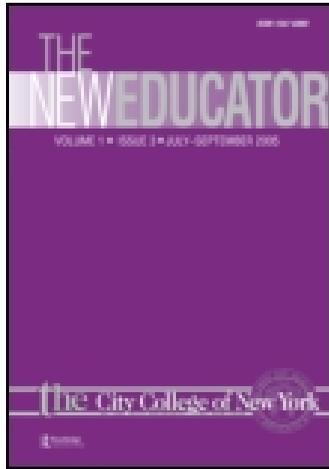


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Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



## The New Educator

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/utne20>

### Helping School Leaders Help New Teachers: A Tool for Transforming School-Based Induction

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Published online: 24 Apr 2012.

To cite this article: Sarah Birkeland & Sharon Feiman-Nemser (2012) Helping School Leaders Help New Teachers: A Tool for Transforming School-Based Induction, *The New Educator*, 8:2, 109-138, DOI: [10.1080/1547688X.2012.670567](http://dx.doi.org/10.1080/1547688X.2012.670567)

To link to this article: <http://dx.doi.org/10.1080/1547688X.2012.670567>

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## **Helping School Leaders Help New Teachers: A Tool for Transforming School-Based Induction**

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*Ample research demonstrates the power of comprehensive induction to develop and retain new teachers. Education scholars generally agree on what powerful systems of induction include, yet few tools exist for guiding schools in creating such systems. Drawing on theory and practice, we have created such a tool. This article introduces the Continuum of Practices for Building Comprehensive School-Based Induction, a detailed description of exemplary comprehensive school-based induction and its stages of development. It is an educative document, a formative assessment tool, a discussion prompt, and an articulation of theory. We describe the ideas that underpin the continuum, its development, and its potential use.*

New teacher induction has become a hot topic in recent years. It is the subject of mounting education research and the focus of mounting policy activity at the state and district levels. This increased attention to the unique needs of new teachers flows from several beliefs about teaching and learning to teach that are gaining acceptance in the education community. First, scholars and practitioners now recognize that preservice preparation is just the beginning of a novice teacher's development; new teachers continue to gain necessary skills and knowledge on the job, often experiencing a steep learning curve in their early years of teaching (Berliner, 1994; Feiman-Nemser, 1983, 2001). Second, research demonstrates that well-designed induction supports can improve new teachers' effectiveness (Fletcher, Strong, & Villar,

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2005; Villar, 2004) and increase the likelihood of their retention (Smith & Ingersoll, 2004). These are important considerations in a profession that loses between 30% and 50% of its entrants in the first five years (Huling-Austin, 1990; Ingersoll, 2002; Ingersoll & Smith, 2003). Third, there is substantial agreement about which supports are helpful to novice teachers. Commonly cited components of effective induction include information-rich hiring procedures, reduced — or at least reasonable — teaching assignments, complete curricula and resources, a summer orientation to school policies and procedures, “educative” mentoring from experienced colleagues, and supportive communication with administrators (Alliance for Excellent Education, 2004; Feiman-Nemser, 1998; Johnson and the Project on the Next Generation of Teachers, 2004; Smith & Ingersoll, 2004). Research demonstrates that each of these components is important. Although some policy makers and practitioners use the terms induction and mentoring interchangeably, mentoring alone is not enough. We now know that novices benefit most from a comprehensive array of induction supports (Kapadia, Coca, & Easton, 2007; Smith & Ingersoll, 2004).

As state level policy makers continue to invest in induction programs and district officials scramble to implement supports such as mentoring and new teacher orientations, some scholars caution that such structures are of little value in schools with unsupportive professional cultures. They argue that the induction phase is a period of enculturation (Feiman-Nemser, Carver, Schwille, & Yusko, 1999; Little, 1999) in which novices learn from their colleagues how things are done in that school. Such enculturation happens by default, if not by design. Judith Warren Little writes:

None of the structural supports for teacher learning will succeed without compatible values, beliefs and norms — an overall ethos that supports a vital professional community among teachers and a strong service ethic in relation to students and their parents. Teachers form a disposition toward their own learning in the fabric of daily school work. That fabric is tightly woven in the brief exchanges and small moments that make up enduring patterns of professional life. It does not take long for a newcomer to take stock of whether the school’s values, norms and relationships are consistent with learning, respect, encouragement, support for help seeking and help giving, celebration of struggle and accomplishment, principled and well-informed debate, and open consideration of alternative views. (1999, p. 254)

When these norms of “learning, respect, encouragement, support for help seeking and help giving” are absent, support structures intended to help novices succeed at teaching fall flat. For example, in a school where open discussion of teaching practice is tacitly discouraged, a novice and mentor may indeed meet regularly but spend their meetings discussing their

weekend plans. In a school where teachers tend to work in isolation, a new hire may participate in rich discussions with colleagues during orientation but still feel uncomfortable asking for help planning lessons in September. Therefore, researchers argue that induction supports are ideally situated in schools with integrated professional cultures, in which new and experienced teachers regularly collaborate around instructional issues (Johnson et al., 2004).

However, research also tells us that very few schools are prepared to offer novice teachers a comprehensive array of induction supports (Smith & Ingersoll, 2004) and that integrated professional cultures are few and far between (Kardos & Johnson, 2007). By and large, American schools are not nourishing sites for new teacher learning. As a practical matter, they treat novice teachers as expert from their first day on the job, maintain norms of autonomy and isolation that limit new teachers' access to colleagues' expertise and organize teachers' work so that opportunities for ongoing professional learning are rare. In other words, there is a big gap between the ideal that researchers envision for new teacher induction and the realities of practice.

What would it take to bridge the gap between the real and the ideal? What would it look like to create a school environment that included all of the elements of strong induction support, including an integrated professional culture? In 2005, we created the Induction Partnership Project to address those questions. We brought together a team of experienced teacher educators and scholars of teacher learning and, drawing on their experience and the existing literature, together formed a shared theory of the characteristics and values of strong systems of induction. We then formed partnerships with a handful of local schools, offering coaching to principals and experienced teachers in exchange for the opportunity to document and study their efforts to create school-based and school-wide induction support.

As our team of coaches worked to put ideas into practice, we found that what the current literature about induction offered us — lists of desirable program elements and cautions about the importance of school-based professional culture — were not enough. We needed new tools for envisioning the structures, leadership skills, shared understandings, and cultural norms that would nurture new teachers' growth. The leaders in our partner schools needed concrete ways of understanding the connection between the school's professional culture and the effectiveness of support structures like mentoring. To help us see where we were going, we all needed detailed images exemplary systems of induction, and we needed signposts along the way.

