



District-Wide Collaboration

New teachers at Islip Public Schools work in collegial teams. Their Regent’s Diploma rate is, and has been for several years, at 99.7 percent. Read about the school’s process in the **Going Beyond** folder for Chapter 21 or scan the QR Code in the book.

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 sixty-five 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 Linda Lippman, Assistant Superintendent for Administrative Services, 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.

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 Knoblauch 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.”

Read the [article Linda Lipmann wrote](#) for a professional journal explaining the Islip Induction Program