

# Module 3

## Induction



LEAD Connecticut Leadership Institute

# Improving Performance through a Systemic Human Capital Approach

JUNE 2013



DISTRICT  
MANAGEMENT  
COUNCIL

# An integrated approach to developing talent and managing people can improve performance.

## DMC's Human Capital Framework



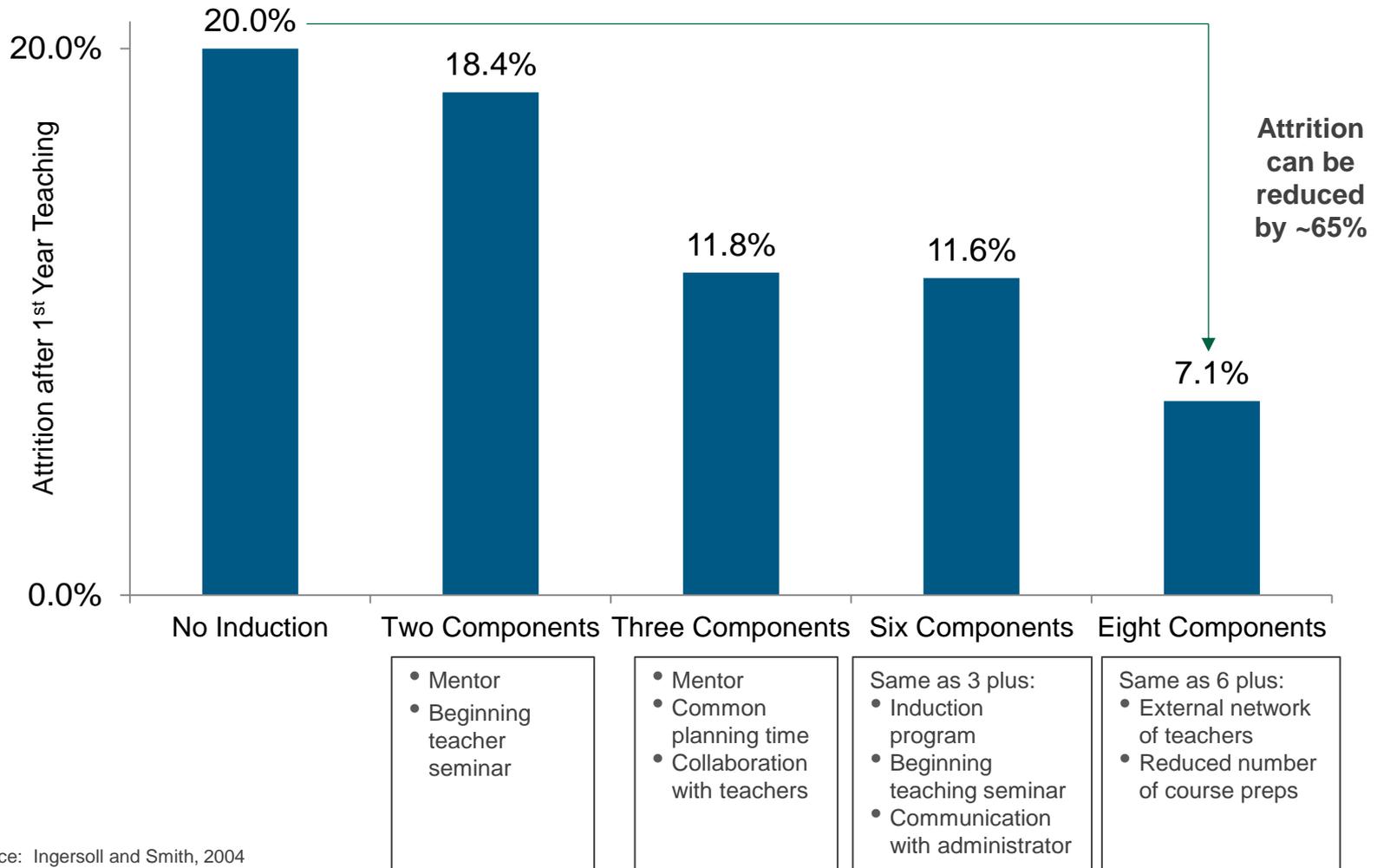
- Education & Training (Course-based & Clinical)
- Personality & Ambition
- Certification
- Geographic reach
- Interview processes
- Timeline management
- Messaging
- Subjects covered
- Duration
- Intensity
- Mentoring structure
- Evaluation approaches
- Career tracking
- Staffing models
- Professional development

