill acquisition among teachers and administrators. However, the nature and scope of teacher and leader induction programs vary greatly between states and school systems.



Statistics show that close to 50% of teachers leave within the first five years of teaching in Louisiana. A recent survey conducted by NEA noted that 55% of educators are considering leaving the profession.³ Teaching is unlike any other profession in that traditionally there is a lack of support and guidance to new employees. Teachers assume full responsibility from the first day on the job. Teaching is also a somewhat isolating career with a “trial by fire” experience. Many new teachers find a disconnect when it comes to transferring what they have learned in

teacher preparation courses to the classroom. Due to the inability to transfer knowledge and the lack of support in the initial years in the field, educators are leaving the profession early. New teachers require more classroom management training, support, and mentorship from administrators and veteran teachers.

¹ The IRIS Center Peabody College Vanderbilt University, Nashville, TN 37203 iris@vanderbilt.edu

² *Teacher Attrition: A Critical Problem For America’s Schools*, School Mint, <https://schoolmint.com/teacher-attrition-a-critical-problem-for-americas-schools/>

³ *Survey: Alarming Number of Educators May Soon Leave the Profession*, Tim Walker, NEA Today, Published: 02/01/2022)

As a response to this problem, many school systems in Louisiana have created teacher induction programs to help sustain teachers in the field. Although the implementation of induction programs is a step in the right direction, there are limited resources that clearly outline what a strong induction program should entail.

Thirty-two states across the country require induction and mentoring support for new teachers. Some states require these supports for one year, while others require it for the first three years of a teacher's career. (See 50 State Comparison [here](#).) Louisiana does not currently require these supports for new teachers. In Louisiana, these supports may be offered at the school system level, but not by all school systems. In addition, the content and effectiveness of what these supports offer differ across school systems.

Comprehensive teacher induction requires schoolwide strategies to foster a community of practices and creates conditions for effective teaching and learning in addition to the direct work of principals, Mentors, and colleagues with new teachers. ⁴[The New Teacher Center \(NTC\)](#), a nonprofit organization focused on improving supports for early career teachers, identifies the following essential elements of comprehensive teacher induction:

- Capable Instructional Mentors,
- Effective Principals,
- Multiple Support Structures,
- Strong Program Leaders, and
- Program Evaluation

Therefore, the Louisiana Department of Education (LDOE) must support school systems in establishing a comprehensive teacher induction program that can serve as a pathway for novice teachers to experience teacher socialization and collaboration with affinity groups, work with a trained, carefully selected Mentor throughout the year, study pedagogical skills and content knowledge, and build confidence in their abilities to instruct students and manage classrooms.

Studies show that comprehensive induction programs cut attrition rates in half and even more importantly, help to develop novice teachers into high-quality professionals who really impact student achievement. Most researchers and education experts agree that, in general, new teachers require from three to seven years in the field to reach proficiency and maximize student performance. Economists have reported that investing in comprehensive induction can create a payoff of \$1.37 for every \$1.00 invested. ⁵

This guidance will assist school systems to either develop a new teacher induction program or strengthen an existing induction program.

⁴ "The Big Picture: Comprehensive Systems of Teacher Induction." The New Teacher Center, 2016. p. 1. https://newteachercenter.org/wp-content/uploads/the-big-picture_induction-brief.pdf

⁵ "Measuring the Benefits and Costs of Mentor Based Induction: A Value-Added Assessment of New Teacher Effectiveness Linked to Student Achievement." Villar, A (2004). Santa Cruz, CA: New Teacher Center.

The New Teacher Experience is Louisiana’s comprehensive induction program that serves as the standard experience all new educators deserve and should receive. For early career teachers, effective onboarding and ongoing, authentic mentoring within schools is paramount to supporting new teachers to build skills, confidence, and most importantly, self-efficacy. This program serves as an effective recruitment and retention strategy for school systems that will strengthen their talent pipeline.

Multiple Support Structures

Multiple support structures are necessary for an induction program to be successful. This means that a new teacher induction program can not consist of just a one day orientation, or just mentoring support. A strong program will take a multi-faceted approach to supporting new teachers. In order to align with national best practices, the Department created a New Teacher Experience program that includes multiple support structures designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The New Teacher Experience will provide both direct supports to teachers and school system supports to improve student achievement by improving beginning teacher effectiveness and teacher retention. Through the development of the New Teacher Experience, the department hopes to:

- Provide purposeful, structured, and systemic support services for new teachers.
- Improve instruction of new teachers.
- Retain quality teachers.

These structures include:

- Affinity groups,
- Professional development modules,
- Mentoring, and
- A New Teacher of The Year recognition program.

Affinity Groups

The Department is creating collaboration opportunities for new teachers by establishing affinity groups that new teachers may join monthly. These affinity groups will be led by outstanding educators across the state.

The goals of these groups will revolve around:

- linking new teachers by a common purpose or interest (teachers of students with disabilities, second grade teachers, etc.).
- ensuring an inclusive environment where new teachers are valued, included, and empowered to succeed.
- improving their craft through discussion, collaboration, and purposeful materials and leadership in each group.

School systems will receive information at the start of the 2022-2023 school year about how to invite new teachers to join a monthly affinity group.

