Preface

P hew! I've finally finished hiring for September. For a while there, it didn't seem as though we would get all the positions filled. It is definitely harder these days to get qualified candidates for all the openings we have. There were predictions that this would happen . . . warnings of a teacher shortage . . . and now it's hitting home. While I'm glad to have the hiring over with, a thought nags at me: we'd better keep all these people, because replacing them and hiring for new positions will be even more of a problem in the next few years.

How are we going to support all our new teachers? They're asking us that question themselves. New teachers need to learn so many things all at once, and those working toward an alternative certification will have even more of a learning curve. Even experienced teachers who are new to our district have a lot to learn. I wonder how our current teaching staff would react to an invitation to become involved in helping the newcomers? I've heard that mentoring can have a big impact on those providing it as well as those receiving it, and some say that it can even make a difference in school culture.

I don't have time to research this idea of mentoring. I want to make an informed decision, and it would help to know what's out there. I'd hate to commit our time, energy, and money to something that doesn't work for us. Where do I begin?

THE PURPOSE OF THIS BOOK

If you're reading this book, you're interested in programmatic ways to support new teachers. Perhaps you have read about the impact induction and mentoring have on new teachers and want to institutionalize that support for your new faculty. Maybe you are in one of the 24 states that require the district or board to implement some form of induction or mentoring program. You may already have a program and want to explore ways to make it better. Many educators see induction and mentoring not only as ways to provide support for new teachers, but also as means for stimulating reflective practice among experienced teachers. Whatever your motivation, there are many programs in this book that may guide you in developing or revising an effective program for your setting.

WHOM THIS BOOK IS FOR

This book is written for everyone who is interested in supporting new teachers and educators, including:

- School building educators, including teacher leaders and principals
- District office administrators, including directors of personnel or human resources, assistant superintendents of curriculum and instruction, and directors of special education
- College and university faculty and directors of teacher preparation and field experience programs
- Directors of regional educational collaboratives
- State department of education staff, including those whose work focuses on teacher credentialing and licensure and teacher quality

- Professional organization leaders, including those representing teachers' unions
- New teachers and educators
- Retired educators

HOW THIS BOOK IS DIFFERENT FROM THE FIRST EDITION

When this book was first published in 2002, mentoring programs were often regarded as the best way to support new teachers. Since that time, many educators have come to realize the need for multi-year orientation and professional development programs for new teachers. I have chosen to refer to these as comprehensive mentoring programs for reasons discussed in Parts I and III of this book.

This second edition presents 18 programs that support new teachers. There are 11 new programs that offer a variety of approaches to inducting new teachers as well as updates on seven programs from the first edition. I have added chapters on supporting teachers in two critical shortage areas, special education and math and science, because these populations of teachers are often the most difficult to recruit and retain in the profession.

In an effort to make the programs even more accessible, I have now organized program descriptions into several categories: district programs; state programs; regional and national programs to support mathematics and science teachers; district and university programs to support new special education teachers; and a collaboration of three institutions to support new teachers through cross-career learning communities. My intention is to assist you as you consider what might be most applicable for your own setting, as well as to help you expand your thinking regarding the needs of specific populations of teachers.

Some of the programs from the first edition are no longer featured; they have been discontinued because of lack of funding, either by the district, university, or state; because a director retired without a successor being named; or because the state's requirement for induction was discontinued. These events provide lessons for future leaders who are trying to design a sustainable program: plan for leadership succession and continued sources of funding to ensure that new teachers remain supported over time, and do so because it is the right thing to do, whether or not is it required by the state.

The beginning chapters have been totally redone. The supporting research has been updated, and changes in thinking in the field are identified. A few seminal pieces of research are highlighted; Ingersoll's 2006 paper on teacher recruitment, retention, and shortage is featured because it is the most complete and understandable study of teacher shortages and retention that I have read.

The last chapter has been significantly expanded to help you get started on developing or revising your programs of support for new teachers. I have included a rubric on seven components of comprehensive mentoring programs, as well as a rubric on coaching skills for mentors and coaches. This chapter gives you tools and ways to think about how to begin or enhance your programs to provide the most effective professional development and support for new teachers.