Since we could not find a resource to meet those needs, our team developed one for coaches to use with partner schools. *A Continuum of Practices for Building Comprehensive School-Based Induction* is a conceptual and a practical tool that (a) provides concrete images of what comprehensive

induction looks like at the school level at different phases of development, (b) communicates the ways in which structures and culture connect in successful school-based induction and (c) serves as a formative assessment tool against which to mark schools' progress in developing systems of new teacher induction. In this article, we introduce the continuum and describe how it came to be. Though we developed it while coaching Jewish day schools (independent schools with a Jewish-learning component), it is applicable in a wide range of school settings, including public and secular independent schools. The entire continuum appears as an appendix.

### FOSTERING COMPREHENSIVE SCHOOL-BASED INDUCTION: A PARTNERSHIP

In 2005, a team of teacher educators and scholars came together at the Mandel Center for Studies in Jewish Education at Brandeis University to form the Induction Partnership, a three-year project with two main goals: (a) fostering comprehensive systems of new teacher induction in local partner schools and (b) distilling lessons from the field about what success in such an endeavor involves. Our team included four coaches, a researcher, and a project director. All were seasoned teachers, administrators, and professional developers with significant experience in public and private schools. The coaches were deeply interested in teacher learning and familiar with the current literature on induction. Each coach worked with leaders in one or two schools to help design and implement effective induction practices, while the researcher led the coaches in documenting their activities and the project director coordinated and supervised all of our work.

#### The Partner Schools

We identified six partner schools from among local Jewish day schools. We chose these partners because each had hired graduates of the teacher preparation program sponsored by the center, and each school served as a placement site for the program's yearlong internship. Therefore, each school community had already demonstrated a commitment to facilitating teacher learning. In order to participate in the partnership, school leaders had to attend an orientation with a member of their school board and to agree in writing to work with their coaches. School leaders who joined the partnership did so because they wanted to strengthen support for their beginning teachers.

The six schools that eventually joined the Induction Partnership were, in many ways, an ideal cohort for this project: Leaders were convinced of the need to support their novice teachers but unsure of how to best do so, and they were ready and willing to work with a team of coaches with whom they were already familiar. We knew that without the interest and support of

the heads of school and their principals, the partnerships would never get off the ground.

Jewish day schools are different in some important ways from public or secular independent schools. They have an explicit mission to provide both general and Jewish education to students, with course offerings and curricula chosen accordingly. The families who send their children to those schools and the teachers who work there choose to do so because of a personal commitment to that mission. In many Jewish day schools, including several in our partnership, teachers work in cross-curricular “teams,” usually pairs, in which one teacher is responsible for general studies and another for Hebrew language instruction and/or Jewish studies. Also, like other independent schools, they are not governed by No Child Left Behind and its testing requirements.

However, these schools are surprisingly like their nondenominational and public school counterparts in many ways, and particularly in ways relevant to induction. Like other schools, Jewish day schools hire from a pool of candidates with widely varying preservice preparation and experience. They struggle with frequent teacher turnover and tight budgets (Kelner, Rabkin, Saxe, & Sheingold, 2005). Furthermore, new teachers in Jewish day schools consistently face the same kinds of difficulties novices face in public school contexts: inappropriate teaching assignments — including out-of-field course assignments and disproportionate numbers of challenging students — incomplete curricula, and hit-or-miss collegial support (Flexner & Gold, 2003; Ingall, 2006). While Jewish day school teachers do not face the testing pressures that they would in public schools, they often face intense parental pressure to perform well from the first day on the job. The end result — a de facto expectation that novice teachers should be just as effective as their seasoned colleagues — is similar.

At the outset of our partnerships, the professional cultures in our partner schools were familiar to those of us with experience in the public education sector, where long-established norms of professional autonomy and isolation persist. For example, we found that even where teaching “teams” were in place, teammates rarely interacted, usually leaving the room or even the premises when the other was teaching. For novice teachers, the schools in the partnership were all too typical sink-or-swim environments. Therefore, the kinds of induction supports we envisioned putting in place in these Jewish day schools were similar to those that we would recommend in any school environment: religious or secular, private or public.

## OUR WORKING THEORIES

The Induction Partnership Project and the *Continuum of Practices for Building Comprehensive School-Based Induction* that became the project's central tool were built around our working theories about induction.

We entered the project with a clear vision of the outcomes we hoped to see in our partner schools: a robust model of school-based induction derived from the relevant literature and our own experience in the field. This vision began with a list of the elements of comprehensive induction, including:

1. A committed school leadership;
2. An early, information-rich hiring process;
3. Summer preparation and formal orientation;
4. Complete curricula and supporting materials;
5. Opportunities to learn with and from colleagues; and
6. Growth-oriented supervision and transparent rehiring processes.

The first element underscores the critical role that school leaders play in creating and sustaining any system of induction. The other five each represent what would be a change in — or addition to — the way most schools currently operate and would be outwardly visible in policies and practices.

We knew that to invest solely in putting visible, structural changes in place would be a mistake. We needed to focus on the invisible — or perhaps *less* visible — cultural conditions that would surround and animate those structures and practices. As Schlechty (1997) writes, “Structural change that is not supported by cultural change will eventually be overwhelmed by the culture, for it is in the culture that any organization finds meaning and stability” (p. 136). To help guide our coaches’ work, we tried to articulate the link between a school’s professional culture and the effectiveness of its support structures. Inspired by Schlechty’s notion of cultural meaning making, we considered how administrators and teachers in nourishing professional cultures understand teaching, developing a list of “shared understandings” that undergird effective induction practices. When administrators, teachers, parents, and board members hold these ideas and visions in common, the stage is set for ongoing teacher learning. We articulate those shared understandings as follows:

1. *There is a shared understanding of what good teaching looks like and a common language for discussing instruction.*

An explicit and shared understanding of what good teaching looks like provides an essential guide for all teachers’ learning. This vision of good teaching must be more than a set of principles, such as “We value hands-on learning” or “Our school is child centered.” It must describe the behaviors and dispositions of effective teachers: the ways in which they plan lessons, manage classrooms, approach their content and relate to children, parents and colleagues. Teaching standards, such as those developed by Charlotte Danielson, are one way to frame such a vision. Articulating what effective teachers in this school do

helps mentors focus on relevant teaching skills in their work with teachers, school leaders plan appropriate professional development, and supervisors assess teacher performance consistently and transparently. It grounds teacher collaboration, providing a common language about teaching that facilitates conversation. Without a vision of good teaching, induction activities and professional development are disconnected from one another and do not necessarily help new hires become successful teachers in their new contexts.