Professional Learning Modules

Content modules on topics that are critical for new teacher success will be available through online asynchronous content that new teachers will be able to complete independently and also opportunities to practice and apply these concepts during in-person follow up sessions.

Some possible topics may include (but are not limited to):

- a. Classroom Culture/Management
- b. Standards and Curriculum
- c. Student Well Being
- d. Data Literacy
- e. Family/Community Stakeholder Engagement

These modules will take about three hours to complete and will be able to be completed by new teachers on their own time since they will be offered asynchronously. The follow-up sessions to support the learning from the modules will occur every other month and will be in person. In addition, school systems will receive information about the content of these training modules, so that Mentors and school leaders can help support the new teachers' implementation of new learning in the classroom. School systems will have an opportunity to register new teachers to engage in this professional development at the start of the 2022-2023 school year.

Mentoring

A primary component of an effective induction program is strong mentoring. Current BESE policy requires that teachers who are enrolled in an alternative certification program and are on the first year of a Practitioner's Licence receive five hours of mentoring per week. While not required by policy, it is strongly suggested that all new teachers should be assigned a school-based Mentor.

Based on a focus group that the Department conducted with new teachers in 2021, Mentor support was the highest valued form of support for new teachers. New teachers stated that their Mentors were able to provide support with learning to manage their classrooms, lesson planning/annotation, and understanding the curriculum.

This document provides specific recommendations on how Mentors can be utilized to support new teachers as part of a comprehensive induction program.

New Teacher of the Year Recognition Program

The LDOE recognizes that great teachers and school leaders are critical to student success. Annually, the Department honors the state's most exceptional educators through the Teacher and Principal of the Year programs. These programs provide an opportunity to acknowledge educators who are achieving excellence.

The New Teacher of the Year program was launched during the 2021-2022 school year. This addition to the already-existing Teacher and Principal of the Year programs recognizes the outstanding contributions of a first-year classroom teacher. An exemplary candidate for New Teacher of the Year is one who:

- Demonstrates excellence and expertise in the field, guiding students of all backgrounds and abilities to achieve success.

- Collaborates with colleagues, students, and families to create a school culture that is respectful, inclusive, and positively impacts student growth and learning.
- Intentionally connects the classroom/school and key stakeholders to build strong community partnerships resulting in success for all.
- Demonstrates leadership and innovation in and outside of the school building walls and helps students/education stakeholders be successful.
- Is inspiring, compelling, professional, and expresses themselves in an engaging and articulate way. The candidate is both timeless and relevant and has the ability to connect with and represent the state.

Qualifications for the New Teacher of the Year applicants include:

- On the application deadline, the new teacher has less than one year of full time teaching experience.
- The applicant teaches full time in a publicly-funded school in Louisiana.

School systems may submit up to three nominees: an elementary, middle, and high school New Teacher of the Year. School systems may use the Department created [application](#) or select their own process for identifying their New Teacher of the Year honorees to submit to the state-level competition.

The application deadline is in the winter of each school year and aligns with the Teacher of the Year and Principal of the Year application deadlines. More information can be found in the [Awards Library](#) of the LDOE website.

The New Teacher of the Year finalists will also serve as advisors to the LDOE. In this advisory role, the NTOY finalists will support in the following ways.

New Teacher Experience: Summer Kick Off

- Serve as an ambassador to new teachers of Louisiana
- Participate in a session (panel discussion)
- Work with the Educator Development Division at LDOE to welcome new teachers to the profession

Advisory Council

- Work with LDOE staff to review new teacher supports
- Participate in a monthly call with LDOE
- Serve on committees, advisory panels, and focus groups depending on LDOE priorities

Capable Instructional Mentors

“If you want to go fast, go alone. If you want to go far, go together.” African Proverb

The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes necessary connections between theory and practice, supports the professional and personal growth of beginning teachers, and provides professional development opportunities for the Mentor Teacher.

[Mentor Teachers](#) are local educators who have the knowledge and skills to effectively coach and support new and resident teachers in their school system. The Mentor Teacher role is also an important step in the leadership pipeline for talented local educators.

A Mentor teacher is a classroom teacher who supports:

- Aspiring teachers (undergraduate or post- baccalaureate) participating in yearlong residencies,
- New teachers in their first three years, and
- More experienced teachers who are in need of support.

Mentors may co-teach with year-long undergraduate or post-baccalaureate residents or may support teachers without co-teaching.

Selecting Mentors

When selecting Mentors, school systems and preparation providers should identify individuals who embody the skills necessary for Mentors to be successful, including:

- evidence of having made consistent, positive impacts on student learning, or the potential to do so;
- knowledge of curricular tools and resources;
- an ability to communicate and generalize effective teaching techniques beyond their own classroom experience;
- the ability or potential to teach and lead adults and an interest in helping colleagues grow;
- strong communication skills;
- ability to manage time and plan effectively;
- a commitment to constant learning and improvement;
- ability to attend Mentor Teacher trainings throughout the year and complete any additional work associated with those trainings and assessments;
- offering support with additional time outside of normal school hours; and
- those who have previously been awarded Mentor teacher certification.

School systems could also consider utilizing a [job description](#) to ensure Mentors are clear on what their role will be. In addition, schools and school systems could put into place a selection process that allows interested teachers to apply for the Mentor role to identify a large group of teachers interested in this work.