HOW TO USE THIS BOOK

You may approach this book in a variety of ways, depending on your purposes and interest. You may read from cover to cover. You may look at the Table of Contents, select

programs based on whom you serve, and proceed directly to their descriptions. If you like to read with the end in mind, you may choose to go first to Part III for some ideas about how to get started. Or you may scan the charts at the beginning of Part II to find which programs are most similar in demographics to your new teachers and educators.

This book describes programs from states throughout the United States, as well as multi-state initiatives. I have endeavored to offer programs that match urban, suburban, and rural settings as well as districts of differing size and resources. Some programs focus on the needs of specific teaching positions, while others offer ways to approach induction, including electronically and through regional collaboratives. University programs that support new teachers are also included. By identifying like purposes or contexts, you will be able to proceed to descriptions of relevant programs in Part II.

My goal in writing this book is to provide a user-friendly resource with easily accessible research and program descriptions. Perhaps you will find research here that will be helpful in convincing others of the need for mentoring and induction programs. Or you may find that sharing a few program descriptions is a place for a committee to begin.

BOOK LAYOUT

Part I

Chapter 1 identifies the major causes of the shortage of teachers, the impact of high teacher turnover on students, and the fiscal cost of teacher turnover. It defines induction, mentoring, and comprehensive mentoring, explaining ways that they address the needs of new teachers and the five phases experienced by first-year teachers.

Chapter 2 takes a closer look at mentoring. It describes the roles of mentors, the ways mentors support new teachers and educators, and mentor preparation. The stages of mentoring growth are presented. Definitions of comprehensive mentoring programs are offered, as well as the benefits of such programs to members of school communities.

Chapter 3 offers five factors to consider when developing a comprehensive mentoring program: goals, funding, the roles of shareholders, evaluation of new teachers and confidentiality, and the duration of the program.

Part II

Charts that summarize key aspects of induction and mentoring programs are provided at the beginning of this section. These charts may help you identify programs you would like to read about first because they parallel your own situation or because their unique approach intrigues you. The charts organize the programs by:

1. The size of the student population

2. Whether the district is urban, suburban, or rural

3. The district's per-pupil expenditure

4. Whether or not the program is mandated by the state

5. The cost of the program

6. The duration of the program for new teachers

7. Whether the mentors are full-time classroom teachers, part-time teachers and part-time mentors, or full-time mentors

8. Mentor remuneration

9. Unique features of the program

10. Teacher retention data

Each program is presented in the same format. First there is a chart that summarizes key aspects of the program, facilitating easy viewing of highlights. Then each program is described through responses to the same questions. Thus, it will be easy for you to compare programs and notice their similarities and differences. Certain questions do not apply to some programs and have been answered "NA" (not applicable) accordingly.

Chapter 4 provides descriptions of eight district programs from districts in Arizona, Georgia, Iowa, Massachusetts, Michigan, Minnesota, New York, and Ohio, including urban, suburban, and rural districts of varying sizes.

Chapter 5 provides descriptions of state programs along with examples of district implementation of the two long-standing programs for new teachers: California's Beginning Teacher Support and Assessment (BTSA) and Connecticut's Beginning Educator Support and Training (BEST). There is a description of a new plan for the state of New Jersey.

Chapter 6 provides descriptions of regional and national efforts to specifically support new mathematics and science teachers. These three programs combine a variety of methods, including electronic communication, to bring together people who are in different locations throughout a region or the United States.

Chapter 7 provides descriptions of district and university programs in Hawaii, Missouri, and Virginia that support new special education teachers.

Chapter 8 describes a collaboration among three institutions to support new teachers. This program was piloted in Atlanta, Georgia.

Part III

Chapter 9 offers a rubric on seven components of comprehensive mentoring programs for you to use in assessing your own setting and in thinking about which aspects of your program you would like to enhance or develop. A discussion of these components, along with a list of things to do to get started, is provided to help guide you toward what you should do next.

Appendices of resources to use in program development, as well as an extensive **Bibliography** of relevant research and readings, complete this edition.