

Description of Research-base for CCCOE TIP Vision

“Effective induction has the following elements:

- Regular coaching within the educator’s context by a carefully selected and trained mentor
- Personalized learning that is integrated with school and district goals
- Competency indicators required for program completion that support a recommendation for a clear credential.”

-California's Educator Excellence Task Force report, *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*, 2012

“Building upon their prior experience in their Teacher Preparation Program, participating teachers will engage in a robust, thoughtful, and individualized induction process to enhance their professional growth and development.”

- CCCOE TIP Vision

Research suggests that comprehensive, multi-year induction programs can accelerate the professional growth of new teachers, reduce the rate of teacher attrition, and improve student learning outcomes (Ingersoll & Strong, NTC, Davis). The CCCOE Teacher Induction Program (TIP) vision, program design, and continuous improvement efforts for supporting new teachers and developing mentor capacity are rooted in research that identifies the key characteristics and fundamental elements of an evidence-based induction program. The TIP research-based vision provides direction for all aspects of program refinement, candidate and mentor experiences, collaboration with stakeholders, and unit accountability.

TIP, having been in existence for many years, has recently undergone a comprehensive update to align the newly adopted Induction Standards with the program vision. A committed team of experienced educators and educational leaders, comprised of program stakeholders, collaborated to revamp the program to meet the philosophy and spirit of an individualized induction experience in a way that was also responsive to stakeholder feedback and local context. The program has been designed to improve teacher practice as measured by the California Standards for the Teaching Profession (CSTP) through a coherent system of mentoring, continuous self-assessment, reflection, goal-setting, and job-embedded action-research/inquiry (NTC, Davis, Sagor,). Some of the research-base from which the CCCOE TIP vision emerged and that continues to guide program refinements include: the California Induction Program Standards, Adult Learning Theory (Knowles, Guskey), Adult Professional Learning and Design Principles (Gibbons, Cobb, Garmston, Zoeller, Landry), Cognitive Coaching and Mentoring (Garmston & Costa, Lipton & Wellman, Knight, Rock, Davis), studies from New Teacher Center and from other scholars in the field including Linda Darling-Hammond, Sharon Feiman-Nemser, Richard Sagor, Richard Ingersoll and Michael Strong.

The New Teacher Center research identifies the following critical elements of high-quality induction programs:

- A multi-year program, spanning at least the first two years of teaching;
- Sanctioned time for mentor-new teacher interaction;
- Initial training and on-going professional development and support for mentors;
- Pairing of new teachers and mentors in similar subject areas and grade levels; and
- Documentation and evidence of new teacher's growth.

Drawing upon this research, each of the aforementioned elements are embedded into the TIP vision and program course of learning (see program standards for a detailed description of the TIP program and mentoring system of support) which is differentiated to meet the needs of new teachers who enter the program with diverse personal and professional experiences, readiness, and sense of self-efficacy.

Research by Linsey Gibbons, Paul Cobb and the New Teacher Center, amongst others, has identified particular professional learning and coaching activities/opportunities that seem to be effective in providing high-quality professional learning for educators, including new teachers. Some of the most effective evidence-based professional learning activities include:

- Intensive and ongoing development
- Activities focused on the daily problems that teachers encounter
- Action-research
- Investigate and enact pedagogical routines and practices
- Engaging and deepening of disciplinary knowledge
- Examination of student work
- Analyzing classroom practice via observation/video
- Co-teaching a lesson
- Modeling instruction

In striving to realize the TIP vision, each of these evidence-based learning activities is embedded into the program in a way that is also aligned with adult learning theory.

“The participating teacher and mentor work collaboratively to document growth through the development of an Individualized Learning Plan which includes a continuum of skills based upon the *California Standards for the Teaching Profession*, *California Content Standards*, and *Teacher Induction Program Standards*.”