Tips for selecting Mentors

- Have veteran Mentors help identify and work with prospective Mentors.
- Think beyond veteran educators; often those with 3-5 years experience can make great Mentors for beginning educators.
- Be deliberate in choosing Mentors.
- Consider if the prospective Mentor has the time to dedicate to this work. Often our teachers who would make good Mentors are also those invested in many other obligations.

Mentor Training/Support

In addition to thinking about Mentor selection, school systems need plans for Mentor training and continuous Mentor improvement. Mentors should start with initial training to ensure they have the

knowledge and skills to begin this work. After required initial training, Mentors should engage in ongoing professional learning to boost their mentee teachers' job satisfaction and mentoring skills. Professional development for Mentors should improve their communication and problem-solving skills to help them build the capacity of their mentees. Mentors should receive direct coaching and participate in professional learning communities, just as new teachers do.

Mentor Teacher Initial Training

In order to build a cadre of high-quality Mentor teachers across the state, the Department offered statewide Mentor training from 2017-2020, over 1,800 Mentors were recruited and trained. Through an RFP process, the Department partnered with [The Dana Center](#), housed at the University of Texas at Austin, and [Learning Forward](#), a non-profit organization to design and deliver Mentor training. Currently there are 30 [approved providers](#) of Mentor training for school systems to select a training provider.

What will Mentors be able to do by the end of training?

- Build strong relationships with their mentees.
- Identify and address the needs of residents and new and developing teachers based on [teacher preparation competencies](#).
- Deliver resources and coaching for resident, new, and developing teachers to help them improve.
- Track resident, new, and developing teacher self-reflection and improvement.

Mentor Assessment Series

The assessment series that Mentors are required to complete for Mentor certification includes two assessments that focus on their ability to implement a coaching cycle with their mentee.

The first assessment, **Mentoring to Improve Content Instruction**, focuses on educators' deep knowledge of their content and the ability to plan and deliver effective instruction. As part of the mentoring cycle, Mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed in order to support improvements in a mentee's content instruction. Through continuous relationship building and effective individualized support, Mentor teachers can support significant improvement in teaching practices.

The second assessment, **Mentoring to Improve Classroom Management**, focuses on Classroom management which is an essential skill for new or resident teachers to understand in order to lead a classroom focused on learning. There are three fundamental elements of effective classroom management for inclusion: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. As part of the mentoring cycle, Mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed to meet the needs of their mentee and support improvements in classroom management.

According to school systems, over the past several years, Mentors who have been most successful in the [Mentor Assessment Series](#) are those who had support from their training provider and school leader or school system lead. Training programs should:

- Provide one-on-one feedback and coaching on the assessments.
- Provide regular assessment collaborations with a team of Mentor candidates.
- Provide individualized feedback prior to submission.

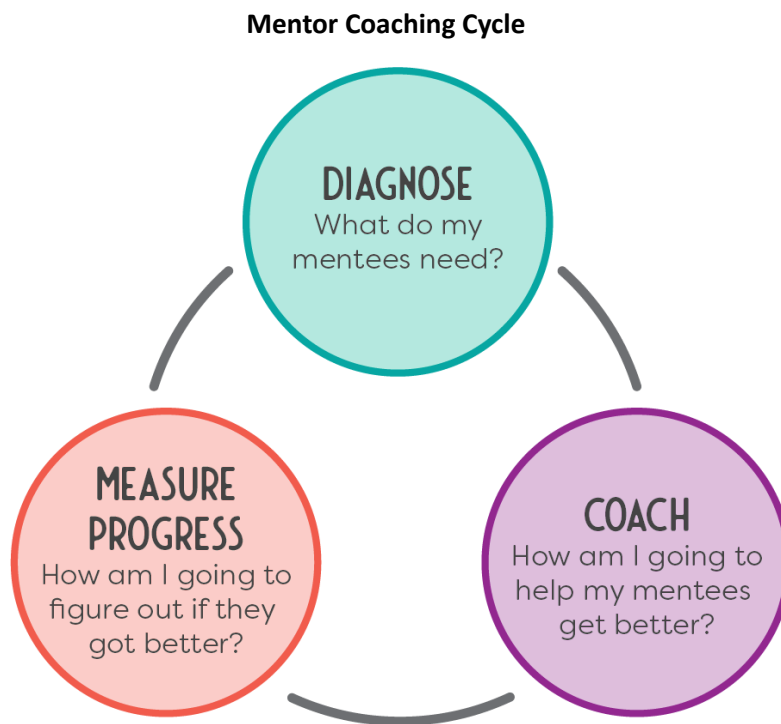
- Support candidates in creating goals or milestones for completing the assessments.

Schools and School systems might also consider:

- Providing tiered stipends for assessment completion.
- Providing recognition for assessment completion.
- Giving Mentor teachers release time in collaboration with the training provider to complete assessments (e.g., releasing from a staff professional development day, providing a substitute to cover their class).
- Providing collaboration time with others who are completing the assessment series.

The [Approved Mentor and Content Leader Provider](#) document includes training-specific lists of BESE-approved vendors for Mentor training as of April 2022. BESE considers applications in October and April of each year, and this list updates to reflect new approvals. School systems are responsible for contacting approved providers directly to arrange for training of new Mentors. Participants in university-based training may be required to apply for admission and pay additional university fees as part of their training costs.

