



Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
February 21, 2017 Meeting
Committee #5- Mentoring

Committee Members Present: Justin McConnaughey, MAESP; Debra Poese, MADTECC; Cecilia Roe, MSDE; Jasmine Stewart, MSEA; and Stacy Williams, MICUA, Sarah Mallory, UMD; Diane Workman, PSSAM

Committee Members Absent: N/A

MSDE Staff: Laura Liccione, MSDE

Alternates Present: N/A

Approval of Minutes: Not Applicable

Discussion:

The committee reviewed and discussed the recommendations from the last meeting on January 31, 2017. The committee recommended revisions as follows:

1. Recommendation #1 from January 31 meeting:

Ensure reduced workloads to mentors, as well as new teachers

Recommendation #1 revised to: *Provide appropriate time for mentors to support non-tenured teachers based upon individual teacher needs.*

• Discussion:

- ✓ The original goal of this recommendation by the committee was to provide more time for mentors and mentees to work together.
- ✓ Revise recommendation to state “ensure more time” instead of “ensure reduced workloads”
- ✓ MSDE DCAA staff has partnered with New Teacher Center through RTTT funding since 2011 to train new mentors across the state. To continue to provide this training, MSDE DCAA staff is being trained by New Teacher Center and, in turn, they train new mentors across the local education agencies (LEAs). The goal is to train every new mentor and supplement LEA trainings.

• Follow-up; Further Discussion

- ✓ Sarah Spross stated that the Workgroup may want us to define or drill-down to “appropriate time.” The committee feels that drilling down to define “appropriate time” would be difficult because it would depend upon the needs of the teacher. Not all teachers, whether tenured or untenured, require the same amount of support. The amount of support/time should be personalized to the needs of the teacher.
- ✓ Consider: What can we do state-wide...how can the state support LEAs through more dedicated funding? What does the research say about the amount of time a new teacher (first year) needs (so it leads to retention)? Try to find if we invest x time [and money] into first year teacher, what is the y rate of return with respect to retention?

• Research needed:

- ✓ value of mentor to new teachers
- ✓ rate of return on retention of teachers with mentors
- ✓ student achievement with new teachers who have mentors as opposed to those without

- ✓ appropriate amount of time for mentor to spend with new teacher
- ✓ appropriate amount of time for mentor to spend with new teacher in order to increase retention- various models- percentage of time to teachers over time (LEA existing models include: some released, some stipends, some mixed models like department chairs)
- ✓ New teacher professional development plan requirements in COMAR

2. Recommendation #2 from January 31 meeting:

Establish institutes of higher education (IHE) and LEA partnerships to develop induction programs with innovative evidence-based strategies.

- **Recommendation #2 revised to: *Establish IHE's and LEA partnerships to develop and implement mentorship training programs which embed innovative evidence-based strategies as part of a comprehensive induction program.***

- ✓ Considerations: Number, Time, Measures, Self-Efficacy, Evaluation/Success Measures, Partnerships
- ✓ COMAR recommendation for ratio of mentors to mentees at 1:15 - seems appropriate to committee (Refer 13a.07.01 section .06)

- Research needed:

- ✓ How much time is adequate to develop an effective teacher (how long to mentor)?
- ✓ What tools exist to evaluate mentor/mentee such as self-efficacy before, during and after?

3. Recommendation #3 from January 31 meeting: *Develop on line resource centers to build mentor and teacher capacity.*

- **Recommendation #3 revised to: *Develop online repository of resources to strengthen mentor best practices.***

Resources may include:

- videos
- mentor and mentee tools
- webinars
- protocols
- self-reflection guides/surveys
- training modules

- Discussion:

ESSA feedback says teachers want easy access to online resources instead of traveling to off-site locations.

Research needed:

- ✓ What are other LEAs doing successfully with a resource repository?

4. **New recommendation #4 added: *Match mentees with mentors who have similar experiences serving specific student populations, such as students with disabilities, English Language Learners, and socio-economic backgrounds.***

- Rationale:

- ✓ Match mentors who have had teaching experiences with special student groups with non-tenured teachers in similar teaching positions to provide them with strategies, tools and experiences relevant to their current student population. These student populations require additional time and expertise to offer differentiated instruction that new teachers often do not possess at induction.
- ✓ Feedback from LEA Induction Coordinators and ESSA feedback indicate that there is great need to train new teachers for dealing with diverse student populations and needs.

- Discussion:
 - ✓ Should recommendation #1 be rewritten to include this recommendation or should this be a separate recommendation?
 - ✓ A budgetary limitation as many LEAs have mentors teaching a full course load and mentoring with a stipend. Code of Maryland (COMAR) - does not require mentors have reduced workloads, but recommends reduced workload. This especially pertains to elementary schools.
 - ✓ How to use the 20% model across the state—reduce new teacher work load to allow more time for induction activities.
- Research/Possible solutions:
 - ✓ Study the model of CT- Consulting Teacher program- where districts have approximately 1:15 consultant: new teachers and/or identified teachers. These mentors are more like advocates, non-evaluative, released positions. CT used for other teacher capacities besides new teachers, such as career changers.
 - ✓ Increase class sizes so that additional planning time is spent with mentor and new teachers.
 - ✓ Study- other models; confer with other committees that are researching this.

Next Steps:

- ✓ Gather research to bring to next committee meeting or send research to Cecilia Roe cecilia.roe@maryland.gov
- ✓ Work group meeting only 3/29/17 from 1-3pm at Arbutus Public Library. No committee groups
- ✓ Work group and committees meeting- 4/26/17