

**Orienteing New Faculty:
A Snapshot of the Induction and Mentorship
Programs at an Independent School**

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Seaside Ballroom B
8am-9am**

Learning Objectives:

- 1) Explore a variety of induction processes that can help new faculty adjust to the culture of your school.
- 2) Discuss the qualities of good mentors and how to choose them at your school.
- 3) Learn from one another's personal experiences with induction—What is effective? What isn't?

**What do you remember about your
induction?**

What did you find particularly helpful?



- **Flintridge Preparatory School**
- **Grades 7-12**
- **10 New Faculty Members**
- **67 Total Faculty Members**

How do new faculty experience the induction and mentoring programs at Flintridge Preparatory School?



Literature Review

- “Data show that beginning teachers, in particular, report that one of the main factors behind their decisions to depart is a lack of adequate support from the school administration” (Ingersoll & Strong, 2011, p. 202).
- “Studies have consistently shown that novices perceive their mentor teachers to be one of their most important sources of support during the first year of teaching” (Richter et al, 2013, p. 167).
- “Teachers who worked in collaborative cultures were more likely to develop and to demonstrate positive attitudes towards teaching” (Flores & Day, 2006, p. 230).



Methodology

- Anonymous Surveys
- Observations
- Interviews
- Artifacts



The Three Cs

- Culture
- Curriculum
- Coordination

Induction Methods

- Orientation
- Two-Week Emails
- Mentoring
- New Teacher Meetings
- Curricular/Pedagogical Support



Orientation

“I think the only issue I had was taking in the sheer volume of information in such a short time span. I’m not sure how to remedy this other than taking more time to orient us, which might not be practical/feasible.”
- Poppy, 2016-2017 Cohort



“So, it’s really a comprehensive orientation to sort of the culture of Flintridge Prep, the logistics of your first couple weeks—hoping that [new teachers] can walk in the next day to the big faculty meeting already having a number of familiar faces and already having the nuts and bolts down.” - Vanessa Walker-Oakes, Dean of Faculty



Two-Week Emails

“The emails from Vatche every two weeks were incredibly useful for understanding the calendar and how to pace your courses accordingly. Even though all events and special schedules are posted to the calendar in a visible spot on OnCampus, new teachers do not always understand how the day will play out with an Assembly schedule unless someone explains it to them. Vatche’s email fulfill that role. They help flesh out the calendar in practical terms.”