If interested in becoming an approved provider of Mentor training, please review the [Mentor Teacher Training Application Guide](#).



Mentors who complete the Mentor training and assessment series should be well equipped to implement a coaching cycle with their mentees to foster continuous improvement.

Mentor Credentialing

In October 2018, [BESE established new state credentials for Mentor teachers](#). This **Mentor Teacher** credential is required beginning in September 2020 for individuals who serve as a Mentor of undergraduate or post-baccalaureate teacher residents. Although preferred, this credential is NOT required if a Mentor is supporting a new teacher who is not a resident or on a first year Practitioner's License.

Nearly half of all teachers in Louisiana are prepared through post-baccalaureate training programs. Based on research demonstrating that high-quality mentoring can reduce or eliminate the “first-year teacher effect” and on mentoring [pilot programs](#), BESE approved regulatory shifts in **October 2019** to strengthen mentoring during the alternate candidate's residency year. This policy requires that post baccalaureate teachers have co-taught, been observed, or planned collaboratively for **at least 5 hours per week** in their first year of teaching.

BESE policy outlines the Mentor credential requirements. A Mentor can be credentialed by:

1. Previous Training and Experience
 - a. EDL or previous administrative certifications
 - b. NIET trained evaluators
 - c. CLASS trained evaluators
 - d. Supervision of Student Teachers
2. Completing the Mentor Teacher training series and passing the Mentor Teacher Assessment series.

Teachers who hold any of the qualifications above can [apply](#) for the Mentor certification. School systems can view a list of all credentialed Mentors in their system through a report that the Department sends to school systems annually in the spring.

Ongoing Support of Mentor Teachers

In order to help Mentors continue to develop their skills as a Mentor, school systems should consider ongoing supports for Mentor teachers. These could include the following:

- Utilizing the [Mentor rubric](#) to provide feedback to Mentors.
- Setting up teacher collaboration for Mentors to come together and share best practices and challenges.
- Have meetings with school leaders or instructional coaches to discuss goals, progress, and next steps for new teachers weekly.
- Have monthly virtual meetings to look at teaching videos and discuss how various common scenarios should be handled.

In addition to supporting Mentors with ongoing development and feedback, school systems should also consider structures and systems that will help ensure that Mentors can do the work of Mentoring. Some practices to consider include:

- Providing Mentors with an extra planning period to complete mentoring responsibilities.
- Ensuring that Mentors and Mentees have the same off periods to allow time for collaboration.
- Providing coverage of the Mentor's class regularly to allow Mentor to observe or coach the

mentee.

Finally, school systems can incentivize strong teachers to serve in the role by offering incentives such as:

- Stipends or higher levels on the salary schedule.
- Recognition at school and system events like school board meetings, newsletters, etc.
- Shout outs on social media highlighting the work they are doing and the impact of that work.
- Additional perks such as a designated parking space, extra “Dress Down” days, Mentor Teacher of the Year award, etc.

What Should Mentors be Doing With Their Mentees?

Given such important responsibilities, new teachers need exceptional Mentor teachers who are experienced, patient, and knowledgeable to guide them through their first crucial years of teaching. A successful mentoring program supports the professional and personal growth of new teachers and Mentor teachers.

Common Behaviors Mentors Should Demonstrate with Mentees

- Share professional skills, knowledge and experience
- Demonstrate a positive attitude and act as a positive role model
- Exhibit enthusiasm in teaching and learning
- Participate in ongoing learning and growth in teaching
- Provide frequent, constructive feedback
- Exhibit excellent communication skills in both speaking and writing
- Work as a member of a large team that supports new teachers

Additional Ways to be an Exceptional Mentor Teacher

- Build the relationship first, as mentees need a comfort level to ask for help.
- Work on one goal at a time. Consider using the evaluative rubric (Compass, CLASS, NIET) to determine the goal in which to focus.
- Honor the time that is spent with the mentee.
- Collaborate with new teachers to create unique ideas and ways of doing things.
- Listen intently, and let mentees come to their own realizations and conclusions.
- Celebrate the big and little successes each day.
- Track progress in writing, so new teachers can see how they have grown.

Many school systems find it helpful to provide Mentors with specific guidance of what they should be doing with mentees broken out monthly or provide a handbook for Mentors outlining their responsibilities. When the mentee is a resident in a teacher preparation program, the preparation program will often have Mentor handbooks that are provided.

Richland Parish has created a guidance document for Mentors, [Vision of Mentor Excellence Co-Teaching](#) model, that breaks out Mentor responsibilities into four phases throughout the school year. [The 21st Century Mentor’s Handbook](#) is a great resource that also includes a breakdown of how Mentors can support their mentees across a variety of topics on a monthly basis.

Below is a brief suggested pacing calendar that school systems could utilize to help Mentors know what supports they should be providing at specific points in the school year.