2. *There is a shared understanding that teaching is complex work and learning to teach well takes time, collaboration, and ongoing professional development.*

Successful investment in teacher learning requires first a school-wide acknowledgment that excellent teaching demands substantial knowledge and skill and that novice teachers often have a lot to learn. The fundamentals of good teaching develop over several years and are not learned in isolation but with help from colleagues and experts who can model effective practices, build background knowledge and prompt reflection. When school leaders, faculty members, teachers, and parents share these understandings of teaching and learning to teach, several elements of induction fall into place more easily. New teachers get reasonable teaching assignments; mentors see themselves as educative companions rather than buddies offering emotional support (Feiman-Nemser & Parker, 1993); supervisors view teacher evaluations as opportunities to foster professional growth; and struggling teachers are more likely to ask for help when they need it.

3. *There is a shared understanding that all members of the faculty are collectively responsible for the growth and development of colleagues and students.*

Cultures that stress mutual responsibility and collaboration are cultures in which new teachers can ask questions and seek support. When all teachers feel responsible for all students' learning, and for the excellence of the school, they are accountable for supporting each other and for sharing what they know. This shared understanding promotes genuine collaboration and the exchange of professional knowledge, which are key components of effective mentoring, both formal and informal.

4. *There is a shared understanding that the school must provide for teachers' serious learning just as it provides for students' serious learning.*

When there is a shared understanding that the school must provide for serious teacher learning, supportive structures such as orientation, mentoring, and teacher assessment are conceived as opportunities for teacher growth and development rather than pro forma exercises. Administrators budget for the kinds of structures that facilitate teacher learning — such as frequent opportunities for collaboration or sustained, job-embedded professional development — and protect those

budget items in leaner years. And schools that provide serious learning environments breed serious learners among teachers and students alike.

Without these four “shared understandings” structures meant to facilitate teacher learning fall flat. Members of the school community must first agree on basic tenets of good instruction, believe that learning to teach well takes time and support and see the school’s role in facilitating that learning among teachers. These understandings start at the top: the head of school or principal plays a critical role in communicating and developing them throughout the community.

### FILLING A NEED: THE BIRTH OF THE CONTINUUM

Once in the field, our coaches found it very challenging to bring the heads of school, induction leaders, and board members “inside” these complex and interrelated ideas about the structural elements of strong induction and the ideas that buttress them. Coaches could present school leaders with our list of the elements of strong school-based induction, explain the “shared understandings” listed above and synthesize current research about how teachers learn. But we lacked an anchor for conversations about complex interrelated concepts—for example, about how a shared vision of good teaching shapes mentor practice, professional development, hiring and teacher evaluation. Vivid images of schools as nourishing sites for new teacher learning were hard to come by, and ideas about where to start in trying to become such a school were scarce and scattered. Without a clear grasp of how each element of induction relates to other elements and how the elements rest on shared understandings about the nature of teaching and learning to teach, school leaders defaulted to simplistic, quick-fix structural solutions. We wondered how the coaches could help school leaders envision the different yet interconnected aspects of the professional environment that we were trying to help them create. How could we communicate that this kind of systemic change takes time? And how could we measure progress along the way?

#### An Example: Growth-Oriented Supervision and Transparent Rehiring

For example, we had embarked upon this project with a strong and somewhat unconventional belief about the role that ongoing, informal assessments of teacher practice can play in teacher growth and supervision. Influenced by the work of Danielson and McGreal (2000) and the New Teacher Center (Moir & Baron, 2002), we believe that when assessment of teachers’ practice is frequent and linked to a clear vision of good teaching, it

can be a powerful form of professional support and development. Informal, formative assessments are a critical part of the mentoring process, as mentors and novices determine which skills and knowledge to focus on in relation to the school's vision of good teaching and the teacher's current learning needs.

These ongoing assessments, even if they are conducted solely by mentors, are most powerful when they are based on the same standards and criteria as the formal assessments used for rehiring. Otherwise, novices whose mentors think they are succeeding in the classroom may not measure up in formal evaluations, and the skills that novice-mentor pairs choose to work on may not be relevant to the criteria for formal supervision. Furthermore, if mentors and supervisors are both using the same standards of practice to guide a new teacher and if the school seeks to build a culture in which ongoing learning is expected and valued, it follows that supervisors, mentors, and novices should talk to one another regularly about the novice's progress toward instructional goals.

In general, schools are not set up this way. In thinking about how to help school leaders move toward a growth-oriented approach to supervision, we thought about what an observer would see in a school where it was the norm:

1. Formal and informal assessments of teachers' practice are based on a clearly articulated set of standards aligned with the school's vision of good teaching and evidence of student learning.
2. Formal supervision is based on frequent, ongoing assessments of teaching practice, which in turn inform professional goal setting and professional development.
3. All teachers know the criteria that will be used in supervision and rehiring decisions.
4. Supervisors and mentors work together to help new teachers succeed.

It is one thing for a coach to advise a school leader to develop a system of formal supervision that aligns with school-wide standards for good teaching and meaningfully involves mentors; it is quite another to tease out the practical implications of that requirement. The four standards listed above are interrelated, yet bringing each to life is a challenge in its own right. Taken together as a vision of practice, they set a high bar. To achieve them, a school community would need to agree upon and to articulate an explicit understanding of what good teaching looks like; to create or find a set of professional teaching standards aligned with that vision; to develop goals for student learning; to devise a system for assessing teachers' progress toward those standards and goals; to foster a culture in which open discussion of practice is valued; to build a structure in which experienced

teachers mentor new teachers; to create an expectation that mentors are not “buddies” but “educative companions” or partners in the pursuit of effective teaching practice; to provide professional development for mentors on how to use informal teaching assessment to guide their work with novices; to design a formal assessment process with consistent, transparent procedures; to develop a system for bringing the perspectives of both mentors and supervisors to bear on timely decisions about whether or not teachers are rehired; and to make a commitment that rehiring decisions will not secretly be swayed by informal (and unstated) criteria such as popularity with parents. Few schools have even one of those conditions in place. Creating them can take years and requires significant investment of resources.

