

*You and I...
We are*



Enhancing Mentor/Induction Program

in an Environment of Change

December 5, 2024

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**Welcome to New Orleans...
This Place Can Change You!**



What to Do in NOLA

“Eat” NOLA

- Café Du Monde
- GW Fins
- Brigtsen’s
- Peche
- Central Grocery



“Experience” NOLA

- Frenchmen St.
- National WWII Museum
- Warehouse District
- Jackson Square
- St. Charles Ave. Streetcar Ride

“Drink” NOLA

- Cure
- Carousel Bar
- Peacock Lounge
- Sazerac House



St. Charles Parish Public Schools

A Triple "A" School District focused on

Academics, Athletics and the Arts

St. Charles Parish Public Schools

13855 River Road | Luling, LA 70070 | 985-785-6289



St. Charles Parish Public Schools, nestled along the banks of the Mississippi River in southeast Louisiana, has been at the forefront of education and is a leader among public schools in Louisiana. This close knit community takes pride in its Triple A school system focused on academics, athletics, and the arts.

SCHOOL SYSTEM COLORS
Red, Yellow, Blue

FACILITIES

9	ELEMENTARY SCHOOLS
4	MIDDLE SCHOOLS
2	HIGH SCHOOLS
5	STUDENT CENTERS
0	INSTRUCTIONAL PORTABLES
1,402	SECURITY CAMERAS



STUDENTS

TOTAL ENROLLMENT **9,105**



STUDENT DIVERSITY

American Indian	1%
Asian	2%
Black	34%
Hispanic	12%
White	51%

PK-12

ECONOMICALLY DISADVANTAGED POPULATION **51%**

STUDENTS IN GIFTED/TALENTED PROGRAM **11%**

STUDENTS RECEIVING SPECIAL EDUCATION DISABILITY SERVICES **14%**

EARLY CHILDHOOD LEARNERS **510**

2023 COHORT GRADUATION RATE **90%**

STUDENT ATTENDANCE RATE **97%**

EMPLOYEES

1,881 TOTAL EMPLOYEES | **98%** CERTIFIED TEACHERS



13	SCHOOL RESOURCE OFFICERS
12	MENTAL HEALTH PROFESSIONALS
32	SCHOOL COUNSELORS
19	NURSES

2024 • 2025

www.WeAreSCPPS.org

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OFFERINGS

11 TECHNOLOGY DEVICE RATIO

27 ATHLETIC OFFERINGS

17 ARTS OFFERINGS

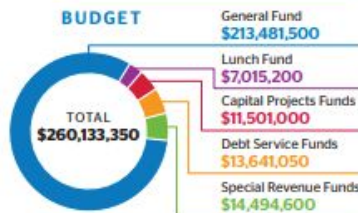
66 ORGANIZATIONS IN Academics, Arts, Athletics, Leadership, Service & STEM

13 ON-CAMPUS TOPS DUAL ENROLLMENT COURSES

18 CAREER COURSES AT SATELLITE CENTER

1 STATE-OF-THE ART LAFON PERFORMING ARTS CENTER

BUDGET



NICHE RANKINGS

#1	BEST SCHOOL DISTRICT IN NEW ORLEANS AREA (#3 in Louisiana)
#1	BEST SCHOOL DISTRICT FOR ATHLETES IN NEW ORLEANS AREA (#2 in Louisiana)
#1	DISTRICT WITH BEST TEACHERS IN NEW ORLEANS AREA
#1	MOST DIVERSE SCHOOL DISTRICT IN NEW ORLEANS AREA

GUIDING PRINCIPLES

CREDO

Our Core Business.....*Teaching & Learning*
Our Focus.....*Continuous Improvement*
Our Commitment.....*Learning for Life*

MISSION

The mission of St. Charles Parish Public Schools is to develop empathetic, involved, productive, and responsible citizens by providing every student high-quality educational opportunities that empower each to become enthusiastic lifelong learners.

VISION

In pursuit of excellence and equity, St. Charles Parish Public Schools provides a high-quality education that prepares students with the knowledge, skills, and values required to become productive global citizens.