August-September

- Introductions: Begin a trusting relationship, share experiences
- Identify school and community resources
- Go over rules, routines, school policies and basic classroom management strategies
- Complete a Needs Assessment to note areas of strength and concerns
- Help prepare for first parent/family engagement opportunities

October-November

- Assist with lesson planning, pacing of curriculum
- Modeling and tips for classroom management
- Arrange inter-visitations
- Review available professional development opportunities
- Compass (or other evaluation) walk-through expectations

December-January

- Support with re-setting management expectations at the start of the new semester
- Help set priorities based on data collected so far
- Suggest need for self-care, time to rejuvenate
- Encourage collaboration with colleagues
- Mid-year celebration
- Solicit feedback from mentees about what supports they need from their Mentors

February-March

- Assist with observations (rubrics, etc.)
- Work on rigorous implementation of curriculum resources
- Analyze student work and differentiation strategies
- Reflect on professional goals
- Support with ongoing family communications

April-June

- Collect artifacts that show professional growth
- Reflect on initial needs assessment
- End-of-year celebration
- Plan for start of new year
- Prepare for end-of-year testing expectations

Mentor/Mentee Accountability

An important element to the Mentor and mentee relationship is accountability. Oftentimes the mentoring relationship starts with a [partnership agreement](#) that both the Mentor and mentee complete. These agreements spell out the responsibilities of both Mentors and mentees so there is no confusion of expectations for either educator. Monthly checklists can also be helpful in increasing accountability for the mentoring.

- Caddo Parish School System uses page 16 of [this resource](#) for a checklist.
- Rapides Parish School System uses this [Mentor/mentee log](#) to document the work Mentors and mentees are doing.
- East Baton Rouge Parish School System asks mentees to reflect monthly on the support they have received from their Mentor and what supports they need using this [form](#).

Effective Principals

“Know well the condition of your flock, and pay attention to your herds...” Proverbs 27:23

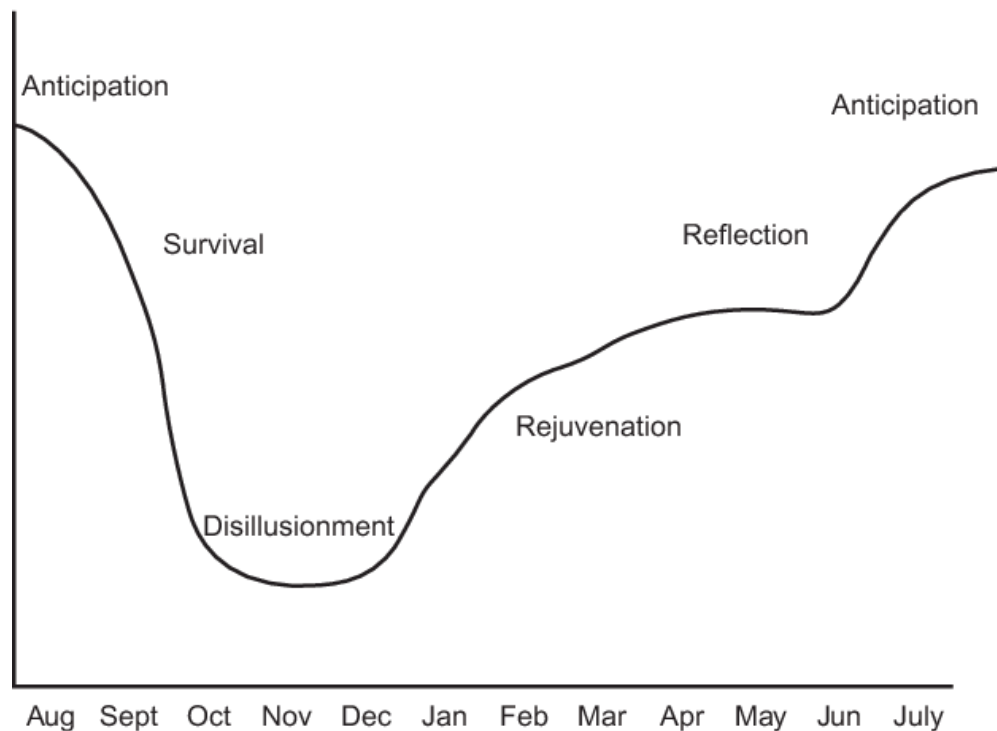
The positive impact of a leader who creates a caring learning community focused on student success is evident to all, especially new teachers. If new teachers receive inadequate support from school leaders, they are much more likely to leave the profession. Principals who are knowledgeable about the issues affecting new teachers, proactive in supporting them, and committed to professional growth make a significant difference. Principals should connect regularly with system leaders to update status of the new teachers and review the supports that are provided.

In order to support early educators, principals should consider the following recommendations.

Be aware of the challenges new teachers face.

New teachers go through a series of “attitudinal phases” during their first year of teaching: anticipation, survival, disillusionment, rejuvenation, reflection and anticipation. If principals are aware of these phases, and when they occur, they can tailor their support throughout the school year. If a principal understands how these phases coincide with specific events and responsibilities, such as parent conferences and grading cycles, a principal can be prepared to meet the needs of their beginning teachers.

Phases of first year teacher’s attitude towards teaching



Pedagogies of Developing Teacher Identity, Meijer, Paulien, Oolbakkink Marchand, Helma, Pillen, Marieke, and Aardema, Arnoud; 2014.