Coaches needed a way to represent that complexity and to signal that developing such conditions takes time and hard work. We wanted a way to help school leaders measure their progress against an ideal and to see and celebrate positive change without losing sight of what is possible. We needed to create a consciousness-raising tool, a focus for discussion, a self-assessment mechanism, and a way to convey our guiding principles. In other words, we needed a tool that was both practical and conceptual (Grossman, Smagorinsky, & Valencia, 2007). The *Continuum of Practices for Building Comprehensive School-Based Induction* was thus conceived.

### Continua of Standards and Their Uses

The idea of a standards-based continuum is not ours, and it is not new. Since the notion that teacher education must be grounded in a vision of good teaching took root in the 1980s, states, teacher-training institutions, and advocacy agencies have created lists of what teachers should know and be able to do in the form of professional teaching standards. Acknowledging that it takes time and practice to learn to teach, various organizations have spun those standards out into developmental continua that describe a typical novice’s practice in relation to each standard and contrast it with the typical practice of more master teachers. The New Teacher Center<sup>1</sup> and Charlotte Danielson both have published developmental continua of teaching standards that are widely used as formative assessment tools. These tools help guide, facilitate and assess teachers’ growth over time, emphasizing “that teaching is a career that demands constant assessment of what is and isn’t

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<sup>1</sup>The New Teacher Center’s Developmental Continuum is available for purchase at <http://www.newteachercenter.org/products-and-resources/inductionprogram-resource/continuum-teacher-development>. Charlotte Danielson’s Framework for Teaching is available as a developmental continuum at <http://www.danielsongroup.org/article.aspx?page=FFTEvaluationInstrument>.

working in the classroom, and that ongoing professional development is necessary” (Moir & Brown, 2002, p. 1).

We hoped that a continuum of the elements of strong, school-based induction might serve a similar purpose for school leaders regarding their schools, helping leaders understand the complexity of this work, identifying areas for institutional growth or change, and setting goals and tracking school-wide progress over time.

### Developing Our Own Continuum

A core team of researchers and coaches from the Induction Partnership collaborated on the first draft of a continuum, focusing on the school as the unit of analysis. We began with the original list of elements of strong induction developed at the beginning of the partnership, elaborating a set of exemplary practices for each. Then, we closely read each coach’s field notes for descriptions of partner schools’ progress on each element. We supplemented those images with our knowledge of the literature and experience in other school settings to describe what each element might look like at various stages of development. For example, we described the stages of attaining exemplary practice on the first element under teacher assessment in Table 1.

Next, we circulated a working draft among our Induction Partnership team, editing, discussing, and re-editing the descriptions of the stages of each element. We argued about the content of each descriptor and the appropriate level of detail; we searched for vivid, concise and accessible language; and we sought to ensure that the continuum maintained a consistent tone and strong internal logic. At the end of the first year of our project, we completed a first draft of the continuum.

### Furthering Theory and Practice: Piloting the Continuum as a Self-Assessment Tool

Refining and revising the continuum required input from our school-based partners. We followed the lead of a team of teacher educators at Michigan State who had developed teaching standards for their teacher education program. They write:

For program standards [for teaching] to acquire real meaning, they have to be filled in by the people who use them, not laid on by outside experts. This meant creating authentic occasions for people to talk about their teaching and their students’ learning in relation to the standards and to get help in making connections between idealized expectations and the thinking and practice of real faculty, students and collaborating teachers in the program. (Feiman-Nemser & Hartzler-Miller, 2007, p. 63)

**TABLE 1.** Sample Standard with Developmental Continuum

Standard of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
Formal and informal assessments of teachers' practice are based on a clearly articulated set of standards aligned with the school's vision of good teaching and evidence of student learning.	There are no explicit teaching standards and no shared vision of good teaching in the school and supervisors' assessments of teachers are disconnected from student learning.	Standards for teaching exist in the school, but assessments are not explicitly based on them. Supervisors' assessments of teachers' practice may or may not consider student learning.	Standards for teaching and learning exist and the formal assessment process is designed to incorporate them. Supervisors apply them inconsistently.	Standards for teaching and learning exist and the formal assessment process is built around them. Supervisors apply them consistently when assessing teachers.

In the fall of the second year of the partnership, our coaches introduced two sections of the continuum to teams of school leaders and mentors, presenting the tool as a means for self-assessment tool and a basis for discussion. Coaches followed a protocol developed by our Induction Partnership team, asking participants to choose the box for each element of the continuum that best described their school, citing evidence for their choice in a space for notes. Coaches then asked the team members to compare their ratings and come to consensus and then talk about what it would take to move the school toward exemplary practice for each condition or standard of practice.

We tape recorded and transcribed those reflective conversations and closely read the transcripts, looking for places where school leaders and mentors (a) did not understand a description as it was written, (b) thought their school's situation was not captured in any of the descriptions, (c) placed their school on the continuum in a place far different than our coach thought they should based on their interpretation of the elements and standards, or (d) spotted inconsistency in the underlying logic. Based on transcripts of those conversations, we revised the continuum again.

For example, a seasoned teacher in one partner school took issue with a descriptor of exemplary hiring practice that read, "Interested members of the school community have opportunities to interact with the candidates and give feedback to the hiring committee." He said that the administrators in his school did give teachers the opportunity to interact with job candidates over lunch. They did ask the teachers for feedback, though often in the hallway between classes where students might overhear and there was little time for deep discussion. While his school appeared to be engaged in "exemplary practice," he did not feel that the hiring process included teachers or other school community members in a meaningful way. Based on his feedback, we reworded the descriptor under exemplary practice to say, "Interested members of the school community have structured and varied opportunities to interact with the candidates and a formal process for giving feedback to the hiring committee."