BELIEF STATEMENTS

You and I..We believe:

- ▶ education is society's first priority.
- ▶ all students can learn.
- ▶ open and honest communication and collaboration between school, home, and community build trust.
- ▶ it is imperative to educate the whole child academically, socially, and emotionally to be future ready.
- ▶ engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success.
- ▶ embracing diversity fosters a culture of acceptance.
- ▶ in providing inclusive and equitable opportunities for all.
- ▶ excellence is worth the cost.

2024 • 2025

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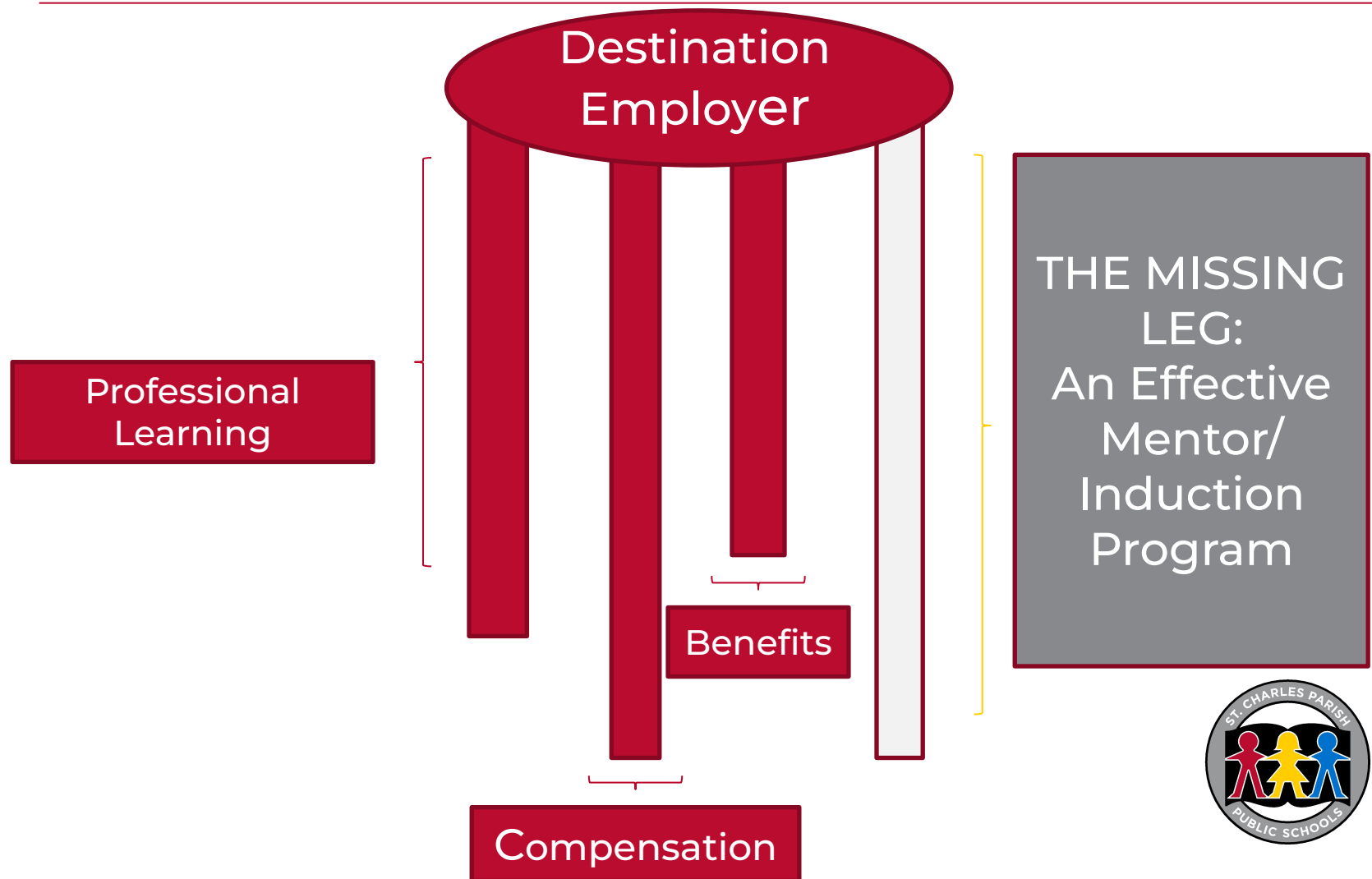
Project Needs Assessment