Suggested practices:

- Establish a beginning induction meeting and individual follow-up meetings with Mentors and new teachers.
- “Stay Conversations”: Principals should begin talking to new teachers in early spring to encourage returning in the fall. Principals should also learn about new teachers' long term goals and how to support growth. This [tool](#) from Urban Schools Human Capital Academy provides an example of a survey and questions that can be used to ask why educators stay in a school district.
- Conduct observations of new teachers early to get strong data on how they are doing. Then, provide strong supports where needed.
- Create a plan for how you will utilize Content Leaders, Mentor teachers, and other instructional leadership team members in the support of new teachers.
- Conduct mid-year informal observation(s) with no scoring.

Value the vitality and knowledge that the new teachers bring to their school. New teachers can be hesitant to share their ideas publicly - during staff meetings or in conversations with principals - feeding the adage that new teachers should be meek during their first years. Building a community where every person is valued, including the newest members of the staff, goes a long way. New teachers should be encouraged to share their understanding of current innovations in teaching strategies, competence with new technology, and their energy and optimism. If your new teachers feel included, valued, appreciated, and respected, they are more likely to stay.

Suggested practices:

- Block out a certain amount of time each month to give to new teachers (lunch, coffee, after school with new teachers). Consider a time that does not require a substitute teacher.
- Take new teachers on observation walks, and unpack what they are seeing in the classrooms.

Understand the components of an effective induction program. Principals must integrate their induction program into the overall school goals and professional development plans. In order to conduct effective and sustained induction programs, principals must make this work a priority. Principals should be able to explain the components of the induction program to staff, parents, and the school community and see induction as a critical part of the school's infrastructure. Principals should remain involved with Mentors, school system induction leaders, and system support leaders on this work to discuss progress, challenges, and necessary changes needed to continually improve the induction program.

Suggested Practices:

- Provide information about the New Teacher Experience to prospective employees during interviews or job fairs using brochures, flyers, [one-pagers](#), etc.
- Establish school-based induction with new teachers to welcome and introduce new teachers to campus.
- Check in with new teachers during their first week of school and ensure that they are engaging in induction supports.

Know the role of the Mentor. The principal must be incredibly involved in knowing the role and responsibilities of both the Mentor and the mentee. The principal needs to support and understand the structures in place for this partnership. Additionally, the principal should be involved in observing and

giving feedback, helping create aligned schedules, having regular meetings and discussions, and providing ongoing support.

Suggested Practices:

Selecting Mentors

- Leaders need to be deliberate in selecting Mentors. They need to develop strong criteria of who would be a good Mentor such as the criteria below.
 - Demonstrates evidence of having made consistent, positive impacts on student learning
 - Demonstrates knowledge of curricular tools and resources
 - Has the ability or potential to teach and lead adults
 - Is positive and encouraging to staff with an interest in helping colleagues grow
 - Has the ability to communicate and generalize effective teaching techniques beyond their own classroom experience
 - Demonstrates the ability to manage time and plan effectively
 - Has the ability to attend Mentor Teacher training and complete any additional work associated with those trainings and assessments
 - Offers support with additional time outside of normal school hours

- Not all Mentors need to have over 20 years experience. Teachers with 4-8 years experience or in some cases even less, can bring a lot of value to the role.

Supporting Mentors

- The key, for the principal, is to act as a team builder and to maximize the Mentor's effectiveness.
 - Have Mentors and mentees complete a compact which helps everyone understand their role. See this example of a [Mentor compact](#) from Caddo.
 - Utilize a support log to ensure that feedback to mentees is aligned.
 - Sit in on Mentors /new teacher meetings and provide feedback to Mentors on their role as a Mentor.
 - Limit the adjunct duties of the Mentors. Mentors are often the teachers who are asked to do the most at their site, but if a principal truly values their role as a Mentor, they will give them time to do it well.

Scheduling

High-quality mentorship programs provide dedicated release time for Mentors to observe and coach their mentees.

Suggested Practice:

- Ensure there is shared time for Mentors/mentees in the master schedule, so they can review lesson plans or debrief instructional strategies.
- Create structures for meetings between new teachers and Mentors especially when the Mentor is not co-teaching with their mentee.
- Utilize creative scheduling options to carve out collaborative time for Mentors and new teachers.
 - Provide time for Mentor and mentee to observe other classrooms together.
 - Have non-classroom teachers such as instructional coaches teach in new teachers' classrooms while they are meeting with their Mentor.

Below is a brief suggested pacing calendar that principals could utilize to help them know what supports they should be providing at specific points in the school year.

August-September

- Introductions: Help mentors and mentees begin a trusting relationship by making introductions
- Intentionally choose mentors who can provide the best support and assistance
- Identify “gap” areas for Mentors (math, special education, specific grade levels) and identify teacher leaders to send to Mentor training to earn the credential
- Join the initial meeting with the new teacher and Mentor to review the compact that outlines everyone’s roles
- Ensure that the new teacher and Mentor have regularly scheduled time to meet and interact
- Discuss the The New Teacher Experience support initiatives (Professional Development Modules and Affinity Groups) with all new teachers and their Mentors

October-November

- Visit new teachers’ classrooms early and often to build trust and provide ongoing guidance and support
- To support the Mentor, co observe the new teacher and discuss classroom trends
- Schedule a substitute teacher or personally cover one of their classes so that the new teacher and the Mentor have time to be in each other’s classrooms
- Ask positive teachers and support staff to check in on new teachers to see if they can help them - increase positive connections in the school
- Enroll all new teachers in The New Teacher Experience support initiatives (Professional Development Modules and Affinity Groups)
- Check in on potential Mentors who are enrolled in Mentor training for the year to see how training and assessment completion is going