**Does the induction program in place adequately prepare staff to further learn on the job?**

Source: DMC

# Induction program intensity increases retention.

## Probability of Attrition after Induction Participation



Source: Ingersoll and Smith, 2004

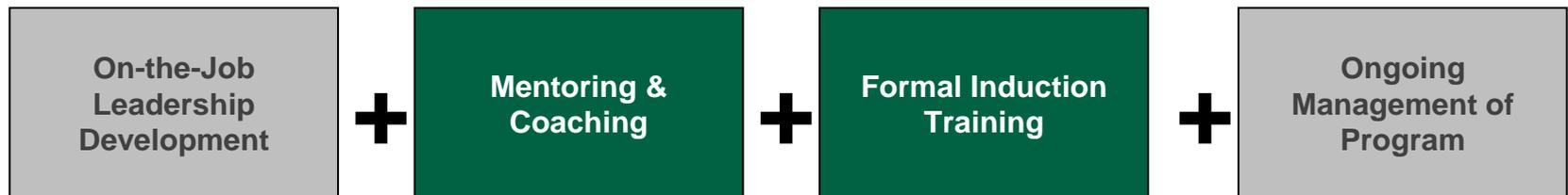
# Induction plays a critical role in a comprehensive development program.

## Complete Development Program

- A comprehensive development program contains four components that address both learning and ongoing management.
- The categories of activity, including on-the-job development, coaching and mentoring and formal training, address the major areas of where learning occurs.
- The fourth component, Ongoing Management of Program, addresses the ongoing management needed to sustain the overall program.

 *Focus in this module*

 *Covered in the Ongoing Performance Management piece of the Human Capital Framework*



# Mentoring and coaching are important to the induction process – both in terms of job performance and sense of belonging to the school community.

## Mentoring and Coaching Continuum



*Increasing levels of interaction and training intensity*



### Mentoring

- Allows seasoned educators to pass on the information and tips they have learned from years of experience
- Should entail a matching process for both teachers and principals
- Informal transmission of knowledge, social capital, and the psychosocial support

### Coaching

- Process of teaching, training or developing, in which an individual gets support while learning to achieve a specific personal or professional result or goal
- Typically more content or practice-oriented



- May occur in an individual or group setting
- Aimed at improving performance
- Entail a gradual release of responsibility

Source: Education World

# Both mentoring and coaching entail a gradual release of responsibility over time.

## Mentoring & Coaching Release of Responsibility



Mentors and coaches should see a **gradual release of responsibility over time**, as mentees begin to move through the Stages of Concern of adopting a new practice

Release of responsibility

The Concerns-Based Adoption Model describes the seven levels of concern that educators experience as they adopt a new practice:

1. **Awareness.** Educators have little concern or involvement with the practice.
2. **Informational.** Educators have a general interest in the practice and responsibilities and would like to know more about it.
3. **Personal.** Educators want to learn about the personal ramifications of the practice. They question how the practice will affect them.
4. **Management.** Educators learn the processes and tasks of their responsibility area. They focus on information and resources.
5. **Consequence.** Educators focus on their responsibilities' impact on students.
6. **Collaboration.** Educators cooperate with other educators in implementing the practices.
7. **Refocusing.** Educators consider the benefits of the practice and their responsibilities, and think of additional alternatives that might work even better.