- CCCOE TIP Vision

Research from the New Teacher Center has found that a number of components and conditions should be in place for mentoring within teacher induction to be successful. Mentors need to coach beginning teachers in the implementation of evidence-based instruction, use of data for lesson planning while nurturing their critical and reflective thinking. The Individualized Learning Plan (ILP) address the California Standards for the Teaching Profession and provides a roadmap for the Participating Teacher's (PTs) induction work. The ILP is a living document, with opportunities to develop professional goals and measurable outcomes, reflect on progress, and refine as needed in response to the authentic needs of the participating teacher. Mentors collaborate with PTs to set and reflect on the ILP growth goals using the following research based processes:

- Preliminary Program Transition Plan (when available)
- Site Administrator Consultation: begins the goal setting process based on the needs of the candidate
- CSTP Pre-Assessment: used in determining areas for growth and selecting focus standards
- Fall Continuum Co-Assessment: using one element in each of the two focus standards
- ILP Growth Goals: using the two chosen elements from the Continuum
- Mid Year Review: reflect on ILP Growth Goals and modify if needed
- Spring Continuum Co-Assessment: on same elements chosen in the Fall
- End of Year Reflection: Successes and next steps on each ILP Growth Goal

“If we hold high expectations for new teachers as learners and hope to meet ambitious reform goals, then mentoring must move beyond emotional support and brief technical advice to become truly educative, focused on learning opportunities that move novices’ practice forward and challenge their thinking and practice.”

- *Mentors in the Making*, Sharon Feiman-Nemser

“The participating teachers will engage in reflective conversations with a skilled mentor about the delivery of effective practice with the goal of increasing student learning.”

-CCCOE TIP Vision

Data suggests that mentors play a key role in helping novice teachers to reflect on the outcomes of their efforts in ways that support their growing sense of self-efficacy and skill as professionals. A growing body of evidence suggests that the most effective mentor models support greater frequency and length of the contact between mentor and candidate and includes a systematic examination of practice. (Ingersoll & Strong, Garmston. NTC, CA Induction Standards). In alignment with the research and CCCOE TIP vision, PTs engage in weekly,

in-person, individualized learning-focused conversations with their mentor. The learning-focused conversations balance three functions - offering support, creating cognitive challenge, and facilitating vision (Garmston, Lipton & Wellman). Mentors provide “just in time” support as well as longer term analysis of teaching practice that is standards-based, data driven, customized, and developmental toward the goals of self-directed learning and increased complexity of cognitive processing.

Mentoring is at the heart of the CCCOE TIP Program and there are numerous opportunities for mentors to develop their coaching and mentoring skills. In alignment with our vision and Induction Standards, TIP provides ongoing mentor training and professional learning that is grounded in adult learning theory and coaching/mentoring principles of practice and research (Knowles, Guskey, Kegan, Garmston, Heron, Knight, Lipton and Wellman etc.). The program provides three and a half days of [new mentor training](#) for mentors over a two year period and there are [additional opportunities](#) available for on-going support and development. Training content has been adapted from the researched-based work of Costa and Garmston, New Teacher Center, Lipton and Wellman, as well as other sources. Additionally, all of our program's mentors are required to attend three half-day [mentor seminars](#) per year. The seminars are half day to allow the mentor the rest of the day to conduct a teacher observation which research shows is best practice.

To best support and serve PTs, the mentoring design of the program is rooted in cognitive coaching which is a research-based coaching model that can support and enhance teachers' cognition. In TIP mentor training and seminars, participants learn strategies for developing trust and rapport, utilizing mentoring stances and skills including listening, pausing, paraphrasing, and posing mediational questions in order to support and accelerate PTs growth and development. There are a vast array of resources/tools available for mentors to strategically utilize in service of PT learning as related to their ILP which includes self-assessment, growth goals and inquiry to move teaching and learning forward at every stage of the educational continuum. All TIP mentors also receive professional development in the following: program processes and design, goal setting, the use of appropriate mentoring instruments, observation and feedback, and inquiry. In addition, mentors also receive support for individual mentoring challenges, are provided opportunities to reflect on mentoring practice and engage with mentoring peers in professional learning networks in order to learn how to better meet the needs of participating teachers and bring us closer to realizing the CCCOE TIP vision.

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