December-January

- Work with Mentors to help set priorities for new teacher based on data collected so far
- Suggest need for self-care, time to rejuvenate to both new teachers and Mentors
- Sit in on Mentors /new teacher meetings and provide feedback to both parties
- Plan a mid-year celebration for Mentors and new teachers
- Solicit feedback from mentees about what supports are most useful and what additional supports they need from their Mentors

February-March

- Begin “stay conversations” with new teachers and Mentors
- Begin discussions with prospective Mentors
- Continue to support new teachers with the NTE initiatives
- Help new teachers prioritize time - give them permission to say “no.” Ensure that new teachers have the energy to be effective in the classroom rather than dissipate that energy through more peripheral tasks. They do not need to volunteer for every committee

April-June

- Have the new teacher and Mentor reflect on initial needs assessment and determine growth made

- Plan end-of-year celebration
- Secure all needed Mentors for the next school year
- Evaluate the level of support needed for teachers in years 1-3

Strong Program Leaders

“To improve is to change; to be perfect is to change often.” Winston Churchill

System leaders should ensure that the New Teacher Experience connects to the school system’s priorities, initiatives, and long-range plans.

In order for a school system to have an effective support system for new teachers there should be a designated person(s) at the system level who oversees this work. This helps establish coordination of support and a clear line of communication with the ultimate goal of improving teaching and learning.

School systems should determine which aspects of a new teacher induction program will be owned at the system level and which pieces should be owned at the school level. This should be clearly communicated to all stakeholders.

Some specific elements of the new teacher induction that a system level leader should oversee include:

- Overall vision and goals for the program (NIET’s [questionnaire](#) can help school system leaders think about the purpose of their program).
- Evaluation of the effectiveness of program components.
- Managing any financial supports for the program.
 - Allocate funding to send new teachers to [New Teacher Experience: Summer Kick Off](#).
 - Designating funding to support the New Teacher Experience work.
- Coordinating system-wide professional development opportunities (e.g., curriculum training)
- Partnerships with teacher preparation programs for beginning teachers who are still pursuing certification.
 - Collaborate with program providers to ensure all candidates (PLs) have assigned Mentors in a timely fashion. Suggestions are:
 - Schedule regular meetings with preparation partners.
 - Share a Google doc between preparation provider and the school system, so information can be shared easily.
- Ensuring that Mentors and new teachers understand that they are a part of a larger network.
- Checking in with principals (or coaches of Mentors) regularly to see that new teachers are receiving adequate support.
- Possibly appointing a Lead Mentor at sites or in school system (depends on the size) to assist with all Mentors on campus.
- Working with Human Resources to communicate new teacher supports (such as New Teacher Experience: Summer Kick Off, Affinity Groups, Modules of Study) to promote new teacher participation.

Below is a brief suggested pacing calendar that program leaders could utilize to help them know what

supports they should be providing at specific points in the school year.

August-September

- Designate the program leader who will be the primary contact for this work
- If participating in the New teacher Experience pilot, ensure your primary contact attends pilot cohort meetings
- Determine the goals for your school systems new teacher program and communicate these goals to school leaders and other system leaders
- Meet with teacher preparation partners to ensure all residents have an assigned Mentor and set dates for ongoing communication throughout the school year
- Understand the supports available to new teachers through the New Teacher Experience
- Ensure that the Human Resource office is aware of the New Teacher Experience and has communicated important dates to new hires
- Determine and designate funding to support The New Teacher Experience work, including completing data collection processes for Mentor and resident funding
- Have Human Resources submit all applications for Mentor credentialing for any educators eligible
- Discuss Mentor training opportunities to qualified teachers or share with school leaders to communicate with potential Mentors

October-November

- Consider hosting and facilitating a meeting (in person or virtual) for all Mentors in the school/school system to collaborate on current work with new teachers
- Check in with principals to see if new teachers are receiving adequate support
-
- Ensure that principals are enrolling new teachers in the New Teacher Experience initiatives and discuss funding for travel and stipends
- Ensure your finance team is aware of funding for this program and will be able to support school leaders with reimbursements for travel, Mentor stipends, etc.

December-January

- Meet with principals to discuss feedback from mid-year survey for new teachers
- Evaluate your system's need for qualified, credentialed Mentors and begin discussing recruitment, selection, and funding with principals
- Conduct a mid year check in with teacher preparation partners
- Evaluate progress on system level goals and make adjustments to program as needed

February-March

- Consider hosting and facilitating a meeting (in person or virtual) for all Mentors in the school/school system to collaborate on current work with new teachers

April-June

- Plan budget for your system's new teacher induction work for next school year
- Conduct an end of year check in with teacher preparation partners.
- Update MOUs with teacher preparation partners based on needs
- Ensure Mentor and resident stipends are paid
- Consider hosting/facilitating a meeting (in person or virtual) with new teachers to gauge their experiences with their Mentors and New Teacher Experience work

Program Evaluation

“Without proper self-evaluation, failure is inevitable.” John Wooden

Just as we ask new teachers to continually assess their students’ learning and adjust their instruction, induction programs must also gather feedback from all stakeholders in their program and use it to continually improve how they are meeting their needs. If your induction program is not working for its teachers, then it’s not working. The challenges for teachers are changing every year and so should support for new teachers. Effective programs are not only willing to make modifications, but are eager to hear new ideas and actively seek them out.