St. Charles Parish Public Schools Teacher Turnover Data	
2023-2024	2022-2023
Total Teacher Turnover: 8.55% 0-3 Year Turnover: 22.79%	Total Teacher Turnover: 9.66% 0-3 Year Turnover: 18.07%

Other Contributing Factors

- 0-3 Year Experienced Teachers make up 16% of all teachers
- Aging teacher workforce: 30% of SCPPS teachers are retirement eligible
- **Decline in Enrollment**: According to the **National Council on Teacher Quality**, between the 2010–11 and 2020–21 academic years, total enrollment in teacher preparation programs across the United States decreased by approximately 33%
- **Decline in Completion**: During the same period, the number of individuals completing teacher preparation programs was reduced by over 25%

Theory of Action: If SCPPS improves our new teacher induction program, then we will increase retention of 0-3 year experience teachers.



eHCLE Content Domain

Human Capital Leaders in Education Executive Standards:

Process Management

- Audit HCMS processes and programs to identify areas of improvement
- Communicate the progress of HCMS goals by collecting, analyzing, and understanding data
- Champion the change management process.



Talent Development Domain

Orientation & Onboarding

- Assess the diverse needs of new employees to inform the design of onboarding and orientation programs
- Establish processes for selecting and preparing mentors and coaches for new employees
- Develop support structures for employees who are new to a role.

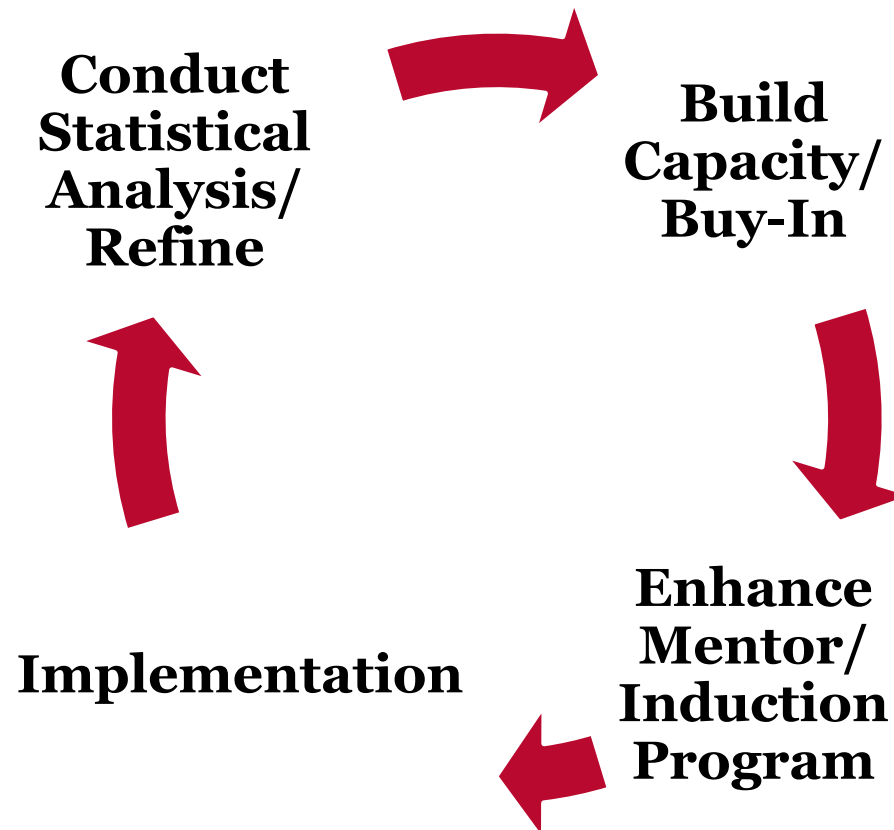


Building Rigorous Induction & Development for Growing all Educators (BRIDGE) Grant

