

The Hopewell Model

Hopewell does not pay big bucks, yet their teachers are happy and their students achieve. Find out how they do it in the **Going Beyond** folder for the *Epilogue* at EffectiveTeaching.com.

Linda Hyslop, Assistant Superintendent for Instruction in the Hopewell City Schools in Virginia, says, “We cannot promise our new teachers big bucks like the surrounding big school divisions, but **we can offer support and quality staff development**. As a result, teachers return to teach in Hopewell after leaving for what they thought would be happiness by making more money.”

The Hopewell City Schools is a highly distinguished Title I school system and a Standard and Poor’s Outstanding School Division. **The reason Hopewell succeeds with its new teachers and its students is they have a comprehensive new teacher induction program.**

To see a brochure summarizing the Hopewell New Teacher Induction program, [click here](#).

Common sense should tell you that in every aspect of life, people are given a full complement of activities and people to train and support them from the day they start a job until the day they leave.

Many People to Help You Succeed

In the Hopewell City Schools, new teachers are given a full complement of activities and skilled people to help them become proficient and effective.

Proficient: possessing knowledge and skills

Effective: able to produce results

Every new teacher in Hopewell has access to the following complement of people:

Buddy: This is an assigned teacher to serve as a buddy to whom the novice teacher can turn for immediate, simple help, such as answers to school procedural questions or quick advice. Hopewell correctly designates this teacher a buddy and not a mentor.

The Buddy’s Responsibility

- Makes the new teacher feel welcome.
- Helps the new teacher find the essentials.
- Provides information on routines, procedures, and the unwritten roles.
- Shares ideas.
- Provides a sounding board and some nonjudgmental advice.
- Offers support.

Coach: This is a teacher with expertise in classroom management and instructional skills. There are presently at least four in each school; their role is to coach, as their title implies, for skill in classroom management and instruction.

The Coach's Responsibilities

- Provides instruction in skills for effective teaching.
- Provides instruction in classroom management.
- Assists in procedures and routines.
- Assists in planning instruction and refining organizational skills.
- Models effective teaching.
- Team teaches.
- Develops intervention plans for struggling students.
- Collaborates with teachers in grade level and vertical team meetings.
- Demonstrates best practices in instruction and classroom management.
- Demonstrates organizational skills.
- Models professionalism.
- Observes the new teacher.
- Meets with the principal and goes over assessments, progress, and suggestions for improvement.

Lead teacher: This is a teacher who can help with subject-matter questions. There are five on each campus, each specializing in one of five areas—English, math, science, social studies, and technology. The lead teachers coach for desired results.

The Lead Teacher's Responsibilities

- Is knowledgeable in the state Standards of Learning (SOL).
- Has expertise in SOL test data interpretation.
- Understands the connections within and across disciplines to support student achievement.
- Identifies best practices in instruction.
- Models professionalism.
- Reviews scope and sequence of curriculum.
- Reviews Standards of Learning Blueprints and Curriculum Framework.
- Reviews curriculum maps.
- Provides resources.
- Provides technical assistance.
- Provides staff development.
- Models lessons.

All of the coaches and lead teachers receive training, teach in the same building, and receive release time to observe and assist. Coaches and lead teachers are financially compensated for attending conferences. They then do follow-up training on what they have learned.

Administrative Support and Monitoring: In addition, the new teachers receive assistance from staff developers and administrators from both the central office and the building site.

The Principal's Responsibilities

- Act as instructional leaders for the school.
- Supervise instruction in their school.
- Are pivotal in ensuring that all teachers are effective at helping their students learn.
- Are responsible for evaluating teachers.

The principals realize the clinical supervision model for all teachers is an excellent tool to teach, not to rate. Thus, new teachers are taught to analyze and reflect on their own lessons.

The Central Office Staff's Responsibility

- Provides coordinators to assist at each site.

Assistant Superintendent Linda Hyslop structures and coordinates the new-teacher induction process and maintains a vision for the program.

Many Activities to Help You Succeed

In addition to having access to competent people, Hopewell provides a varied set of activities, such as:

- Upon signing their contract, new teachers are given a copy of our book, ***The First Days of School***, and Robert Marzano's books, ***Classroom Instruction That Works*** and ***Classroom Management That Works***.
- Four days of orientation and workshops before all staff return. The first day includes time on core curriculum, special education, Standards of Learning (SOL) for Virginia Public Schools that describe the commonwealth's expectations for student learning and achievement in grades K–12. The second day is devoted to Skills for Effective Teaching (SET), the Madeline Hunter Model. The third and fourth days focus on technology training.
- A field trip during orientation takes the teachers around the community and ends at a historical home, where the Historic Hopewell Foundation welcomes them.
- A "welcome" breakfast is hosted by the local Chamber of Commerce.
- Three years of ongoing, structured training and support is provided by the SET coaches.
- Selected events from the Pathwise Induction Program, formerly distributed by the Educational Testing Service, are conducted. These activities are used with teachers having no experience to augment the SET program.
- Observations and feedback by SET coaches are provided to all new teachers.
- Opportunities to visit demonstration classrooms of master teachers over a three-year period are arranged.

- A “get together” luncheon is held for new teachers and their buddies.
- Support of lead teachers in core content areas and special education is provided.
- Observation of modeling instructional strategies by lead teachers is arranged.
- Collaborative planning and sharing of resources with grade level, team and/or department is conducted.
- Observations and feedback is conducted by Core Curriculum Supervisors.
- Provisions for networking among new teachers are arranged.
- A Celebration is held at the end of the school year to recognize new teachers and their supporters.

All of this support is given to a new teacher upon joining the Hopewell schools. It should come as no surprise that all the schools in Hopewell are 100 percent accredited!