We also continued to examine coaches' field notes and our researcher's interviews and surveys in order to refine our thinking and terminology. For example, novice teachers across all four partner schools reported in interviews with our team researcher that pressure from parents was a major source of stress and uncertainty. In their field notes, coaches in three of our partner schools described episodes in which parental complaints about new teachers' early mistakes led to those teachers' midyear dismissals. In contrast, the coach in one school described administrators' efforts to educate parents about the developmental nature of learning to teach and to buffer new teachers from parental pressure with what one administrator called a "cocoon" of support. Noting the higher retention rate of novices in that school, we added two standards of practice to our growing list of the

elements of strong induction. First, under the element Committed School Leadership we added, “School leaders educate parents and board members about how teachers learn and inform them about how the school hires, develops and supervises teachers,” drawing on what we saw in our partner schools to describe the range from “before the beginning” to “exemplary practice.” Under the element “Summer Preparation and Formal Orientation,” we added, “New teacher orientation provides the information and skill development that new teachers will need to begin the year successfully,” describing an exemplary practice in which “Orientation provides opportunities for new teachers to learn policies, procedures and important information and allows them guided practice in skills necessary for early success, such as communicating effectively with parents or collaborating with an assistant.” Thus, the continuum also became a vehicle for sharing schools’ best practices with one another.

### The Difference a Tool Can Make

Since its development in 2007, coaches in the Induction Partnership Project<sup>2</sup> have used the *Continuum of Practices for Building Comprehensive School-Based Induction* with two successive cohorts of partner schools. We use it in three different ways. First, at the beginning of a partnership, coaches lead members of the school community in examining one or more “teaching cases” that capture common pitfalls in new teacher induction. Each case presents one fictionalized school and describes in detail the experience of a struggling new teacher.<sup>3</sup> In discussing the teaching cases with school teams, our coaches use the continuum as an analysis tool, asking participants to locate the box in each row of the continuum (or a section of the continuum) that best describes current practice in the fictional school. This strategy is meant to introduce school teams to the tenets of comprehensive school-based induction in a nonthreatening way, before they begin the more challenging process of looking inward.

Second, coaches use the continuum with school teams as a self-assessment tool. In meetings that include school heads, administrators, and at least one teacher, the coach leads the group through an examination of the partner school’s current practice on one section of the continuum (e.g., hiring or curriculum). Often the coach will bring to this conversation additional data collected through confidential interviews with new teachers. When used this way, the continuum serves as a consciousness-raising tool, a

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<sup>2</sup>The project has recently been renamed **The Teacher Learning Project** to better reflect its school-wide focus.

<sup>3</sup>A selection of teaching cases and supporting materials can be found at [www.teacherlearningproject.com](http://www.teacherlearningproject.com) in the “resources” section.

basis for honest discussion of the school's strengths and weaknesses among multiple stakeholders, and a vehicle for long-term goal setting.

Finally, after a coach has worked with a school on a change project related to induction, such as building a mentoring and peer-observation program, the coach reviews the relevant section of the continuum with school leaders as a form of assessment. The purpose is to mark and celebrate progress made since the initial self-assessment and to identify any further work to be done.

Because our sample of partner schools is small and the variety of strategies and tools each coach uses is wide, we cannot isolate the effect or definitively prove the impact of the continuum itself. That kind of validation is not the purpose of this article. The purpose is to introduce the tool itself as a theoretical and practical contribution to the field.

### CONCLUSION: TRANSFORMING HOW PEOPLE THINK IN ORDER TO TRANSFORM WHAT THEY DO

The title of this article, "Helping Schools Help New Teachers: A New Tool for Transforming School-Based Induction," suggests a relationship between tools, both conceptual and practical, and organizational transformation. Just as teachers need tools to guide the improvement of their practice — curricular guides, continua of teaching standards, reflective protocols, goal-setting activities — school leaders need tools for improving the way their organizations function. Just as it is not enough to lecture new teachers about what they might do to improve their classroom practice, it is not enough to lecture school leaders about how they could or should improve the opportunities for teacher learning in their schools.

We created the *Continuum of Standards for Building Comprehensive, School-Based Induction* because, while we found much in the way of theory and advice for school leaders, there were few tools to guide us in marrying the conceptual and practical aspects of this work. The continuum became the vehicle for educating our school partners, documenting their progress, and capturing our findings. It is the formative assessment tool that showed school leaders what exemplary induction practice might look like and drove the "curriculum" of coaches' work. It is also an artifact of our research, an encapsulation of our findings, and an articulation of our theory of change.

The continuum offers a detailed reminder that our effort to retain and develop new teachers requires well-informed leaders with a school-wide perspective. It depicts the relationships among structural change, professional culture, and capacity building in creating and sustaining school change, implicitly discouraging "quick fix" structural changes. The structural and cultural conditions described in the continuum, such as complete curricula, opportunities to learn with and from colleagues, and growth-oriented

supervision, are helpful to teachers across settings and experience levels. In this way, new teacher induction becomes a lever for developing the conditions that make schools good places for all teachers to work and learn.

Developed in the context of a partnership with Jewish day schools, this conceptual and practical tool has uses that extend far beyond that context. Though there are significant differences between day schools and public schools, including self-selecting student and teacher populations and exemption from the pressures of No Child Left Behind, the relevant similarities are overwhelming. Schools in both sectors struggle with tight budgets, shortages of qualified teachers, professional cultures rooted in a tradition of isolation and autonomy, and outdated models of teacher development and supervision. The student populations, financial and professional contexts of Jewish day schools vary widely, as they do in public schools. In fact, we would suggest that — despite a few clearly visible differences — in the realm of teachers' opportunities for professional learning, there is more variation *within* the two categories of schools than between them.

School leaders are busy people, and making sense of the entire continuum at once can be overwhelming. The implications are far reaching, from hiring to supervision and much in between. Just as a continuum of teaching standards offers a description of exemplary practice that a teacher could spend an entire career striving towards, the Continuum of Standards for Comprehensive, School-Based Induction describes an ideal that would take a school years of sustained, serious work to attain. Though the elements are interconnected, progress on any one could benefit the teachers in a school. Therefore, any entry point is appropriate, as long as the school leaders are committed to honest reflection and institutional growth. We hope others will use the tool as resource in building systems for teacher learning, and we hope that the teachers both novice and experienced, in schools both secular and parochial, will benefit.

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APPENDIX: Continuum of Practices for Building Comprehensive School-Based Induction

1. Committed School Leadership

The long-term success of a comprehensive approach to induction relies on school leaders' efforts to integrate it into the life of the school. (School leaders may be administrators, teachers, or board members.) Strong induction is possible when school leaders promote a developmental approach to teacher learning via the shared understandings about teaching and learning that underpin effective induction and when they establish the structures (e.g., role of induction leader, time for mentor teacher development) that allow teachers to do the work of induction and do it well.

Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice/ Institutionalization
a. School leaders develop within the community the shared understandings about teaching and learning to teach that underpin effective induction. <sup>4</sup>	School leaders do not hold and/or take responsibility for developing shared understandings about teaching and learning to teach that support effective induction.	School leaders articulate the shared understandings about teaching and learning to teach when the opportunity arises.	School leaders make daily decisions in ways that embody the shared understandings about teaching and learning to teach and are mindful of developing those understandings among community members.	School leaders and faculty have made shared understandings about teaching and learning to teach part of the fabric of the school so that they inform induction policies and practices. School leaders root decisions in these beliefs and actively work to reinforce them in the community.
b. School leaders designate an induction leader and provide opportunities for him/her to build capacity to effectively lead	School leaders do not designate an induction leader.	School leaders designate a teacher or administrator to coordinate and lead induction. Leader's responsibilities	School leaders designate a teacher or an administrator to coordinate and lead the school's induction systems and provide clear	School leaders ensure that the induction leader receives training for the position, clear guidelines, and compensation (e.g., time, money).

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<sup>4</sup>The Shared Understandings about Teaching and Learning that Underpin Effective Induction are (a) a shared understanding of what good teaching looks like and a common language for discussing it; (b) a shared understanding that teaching is complex work and learning to teach well takes time, collaboration, and ongoing professional development; (c) a shared understanding that all members of the faculty are collectively responsible for the growth and development of colleagues and students; and (d) a shared understanding that schools should provide for serious teacher learning just as they provide for serious student learning.

Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice/ Institutionalization
teacher learning.	School leaders do not designate an induction leader.	are unclear or conflict with other priorities.	guidelines for his or her responsibilities and time for those responsibilities to be carried out.	
c. School leaders empower an "induction leadership team" that includes head of school, administrators, and mentors and provide for the team to meet regularly.	School leaders do not designate anyone to support the work of induction.	School leaders meet with the induction leader regularly as the de facto induction leadership team.	School leaders designate an induction leadership team but the team does not meet regularly and/or does not have sufficient power to make change.	School leaders empower an induction leadership team that includes the head of school, the induction leader, at least one mentor, and other relevant faculty and administrators. The team meets regularly to review the needs of new teachers, to plan induction-related activities and structures, and to review progress.
d. School leaders prioritize induction activities within the budget and the master schedule and ensure appropriate structures are put in place.	School leaders reserve little or no money for induction and do not protect time for induction-related activities.	School leaders reserve some money for induction, but it is cut when there are budget shortfalls. They protect some time for induction work but preempt that time for assemblies, etc.	School leaders reserve and protect time and money for induction.	School leaders include induction activities in a well-funded system of ongoing professional development for all teachers that includes built-in time for collaboration.
e. Head of school and school leaders ensure ongoing assessment and improvement of new teacher induction policies and practices. (e.g., scheduling that accommodates	Head of school and school leaders rarely discuss or reflect upon the effectiveness of new teacher induction in their school.	The head of school and the induction leader informally discuss the success of induction policies and practices.	The induction leader provides regular formal and informal reports on the efficacy of new teacher induction to the head of school and relevant school leader.	The induction leader regularly collects data (e.g., interviews and observations of new teachers and mentors) to improve the quality of the induction program. The leader shares the data with head

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice/ Institutionalization
mentor and mentee observation and meeting time).				of school and relevant school leaders to improve the program.
f. School leaders educate parents and board members about how teachers learn and inform them about how the school hires, develops and supervises teachers.	School leaders explicitly or implicitly communicate that there is no difference between novice and experienced teachers.	School leaders offer verbal reassurance to parents and board members that they will provide support and oversight to the new teachers in the school.	School leaders acknowledge that learning to teach well takes time; they publicize their systems for teacher learning to parents and board members.	School leaders educate parents and board members about the needs of novice and experienced teachers, publicize the school's systems for developing expertise and invest parents and board members in creating a collaborative, growth-oriented school culture.

## 2. Early, Information-Rich Hiring

Hiring is the first step of induction and represents an often overlooked opportunity to introduce candidates to the school's mission, values, resources, and community.

Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
a. The hiring process involves school leaders, teachers, and other interested community members.	One administrator interviews each candidate and makes hiring decisions independently.	The hiring committee consists of school leaders and some teachers.	The hiring committee consists of school leaders and some teachers; different committees may form to hire candidates for different positions.	Future team members are included in the hiring committee for each position. Interested members of the school community have structured and varied opportunities to interact with the candidates and a formal process for giving feedback to the hiring committee.

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
b. The hiring process is information rich.	The hiring process consists of one or more interviews in which the candidates answer questions.	During the hiring process, the candidates have an opportunity to ask questions about the school.	The committee shares information about the school and gives candidates an opportunity to observe classrooms. The hiring committee gathers information from multiple sources.	The hiring committee systematically ensures that all candidates have multiple opportunities to learn about the school and its mission from school leaders and teachers. The hiring committee systematically gathers information about the candidate from multiple sources.
c. The hiring committee seeks candidates who share the school's vision of good teaching.	The hiring process does not engage candidates in discussing good teaching.	The hiring committee asks questions designed to elicit the candidates' visions of good teaching.	During the hiring process, the committee shares the school's vision of good teaching and asks questions designed to elicit the candidates' visions of good teaching.	During the hiring process, there are opportunities for candidates to observe classrooms and to demonstrate and discuss their practice. There are opportunities for both parties to reflect on whether the candidates' practice and vision of good teaching are good fits for the school.
d. The hiring committee seeks candidates who can support the mission of the school.	The hiring process does not engage candidates in discussing the mission of the school.	The hiring committee asks questions designed to elicit the candidates' views on the purpose of education.	During the hiring process, the committee shares the school's mission with the candidates and asks questions designed to elicit their views on that mission.	Throughout the hiring process, including demonstration lessons, there are opportunities for both parties to reflect on whether the candidate is willing and able to support the mission of the school.
e. The hiring committee looks for a match between candidates' expertise and the	School leaders hire teachers based on a general sense of fit, with little regard to how their	The hiring committee considers content and pedagogical expertise but	The hiring committee generally hires candidates whose content and pedagogical	The hiring committee makes every effort to hire candidates whose content area expertise and pedagogical

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
available teaching positions.	content or pedagogical expertise matches the available positions.	sometimes hires teachers whose skills do not fit with available positions.	expertise match available teaching positions and advocates for new hires to be assigned to those positions.	training match the teaching assignment. The hiring process is used to uncover teachers' areas of relative strength and weakness so that targeted summer professional development can be negotiated as part of the contract.
f. School leaders assign new-hire courses that are most appropriate to their experience and proficiency.	School leaders routinely give new teachers the most challenging assignments, regardless of their experience or proficiency.	School leaders consider teachers' proficiency when making teaching assignments but often give new teachers the most challenging ones.	School leaders regularly assign new teachers fewer preps and/or less challenging students than experienced teachers.	School leaders assign new teachers fewer preps, duties, and teaching hours than experienced teachers. Experienced teachers take on the more challenging assignments.