- BRIDGE is a federally-funded grant from Teacher Quality Partnerships (TQP), US Department of Education
- The project is partnered with the National Institute for Excellence in Teaching (NIET)
- Goal is to strengthen undergraduate coursework and clinical experience as well as to build coherence across districts to support new teachers as they enter the profession (induction)

Southeastern Louisiana University	Advisory Board	District Team	Induction Teachers & Mentors
<p>BRIDGE Team -Oversight of grant, fiscal responsibilities, track outcomes, assess implementation</p> <p>Faculty and Site Coordinators -Strengthen coursework alignment with NIET Indicators -Build the capacity of Site Coordinators to strengthen support to diverse candidates during their year-long teaching experience in high-needs schools</p>	<p>-District representatives from each cohort that meet quarterly with the BRIDGE Team</p> <p>-Provide guidance to the grant during development and implementation of induction</p>	<p>-District personnel (Induction Leaders) who serve as liaisons between school administration and the BRIDGE Team</p> <p>-Strengthen district infrastructure to build systems that are sustainable for recruitment and retention of new teachers</p>	<p>-Southeastern graduate novice teachers and their Mentors</p> <p>-Build the leadership and coaching capacity of Mentors</p> <p>-Equip and support new teachers with the knowledge and skills to maximize student outcomes</p> <p>-Retain new teachers in the profession and within the district</p>

Project Methodology



What Mentoring/Induction Practices Have Been Most Effective in Your District?



Research and School Feedback-Based Mentor/Induction Best Practices

1. **Implement** multi-component induction programs.
2. **Provide** high-quality, well-trained mentors.
3. **Schedule** regular mentor-mentee meetings.
4. **Offer** individualized professional development.
5. **Establish** professional learning communities (PLCs).
6. **Focus** on novice teachers' social-emotional needs.
7. **Use** data-driven reflection and goal setting.
8. **Provide** multiple-year support and mentoring.
9. **Foster** a supportive school culture and leadership.
10. **Define** roles and set expectations.



The Ugly Truth...

Pre-Project Mentor/Induction Program...

- Week-long New Teacher Orientation
 - *“Like drinking water from a fire hydrant” – Novice Teacher*
 - *“More PD for new teachers throughout the year, not just at the onset of the school year would be helpful” – Novice Teacher*
- One year mentor induction program
- Assigned mentor/induction activities based on school calendar
- Principals haphazardly assigned mentors
- Effectiveness of mentoring based solely on mentor assignment (as opposed to program design)
- Inconsistent execution of program
- Lack of accountability
 - *“Have actual guidelines and accountability implemented into this program. There should be a streamlined spreadsheet between mentors/mentees where meetings are documented”*
~ Novice Teacher



Additional Baseline Data

Spring 2024: Surveyed novice teachers and mentors regarding effectiveness of current mentor/induction program

And the survey said...

“I was paired with an absolutely incredible mentor for me, but other teachers at our school didn't receive as much support as they needed. I wish we had more mentors who would be really willing to collaborate with their mentee like mine did!” ~ Novice Teacher

“Uncoordinated planning periods/hard to schedule guided observations” ~ Novice Teacher

“Not enough time to meet during school hours” ~ Mentor

“It was difficult to check in and assist with the day to day things that go on. There's no way to fix that or make more time, but that was the biggest challenge.” ~ Mentor



Build Capacity/Buy-In

- One-On-One Meetings with all principals
 - Discussed 0-3 year five-year teacher turnover trends
 - Discussed School's Mentor/Induction Best Practices
 - Identified Task Force Members
- BRIDGE Grant Meetings (Phase 2)
 - Developed an Advisory Committee
 - Assigned Induction Leaders/Induction Leader Training
 - Introductory Meeting: BRIDGE Staff and Principals
 - Learning Walks
- LA State Certified Mentor Recruitment/Training
- Presented Scope of Project to Stakeholders at Board's LRSAP Goal C (*Diverse, Effective, and Engaged Employees Operational Plan*) progress meeting



