

# TEACHER RETENTION AND INDUCTION NETWORK (T.R.A.I.N.)

## EFFECTIVE TEACHERS RESEARCH

Research shows that there are specific effective instructional practices/actions that yield transformative results. They include:

- Effective teachers have strong verbal abilities, deep content knowledge, and a keen understanding of instructional theory.
- Effective teachers are reflective and are constantly self-monitoring their enthusiasm for learning, their attitude toward teaching, and their interactions with students.
- Effective teachers are leaders. They have strong organizational skills; they manage their classrooms expertly and thus the classroom has strong climate and culture for learning.
- Effective teachers plan instruction that maximizes teaching time and provides students with more opportunities for learning.
- Effective teachers focus on implementing research-based instructional strategies that communicate high expectations to students, challenge their thinking skills, and increase engagement in schoolwork.
- Effective teachers monitor student progress and provide students with effective feedback and assistance.

*"Handbook of Effective Teachers" Stronge, Tucker, Hindman*

## RHODE ISLAND PROFESSIONAL TEACHING STANDARDS

**STANDARD 1:** Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

**STANDARD 2:** Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

**STANDARD 3:** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

**STANDARD 4:** Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

**STANDARD 5:** Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

**STANDARD 6:** Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interactions, active engagement in learning, and self-motivation.

**STANDARD 7:** Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

**STANDARD 8:** Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

**STANDARD 9:** Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

**STANDARD 10:** Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

**STANDARD 11:** Teachers maintain professional standards guided by legal and ethical principles.

## T.R.A.I.N. OVERVIEW & SUMMARY

### NETWORK GOAL

The overarching goal of Teacher Retention and Induction Network is to dramatically improve student performance and achievement by recruiting, developing, and retaining high quality and effective teachers.

### NETWORK FOCI

Major emphasis will be placed in the areas of: Research-based Classroom Instructional Strategies/Practices, Research-based Classroom Management Strategies/Practices, and Leadership Development.

### NETWORK SUMMARY

The Teacher Retention and Induction Network is designed to provide peer-to-peer support to all new/beginning teachers as well as experienced teachers who have been identified, through evaluation results (or self-identification), as in need of support. The Teacher Induction Program (TIP) and Peer Assistance and Review (PAR) will serve as the two primary components of TRAIN.

### NETWORK COMPONENTS

**Teacher Induction Program (TIP):** TIP is a one year induction program for new/beginning teachers. New teachers are those who are new to the district. Beginning teachers are those for whom it is their first year in the profession. Participants receive intense professional development beginning with the TIP Summer Institute. This four-day institute is focused on those areas that research shows impacts teacher effectiveness and retention, and thus, student success. In addition, each participating teachers is assigned a coach known as a Consulting Teacher or CT. The CT conducts at least 15 observations, shares feedback, and provides supports. Additionally, all participants are required to attend monthly afterschool professional development as well a Winter and Spring Seminar.

**Peer Assistance and Review (PAR):** PAR is a one year program designed for experienced teachers in need of support. New teachers are those who are new to the district. Beginning teachers are those for whom it is their first year in the profession. Each participant is assigned a coach known as a Consulting Teacher or CT. The CT conducts between 8 and 15 (or more) observations, shares feedback, and provides supports. All participants are invited to attend the TIP Summer Institute as well as the monthly afterschool professional development as well a Winter and Spring seminar. Consulting teachers are required to report on the progress of each PAR participant three times per year.