### 3. Summer Preparation and Formal Orientation

The summer before new teachers begin their jobs offers a great opportunity to set them up for success, if used planfully. Formal orientation or faculty work days should at least include basic orientation to policies and facilities for new teachers; at best, they model the school's shared vision of excellent teaching, promote the shared understandings about teaching and learning that underpin effective induction, reinforce values and priorities and teach skills necessary for early success.

Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
a. School leaders give new teachers their teaching assignments	School leaders give new teachers their teaching assignments too late for summer	School leaders give new teachers their teaching assignments during the	School leaders give new teachers their teaching assignments upon hire or shortly	School leaders give new teachers their teaching assignments upon hire and the

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
well before school starts.	for planning and professional development.	summer but assignments frequently change due to scheduling or other conflicts.	thereafter. Occasionally, assignments change before school starts.	teaching assignments do not change before school starts.
b. During the summer, new teachers have regular access to their classrooms and curricular materials and opportunities to plan with experienced colleagues.	Teachers are not given access to their classrooms, curricula, or colleagues over the summer. They prepare for the upcoming year in isolation.	New teachers may enter their classrooms and plan with colleagues by special arrangement during the summer. Orientation includes some time for new teachers to work in their classrooms, during which experienced teachers are available to help upon request.	New teachers have regular access to their classrooms and curricular materials during the summer. They are notified of the building schedule and can request meetings with experienced colleagues. Orientation includes opportunities for new teachers to plan with experienced colleagues.	New teachers have regular access to their classrooms and curricular materials over the summer. School leaders arrange for new teachers to work with experienced colleagues on understanding curriculum, planning for the first few weeks of school, and setting up their classrooms throughout the summer and at orientation.
c. New teachers participate in targeted professional development during the summer after they are hired.	New hires do not participate in summer professional development. After school begins, they attend the same professional development as their experienced colleagues.	School leaders inform newly hired teachers about scheduled summer professional development and invite them to attend if possible.	New teachers attend the same summer professional development as their more experienced colleagues.	In addition to summer professional development for all teachers, school leaders offer to pay for summer professional development for new teachers related to their needs, for example, pedagogical training that other teachers have already had or that addresses areas of relative weakness.
d. New teacher orientation provides the information and skill development	There is no orientation or it is perfunctory, covering only administrative issues such as	Orientation covers information such as school policies, procedures, and a tour of the	Orientation provides opportunities for new teachers to learn about policies, procedures,	Orientation provides opportunities for new teachers to learn policies, procedures, and important

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
that new teachers will need to begin the year successfully.	filling out insurance paperwork.	facilities.	facilities, and other information that school leaders think is important, such as an introduction to the community, key curricula, rituals, etc.	information and allows them guided practice in skills necessary for early success, such as communicating effectively with parents or collaborating with an assistant.
e. Summer faculty work days, including new teacher orientation, strengthen the school's culture and vision through a carefully chosen learning agenda and purposeful pedagogy.	Teachers work alone in setting up their own classroom.	During the summer work days, leaders gather the faculty together periodically. These whole faculty meetings focus on administrative tasks or the delivery of information.	School leaders carefully construct the agenda for summer faculty work days to develop the school's culture and vision but organize it in a "stand and deliver" format that is disconnected from the school's vision of good teaching or the professional norms leaders seek to promote, such as collaboration and risk taking.	School leaders use summer faculty work days as a strategic opportunity to model the kinds of teaching they would like to see in classrooms, to promote the shared beliefs and norms that foster a collaborative professional culture (e.g., risk taking, open discussion of practice, collaboration) and to reinforce key priorities, values, or initiatives.

#### 4. Complete Curricula and Supporting Materials

A complete teaching curriculum includes a comprehensive list of skill and knowledge objectives for students; content through which to teach those skills and knowledge; suggested methods for delivering content and assessing understanding; and supporting materials. At its best, carefully chosen or developed curriculum supports the mission of the school.

Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
a. The school provides basic necessities (desk, e-mail, voice mail,	The school does not consistently provide basic necessities to new teachers.	Upon a new teacher's request, the school provides basic	The school provides basic supplies and communication tools such as e-mail and voice	In addition to providing other basic supplies, the school provides a desk and access to

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
supplies, etc.) to every teacher.		communication tools such as e-mail and voice mail.	mail. New teachers sometimes have access to a desk and computer.	a computer for each new teacher. The desk and computer are always accessible to the teacher.
b. The school provides complete curricula for all subjects and courses new teachers teach.	The school provides little or no curricula for new teachers. New teachers may receive information about general topics and skills they are expected to teach.	The school provides a general pacing guide and a few complete units. New teachers are expected to use worksheets and other records left by previous teachers to create units and individual lessons.	The school provides a detailed pacing guide for all subject areas and provides complete curricula for some subjects or courses.	The school provides either complete published curricula or highly organized teacher-made curricula for all subject and content areas.
c. The school provides professional development and ongoing support in implementing all of the curricula new teachers teach.	When the school adopts a new curriculum, all teachers participate in one time professional development on how to implement it effectively. New teachers are expected to figure out existing curricula on their own.	School leaders arrange professional development on newly adopted curricula and encourage new teachers to find and participate in professional development for all other curricula they are learning to teach.	School leaders ensure that new teachers participate in professional development for all curricula that they are learning to teach. The school funds their participation.	School leaders ensure that new teachers participate in school-funded professional development and receive ongoing support as they learn to teach new curricula. New teachers systematically receive the training that veteran teachers may have received in previous years.
d. Teachers have easy access to the materials needed to implement curricula.	There are few materials available to teachers and no budget for teachers to purchase materials. They draw on their personal stores	Some materials are available to teachers. Materials may be disorganized, stored in multiple locations, or difficult to find. Teachers can be	Most materials are easily accessible within the school. There are funds for teachers to purchase other materials.	All necessary materials are organized and easily accessible. There are ample funds for teachers to purchase supplementary materials, including a "start

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
	of teaching materials, paid for out of pocket.	reimbursed for a limited number of purchases.		up” fund for new teachers.