Enhance Mentor Program-Phase 1

- Initial Task Force Meeting
- Novice Teacher Needs Assessment
- Mentor Stipend: **\$2300 to \$3500**
- Substitutes for Release Time
- New Mentor Logs using Google Sheets
- Mentor Partnership Agreements



Mentor Forms & Surveys



- [Mentor Effectiveness Survey](#)
- [Mentee/Mentor Survey for Mentors](#)
- [New Teacher Needs Assessment](#)
- [Mentor Log](#)
- [Mentor Partnership Agreement](#)



What could possibly go wrong?

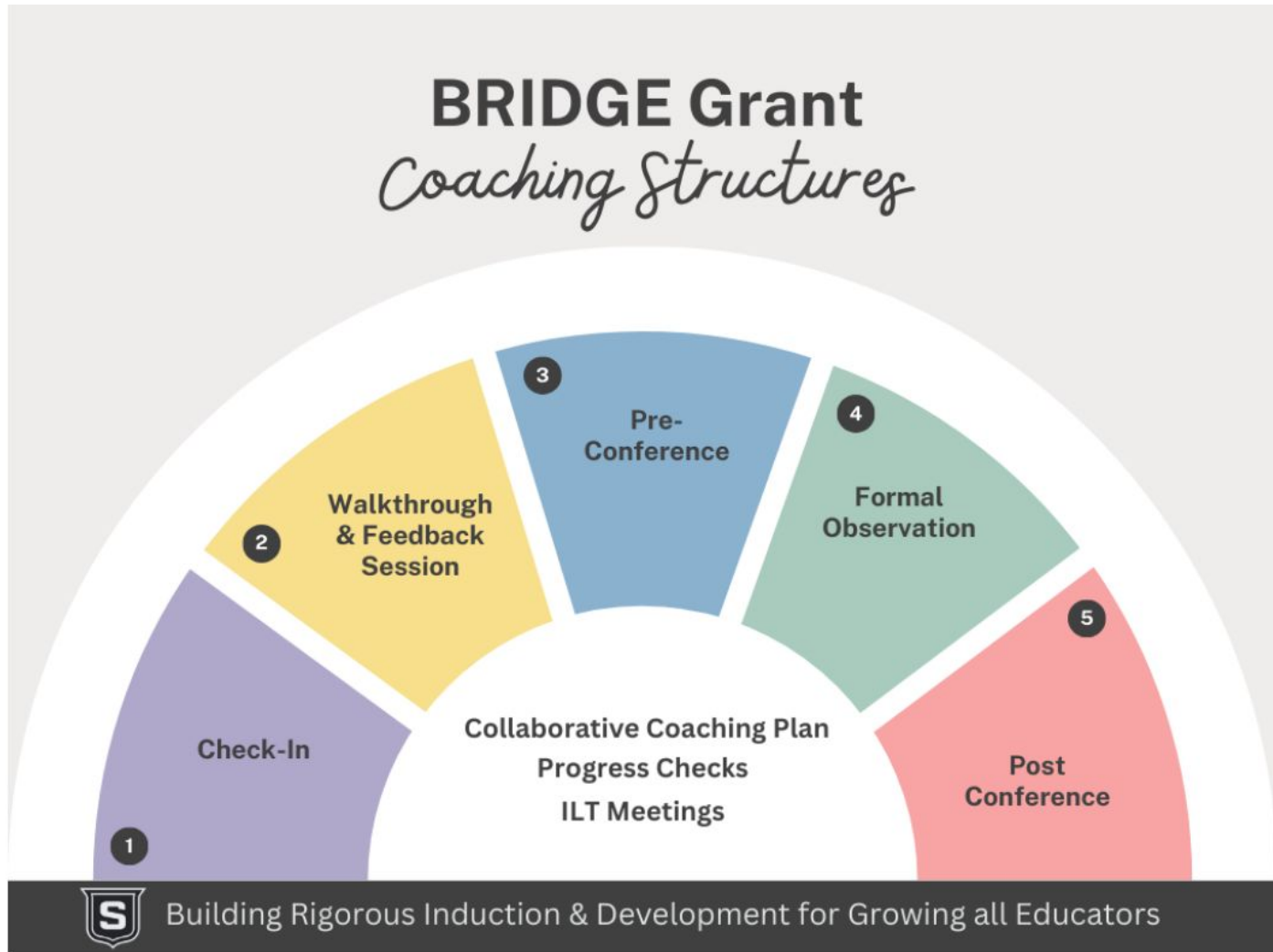


Implement BRIDGE Initiative: Induction-Phase 2

- Louisiana Educator Rubric Learning Year: “Grow Teachers to Grow Students”
- Induction Leader training
- Induction Leaders lead Learning Walks with school administration and BRIDGE Team
 - 2 high schools
 - Four observations, at least one novice teacher
 - Diagnosis and not for observation purposes
 - Identify instructional trends



Induction-Phase 2



Induction-Phase 2

<p>August</p>	<p>5-8: PD/Teacher Prep Days</p> <p>9: First Day of School</p>	<p>12-16: NT completes New Teacher Reflection in preparation for next week's check in</p>	<p>19-23: Prior to Check In, the Mentor will review the NT Reflection</p> <p>Check-In: Mentor completes Collaborative Coaching Plan</p>	<p>26-30: Walkthrough (15-20 mins) Mentor completes Mentor Walkthrough Form</p> <p>NT completes New Teacher Reflection prior to the Walkthrough Feedback Session</p> <p>Walkthrough Feedback Session (30 min): Mentor completes Collaborative Coaching Plan</p>
