

LEARNING ABOUT MENTORSHIP AND GROWTH

Learning from the New Teacher Induction Program (NTIP)

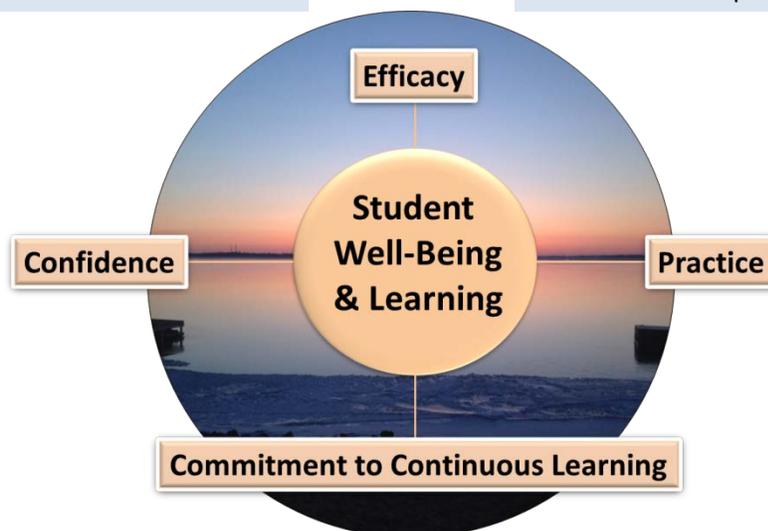
Through longitudinal research from 2012 – 2015, Christine Frank & Associates (CFA) found that new teachers have made meaningful and sustained improvements in all four of the core goal areas of NTIP. Below is a summary of our learning about the key factors that make a difference for new teachers.

Mentoring Web

- Having a formally assignment mentor is not linked to growth....being mentored is
- High growth new teachers accessed 5 to 7 different mentorship supports (i.e. built a mentoring web)

Differentiated Learning

- High growth new teachers constructed their NTIP via a menu of authentic learning opportunities using joint release days with multiple mentors
- Classroom observation and debriefing was the learning design with the strongest correlation to growth in instructional practice



Principal Encouragement

- Ongoing feedback and encouragement from the Principal was the strongest predictor of growth in NTIP
- This speaks to the power of listening, the power of encouragement, and the ability of the principal to provide a meaningful piece of a mentoring web for a new teacher

School Culture

- A collaborative school culture was an important factor in building a sense of confidence and efficacy for new teachers
- When you're new you tend to adapt or adopt the culture you find yourself in ... so again the importance of all mentors, colleagues and supports for all learners in the school

How Do Mentors and Colleagues Help?

In our longitudinal research we were particularly interested in what actions colleagues took that new teachers found most helpful in supporting their growth. The chart below summarizes our learning:

Consultant	
<ul style="list-style-type: none">• Ongoing formal and informal support• Sharing resources	
Collaborator	
<ul style="list-style-type: none">• Fostering collaboration with beginning teachers, mentors, colleagues (building a mentoring web)	
Coach	
<ul style="list-style-type: none">• Classroom observation(s) and debriefing• Ongoing feedback	



[Month by Month Practical Ideas for NTIP Mentors](#)

Mentor Reflections – Learning from Mentoring

One of the most powerful potential outcomes of this “intentional sharing of knowledge and practice” is the learning of mentors themselves. Here are learning themes that NTIP Mentors have expressed as a result of their learning from and with beginning teachers:

Increases Reflection on Current Practice

- *Mentoring has opened me up to the possibility of growth and to the potential new ideas.... this has helped me become more reflective about my own practice.*

Fosters Inspirational Connections with Colleagues

- *Mentoring has improved my relationships with other teachers (not just new teachers). I've become more aware of the value of colleagues, and more encouraged to share.*

Impacts Teaching Practice and Learning of Students

- *Learning about the importance of listening and coaching didn't just help me support beginning teachers, it helped me become a better mentor for my students!*