Source: Adapted from "Stages of Concern" of North Central Regional Educational Laboratory

# Connecticut districts have an opportunity and a responsibility to implement formal induction training programs well.

## Formal Induction Training Program



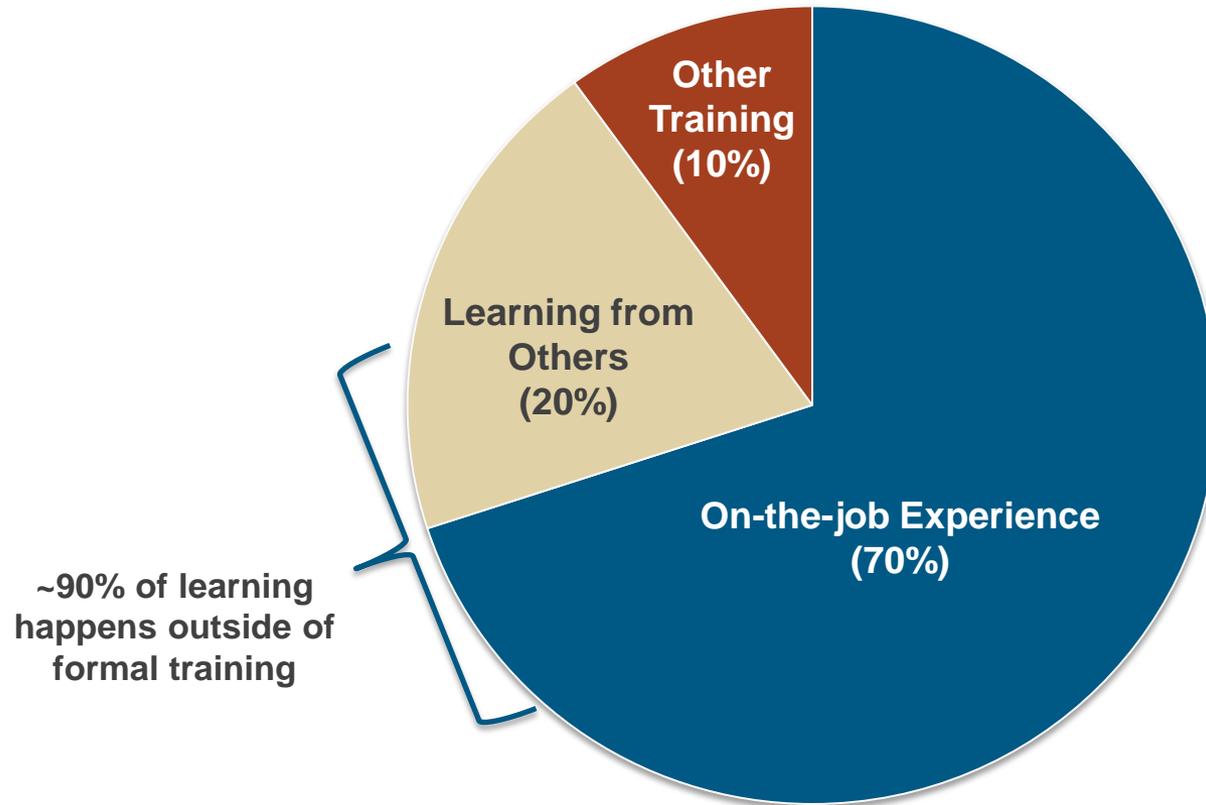
The formal induction training program typically occurs before the school year starts and exists as a way to effectively onboard new teachers and even principals.

**Ask yourself these questions as you consider the teaching induction program in place in your district...**

- Do training programs leverage top performing teachers?
- What subjects are covered?
- How much time is dedicated to each subject?
- Is there additional common planning time?
- Does the training program provide rehearsal opportunities?
- Do program participants leave with an established network of teachers?

# The induction process must be seamless in order to prepare teachers and principals to effectively learn on the job.

## Sources of Learning



Source: CCL, Ulrich and Smallwood 2007, DMC analysis