<p>September</p>	<p>2-6: NT completes New Teacher Reflection in preparation for next week's check in</p>	<p>9-13: Prior to Check In, the Mentor will review the NT Reflection</p> <p>Check-In: Mentor completes Collaborative Coaching Plan</p>	<p>16-20: Walkthrough (15-20 mins) Mentor completes Mentor Walkthrough Form</p> <p>NT completes New Teacher Reflection prior to the Walkthrough Feedback Session</p> <p>Walkthrough Feedback Session (30 min): Mentor completes Collaborative Coaching Plan</p>	<p>23-27: Mentor will attend the ILT Meeting to share NT progress and then complete ILT Form</p> <p>NT completes New Teacher Reflection in preparation for next week's check in</p>
<p>October</p>	<p>7-11: Mentor/NT Workgroup Session</p> <p>Mentor & NT complete Progress Form</p> <p>Check-In: Mentor completes Collaborative Coaching Plan</p>	<p>14:</p>	<p>21-25: Mentor will attend the ILT Meeting to share NT progress and then complete ILT Form</p> <p>NT complete the Pre-Conference section in the Collaborative Coaching Plan and links the Formal Observation Annotated Lesson Plan.</p> <p>Mentor will review the Pre-Conference section from the NT and provide feedback in the designated column.</p>	<p>28-1: Pre-Conference Session (20-30 min): Mentor ensures the Pre-Conference section of the Collaborative Coaching Plan is complete -Mentor asks NT to reflect/ connect to reinforcements, refinements, goals -Confirm date/time for observation</p>

Future State/Currently on “Hold”