### 5. Opportunities to Learn with and from Colleagues

Schools are most effective as sites for new teacher learning when experienced teachers feel a collective sense of responsibility for working with their novice colleagues in formal and informal ways. Structures like grade-level and content-area teams may facilitate practice-centered collaboration among novices and their experienced colleagues, a feature of schools associated with teacher satisfaction and effectiveness. We also believe that formal, one-on-one mentoring is a key component of induction with the potential to deeply influence novices’ efficacy. Such formal mentoring is most effective when mentors are well trained and supported in taking an “educative” role, assisting novices in enacting the school’s vision of good teaching.

Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
a. Each new teacher is assigned one or more people with substantial classroom teaching experience as mentors who are responsible for supporting the development of his or her teaching practice.	No one is designated to support new teachers. They are expected to function just as effectively as the rest of the faculty from their first day on the job.	School leaders encourage experienced teachers to provide emotional support to all of the new teachers in the school and to answer questions when they arise.	Each new teacher is specifically designated one or more experienced colleagues to provide support, to answer questions, and to give occasional feedback on his or her teaching.	Each new teacher is specifically assigned one or more skilled, experienced colleagues who are responsible for helping to foster the development of his or her instructional practice.
b. The school’s vision of good teaching drives new teacher development.	There is no articulated vision of good teaching for the school.	There is a general, though unarticulated, sense of what good teaching is in the school. Teachers with good reputations are encouraged to support new teachers.	The school has an articulated vision of good teaching. Mentors are chosen because they practice good teaching, but new teachers rarely observe them. Professional development is	Experienced teachers model the school’s vision of good teaching for their new colleagues; all teachers in the school discuss the vision. Professional development is chosen to target

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Standards of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
		Professional development is disconnected from an explicit vision of good teaching.	consistent with that vision.	specific aspects of that vision.
c. New teachers have regular opportunities to collaborate with a variety of colleagues, including mentors.	Teachers generally plan and teach in isolation.	Occasionally, on their own initiative, teachers plan together and watch one another teach.	School leaders encourage teachers to plan collaboratively and to observe one another. Common planning time is scheduled, but there are no shared understandings for how teachers should use the time.	Regular, structured opportunities for teachers — including mentor pairs— to co-plan, to observe, and to analyze teaching practice and student work are built into the master schedule. School leaders hold teachers accountable for using that time for these purposes.
d. Mentors attend ongoing professional development designed to help them foster new teachers' development.	Mentor teachers receive no training or support in how to develop one another's practice.	School leaders encourage experienced teachers to pursue professional development in basic mentoring skills, such as how to conduct and debrief classroom observations.	All mentors attend generic training that covers basic mentoring skills and strategies, such as classroom observations with reflective conversations, co-planning, and looking at student work.	Mentors attend regular, ongoing training that is tailored to their school and differentiated for different skill and experience levels. Mentors have a timeline for addressing specific skills and a way to formatively assess new teachers' progress.
e. Professional development is sustained, job embedded, and differentiated by experience and proficiency.	Teachers attend off-site professional development workshops at their own initiative.	School leaders organize professional development as one-time workshops, on or off site, offered to all teachers by outside consultants or instructors.	Professional development includes workshops offered by outside consultants and teacher-to-teacher collaborative opportunities. Opportunities are occasionally differentiated.	The school regards sustained teacher-to-teacher collaboration as a means of professional development. When workshops are arranged, they are designed to be ongoing, job embedded, and differentiated.

## 6. Growth-Oriented Supervision and Evaluation

When teacher supervision is linked to clear standards for instruction and treated as a learning opportunity for all involved, it can be a powerful vehicle for teacher learning.

Standard of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
a. Formal and informal assessments of teachers' practice are based on a clearly articulated set of standards aligned with the school's vision of good teaching and evidence of student learning.	There are no explicit teaching standards and no shared vision of good teaching in the school and supervisors' assessments of teachers are disconnected from student learning.	Standards for teaching exist in the school, but assessments are not explicitly based on them. Supervisors' assessments of teachers' practice may or may not consider student learning.	Standards for teaching and goals for student learning exist and the formal assessment process is designed to incorporate them. Supervisors apply them inconsistently.	Standards for teaching and goals for student learning exist and the formal assessment process is built around them. Supervisors apply them consistently when assessing teachers.
b. Formal supervision is based on frequent, ongoing assessments of teaching practice, which in turn inform professional goal setting and professional development.	Supervisors assess teachers based on one or two haphazardly scheduled observations and hearsay; teachers attempt to create a "perfect" lesson when being observed.	Supervisors assess teachers based on a few scheduled observations and hearsay. Supervisors set improvement goals for or with teachers but do not revisit those goals.	Supervisors assess teachers based on information gathered through meetings and observations conducted throughout the year. They collaborate with teachers in setting goals but provide minimal feedback on progress.	Supervisors use regularly scheduled observations of teachers' practice and evidence of student learning to help them create, monitor and periodically revise professional goals. Supervisors help teachers attain the support and resources necessary to achieve those goals.
c. All teachers know the criteria that will be used in supervision and rehiring decisions.	School leaders give no information to teachers about the criteria for formal assessments and rehiring. School leaders and	School leaders articulate formal criteria for assessment and rehiring decisions; criteria such as parent feedback	School leaders articulate formal and informal criteria for assessment and rehiring decisions; teachers receive occasional	School leaders share all criteria that will be used for assessment and rehiring decisions with new teachers; teachers receive relevant feedback

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Standard of Practice	Before the Beginning	Beginning Awareness	On the Way	Exemplary Practice
	mentors may use different standards for good teaching.	play an unspoken yet influential role in rehiring decisions.	feedback during the year.	throughout the year so that rehiring decisions do not come as a surprise.
d. Supervisors and mentors work together to help new teachers succeed.	There is no connection between mentoring and supervision.	Occasionally, the supervisor suggests areas for new teachers to work on with the help of an experienced colleague.	There is a systematic process for the supervisor to share goals for each new teacher's growth and development with his or her mentor(s).	There are formal, regularly scheduled opportunities for supervisors, mentors, and new teachers to discuss new teachers' goals and the concrete steps that the mentors can play to help the new teachers achieve those goals.