- An effective program evaluation draws on multiple data sources to measure both processes and outcomes of teacher induction programs.
- Formative evaluation measures the implementation of induction programs and draws on metrics such as perception data, data on program participants' backgrounds and credentials, and learning artifacts.
- Summative evaluation measures the degree to which a program has met goals established at the program's outset and draws on metrics such as retention rates and student outcomes.

Program Accountability

The purpose of evaluation of the induction program is accountability. When time, money, and human resources have been expended, it is advantageous to the program to know to what extent performance of beginning teachers has been enhanced, if the retention rate of teachers has improved, and if Mentor teachers have become more reflective and collaborative. The evaluation of the induction program must be driven by the goals established by the school or school system.

An example of goals set by a school system for their new teacher induction program are:

- Ensure 100% of new teachers have a Mentor or peer partner.
- All new teachers participate in orientation on the system and school policies and procedures.
- Increase the retention of first year teachers from 75% to 80%.
- New teachers will be able to access and utilize the district curriculum with integrity.
- New teacher Compass observation scores will increase by .5 from initial observation to final observation in their first year.
- 85% of new teachers who participate in induction activities note that it helped to improve their teaching practice.
- 85% of Mentors indicate that the training and support provided to them improved their ability to Mentor.

School systems should gather multiple data points to evaluate the effectiveness of their new teacher induction program.

Some examples could be:

- Teacher evaluation scores
- Surveys of new teachers
 - [Caddo example](#)
- Surveys of Mentors
- Surveys of students in new teachers’ classrooms

- [K-2 Student Survey](#)
- [3-5 Student Survey](#)
- [6-12 Student Survey](#)
- [Self-efficacy survey](#)
- Informal Walk-through observation results

Finally, school systems should convene an advisory group to meet quarterly, or even monthly to review the data and make decisions about how to improve the program. Participants in the advisory group should include new teachers, Mentors, principals, and school system leadership.

Timeline

| Event | Details | Date |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Release of New Teacher Experience Pilot Application | The NTE Pilot will provide school systems strategies to foster a community of practices and create conditions for effective teaching and learning in addition to the direct work of principals, Mentors, and colleagues with new teachers. Participating school systems will be asked to implement these practices throughout the year and work with the LDOE in fine tuning this guidance. School systems will be asked to participate in monthly webinars for feedback and support. | June 7, 2022 |
| Selection of Systems to Implement Pilot | School Systems will be notified via email. | July 2022 |
| New Teacher Experience: Summer Kick Off | New teachers are invited to a day of professional development, networking and learning about the NTE. | July 25, 2022 |
| New Teacher Experience Pilot Kick Off Webinar | Review of pilot assurances, new teacher support programs, registration and scheduled monthly calls. | August, 2022 |
| New Teacher Experience Pilot - Webinars with school system leads | Monthly webinars to provide updates, support, guidance and general Q&A. | September 2022 - May 2023 |
| Affinity Groups Registration | Registration for collaboration opportunities for new teachers to join monthly. These affinity groups will be led by outstanding educators across the state. | Early fall, 2022 |
| Affinity Group | Affinity Groups meet monthly and will: | Fall 2022 - |

| | | |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Meetings | <ul style="list-style-type: none"> • link new teachers by a common purpose or interest • ensure an inclusive environment where new teachers are valued, included and empowered to succeed • improve new teachers' craft through discussion, collaboration, and purposeful materials and leadership in each group. | Spring 2023 |
| Professional Development Modules: Registration | Registration for online asynchronous content modules on topics that are critical for new teacher success. These modules will include content that new teachers will be able to complete independently. | Early fall, 2022 |
| Professional Development Modules | New teachers will complete these online asynchronous modules bi-monthly. | September, November, 2022 January, March, May 2023 |
| Professional Development Modules follow up sessions | In person components to Professional Development Modules. New teachers will practice and apply these concepts during in person follow up sessions. | October, December 2022 February, April, June 2023 |
| New Teacher of the Year applications | NTOY award will recognize the outstanding contributions of a first year teacher. Therefore, on the application deadline, the new teacher must have less than one year of full time teaching experience. | Winter 2023 |
| New Teacher of the Year Finalists selected | Nine finalists chosen | Spring 2023 |
| NTE: Summer Kick Off | New teachers are invited to a day of professional development, networking and learning about the NTE | July 2023 |
| New Teacher of the Year winner selected | Announcement of 2024 New Teacher of the Year at Excellent Educators Gala | July 2023 |

Closing

The New Teacher Experience can help new teachers improve practice, learn professional responsibilities, and ultimately positively affect student learning. In addition to providing support to beginning teachers, a strong induction program will allow veteran teachers to reflect upon practice and can unite the learning community as each individual works toward the same goal - improving the quality of education for students. Strategic, well-executed induction programs also have the potential of elevating the teaching profession and fostering a collaborative learning community for all educators. These benefits

can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivated growth and success.

The Department would like to thank the members of the New Teacher Experience School System Workgroup for their contributions to this document.

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