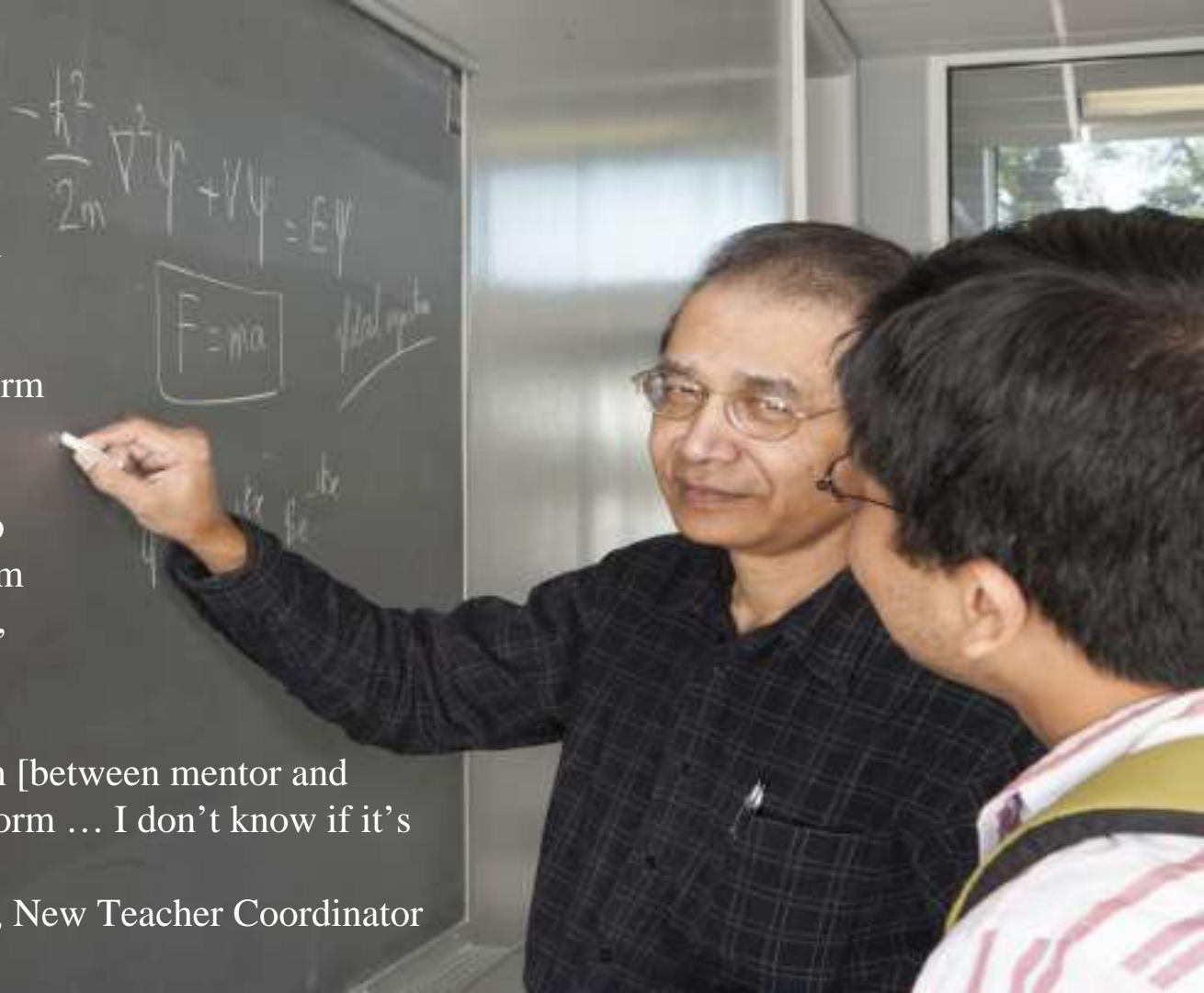
- Rose, 2016-2017 cohort

Mentoring

“I actually think if we could communicate a little better with our peer mentors about what’s expected of them so that the experience is a little more uniform across the board...it would be good in any year, because I do think there’s value to pairing up people...That can bear long-term fruit.” - Vanessa Walker-Oakes, Dean of Faculty

“I don’t know if that connection [between mentor and mentee], at least in its present form ... I don’t know if it’s that strong or that relevant.”

- Vatche Hagopian, New Teacher Coordinator



Mentorship as:

- Support
- Supervision
- Collaborative Development

Kemmis et al (2014) found that collaborative development has the greatest positive impact.

“Mentoring strengthened teacher trainees’ confidence, self-control, lesson preparation, and classroom presentations” (Vumilia & Semali, 2016, p. 1).

Assigning mentors without outlining expectations for the mentors can reduce the overall effectiveness of the mentor-mentee relationship (Ambrosetti, 2014, p. 40).

“The strongest factors for retention include having a mentor from the same field” (Hobbs, Kari, Putnam, 2016, p. 3).



Providing common planning time for mentees and mentors is one of the most significant forms of administrator-facilitated support that contributes to mentees rating their mentoring experience as helpful (Clark & Byrnes, 2012, p. 43).



New Teacher Meetings

“I think these new teacher meetings are really helpful. I like that they give out information in small doses (specific to the person you’re having lunch with) and you can ask questions about whatever they are presenting. It makes the information more manageable and it actually sinks in more!”

- Hawk, 2017-2018 cohort



Curricular Supports

“I would have liked to have more of a conversation about curriculum, planning, and content-specific goals.”

- Wren, 2017-2018 cohort

- Department Heads
- Dean of Studies
- Department Colleagues

Recommendation	Strengthening Curricular & Pedagogical Support	Strengthening Mentor- Mentee Relationship
Formalize the meeting between new faculty member and department chair as part of the orientation.	✓	
Schedule monthly or semi-monthly meetings between new faculty member and department chair throughout the school year.	✓	
Add a discussion of pedagogy with an veteran teacher to the new teacher meeting schedule in the fall or spring.	✓	

Recommendation	Strengthening Curricular & Pedagogical Support	Strengthening Mentor-Mentee Relationship
Schedule a mentor preparation meeting to discuss expectations of mentoring relationship with new faculty mentors.		✓
Continue mentorship relationship into new faculty member's second year.		✓
Provide mentors with a budget for off-campus lunch or dinner.		✓

Recommendation	Strengthening Curricular & Pedagogical Support	Strengthening Mentor- Mentee Relationship
Assign mentors from WITHIN the department/subject area of the mentee.	✓	✓
Schedule common planning time between mentors and mentees on a semi-monthly basis.	✓	✓
Instruct mentors and mentees to visit each other's classes and provide feedback.	✓	✓

Discussion Questions:

In what ways can you reach out to help Waverly manage students' and parents' expectations?

What supports will you employ to help Waverly regain the trust of her students and their parents?

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