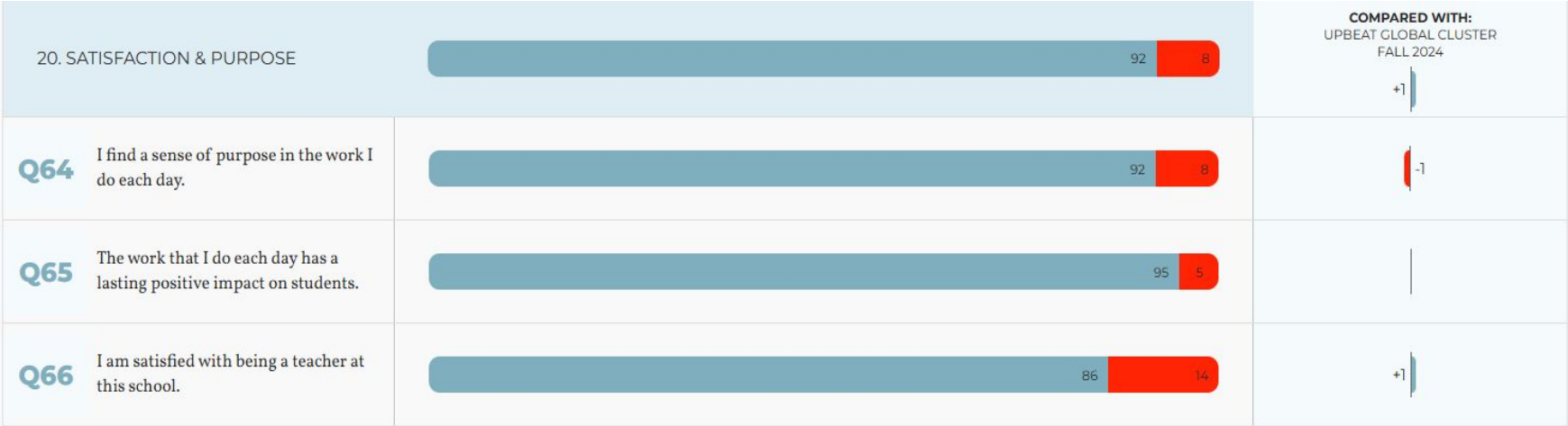
- [Novice Teacher Reflection](#)
- [Collaborative Coaching Plan](#)
- Bi-annual stay interview (with principal and HR)
- Video/Upload New Teacher Orientation to Google Drive
- Develop additional professional learning opportunities targeted for novice teachers
 - *Quarterly Novice Teacher Meetings*
 - *Teacher 40-Hour Work Week*
 - *Classroom Management*
 - *Louisiana Educator Rubric Training*
- Exit interviews (focus on opportunities for retention)



Data Trends So Far...

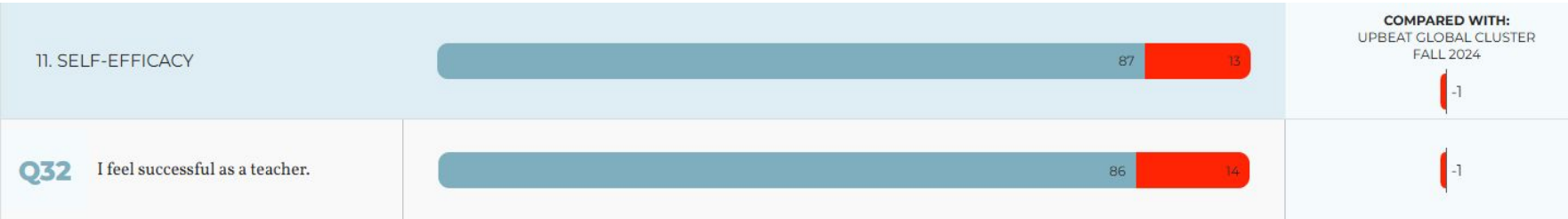
Satisfaction & Purpose Baseline: 88% Engagement

4% increase



Self-Efficacy Baseline: 88% Engagement

1% decline



Project Sustainability

Fiscal Sustainability:

- Mentor Stipend Cost: **\$34,500 annual (\$2300 x 15)**
- Substitute Teacher Cost for Release Time: **\$9,360 annual (\$156 per day x 4 x 15)**

Programmatic Sustainability:

- Incorporated into SCPPS Board's Long Range Strategic Action Plan
- Program implemented w/ other members of HR Team
- Continued meetings with stakeholders



Le Fin



- eHCLE Program: “Ça c'est bon!”
 - Coaches
 - Teams
 - Continuous Improvement
 - Systematic approach to tackle projects



Work Cited

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