

District-Wide Collaboration

Islip Public Schools' new teachers work in collegial teams. Their Regent's diploma rate is at an all-time high of 98.3 percent. Read about the school's process in the **Going Beyond** folder for Chapter 24 at EffectiveTeaching.com.

The New York Regents exams represent the gold standard in academic achievement. To graduate with a prestigious Regents Diploma, students must complete a rigorous academic curriculum and pass five state exams with a score of 65 or better.

The typical graduating senior class of the Islip Public Schools exceeds the performance level of 98 percent of the students receiving a Regents Diploma. This is how they do it.

The Islip Public Schools on Long Island, New York, has a comprehensive induction program under the leadership of Assistant Superintendent Linda Lippmann, director of human resources, who **also** oversees the new teacher induction program. She has the responsibility of training the teachers she hires—and her efforts have paid off.

The three-year induction program features collaborative study group activities and networking. Study teams focus on skill-building strategies such as conducting parent conferences, managing classrooms, crafting lesson plans, and implementing cooperative discipline.

The groups constantly work on team-building and problem-solving techniques. They use model lessons and hold sharing sessions in which teachers learn from each other and build respect for one another. **Teacher turnover is negligible, and new teachers are immediately ushered into a team-like culture.**

Evidence of their collaborative work can be seen in the annual number of students who earn a New York State Regent's Diploma. The benefits of the induction program are evident because the Islip schools have seen improvements in student achievement, which the central office attributes to improved teacher performance. The difference in student achievement is shown.

School Year	Induction Year	Seniors Earning Regents Diplomas
1992–1993	Pre-induction	34 percent
1998–1999	Year 2	65 percent
2002–2003	Year 6	73 percent
2003–2004	Year 7	82 percent
2004–2005	Year 8	93 percent
2005–2006	Year 9	97 percent
2006–2007	Year 10	98 percent
2007–2008	Year 11	98.5 percent

The major focus of the Islip induction program is to immerse new teachers in the district's culture and to unite them with everyone in the district as a cohesive, supportive instructional team.

New teachers quickly become part of the district's "family." Induction fosters a sense of belonging among teachers, which in turn fosters a sense of belonging among students.

Social studies teacher John Christie says, "At Islip, the induction program allowed me to share new teacher concerns, realize I wasn't alone, and discover solutions in a collegial environment."

New teacher Lorraine Knoblanck says, "The best part of this year was how our relationships with the other teachers developed. We really have developed into a family. We share concerns and triumphs and meet after school on many occasions. The connections are invaluable."

Linda Lipmann has written an article for a professional journal explaining the Islip Induction Program. [Click here](#) to read the story.