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**RNT Toolkit**



**A Guide to Developing  
Teacher Induction Programs**



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## About RNT

Recruiting New Teachers, Inc. is a national nonprofit organization formed in 1986 to raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment, development, and diversity policies and practices.

For more information about RNT, contact us at (617) 489-6000, 385 Concord Avenue, Suite 103, Belmont, MA 02478; [rnt@rnt.org](mailto:rnt@rnt.org); [www.rnt.org](http://www.rnt.org).

# The Toolkit Guide Series

*A Guide to Developing Teacher Induction Programs* is part of RNT's "Toolkit," designed to help states and school districts meet their teacher recruitment and retention challenges. Other guides in this Toolkit series include *A Guide to Today's Teacher Recruitment Challenges*, *A Guide to Developing Paraeducator-to-Teacher Programs*, and *A Guide to Developing High School Teaching Career Academies*. These guides provide an understanding of teacher recruitment and retention issues, strategies for developing innovative approaches to finding and keeping high-quality teachers, and an extensive directory of resources on issues related to building a talented and diverse teacher workforce for our nation's schools.

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# A Guide to Developing Teacher Induction Programs

## **This guide will help you understand:**

- ▶ The value of teacher induction programs designed to orient, support, train, and assess novice teachers
- ▶ What makes induction programs work
- ▶ The essential ingredients of an effective induction program
- ▶ How to get started improving your efforts to support and assess novice teachers

## What is teacher induction?

Many professions offer orientation and support experiences for professionals starting out in a field. Medical residents and law associates—even rookie baseball players—receive extended training, development, and *mentoring* (working alongside a seasoned expert) before taking on the responsibilities of a full professional. In contrast, novice teachers often are left to fend for themselves, with little or inadequate initiation into the profession.

However, an increasing number of school districts offer *teacher induction programs* to orient, support, assist, train, and assess teachers within their first three years of employment in public schools. Teacher induction is the process of socialization to the teaching profession, adjustment to the procedures and mores of a school site and school system, and development of effective instructional and classroom management skills. Participants in these programs are called *inductees*, a term which refers simultaneously to teachers who are new to the profession, and teachers with experience who are new to a district, grade level, or certification area.

Teacher induction programming can (and does) take many forms. Induction activities can range from a short orientation session, to mentoring programs, to staff development courses and workshops, to multiyear programs that continue to meet the changing needs of teachers as they develop. Many districts combine several activities to support new teachers.

## Why are induction programs needed?

### Influx of new hires

Due to escalating teacher retirements and rising student enrollments, the nation currently faces a shortage of qualified teachers. America will need to hire some two million K-12 teachers over the next decade. Although high-wealth suburban districts will always have a glut of applicants, low-wealth urban districts face a hiring demand of 700,000 teachers or more over the next decade.

### High attrition rates

Just this year, America's urban school districts hired more than 85,000 new teachers to fill some of the nation's most challenging classroom assignments. All too many of these new recruits face battlefield odds as to whether they will still be teaching five years from now. No matter how well they did in college, teacher preparation, or another career, teachers can be overwhelmed by their first years in the classroom. It has been estimated that 30% to 50% of beginning teachers leave in the first five years of teaching.

### Reality shock

According to the National Center of Educational Statistics, central-city public schools are more likely to fill positions with “less than qualified” new teachers than are large or small towns. Even experienced teachers embarking on assignments in new cities or academic disciplines can be sorely tested, especially if they are unfamiliar with the urban environment. The so-called “reality shock” that can ensue often exacts a terrible toll on teacher morale, school district recruitment and, most important, student achievement.

### Teacher quality

Increasingly, inductees are learning on the job. Thus, there is an urgent need for induction programs to augment the knowledge and skills of both novice teachers emerging from traditional teacher preparation programs, as well as the increasing numbers of inductees with little or no training. Many of today’s induction programs are geared to remediating inductees’ inadequate professional preparation.




#### FYI

*How many teachers are new to the profession? According to the NCES (1996), of approximately 2.6 million public school teachers in the United States in 1993-94, 11% (286,000) were newly hired, of whom seven percent had taught previously and four percent were teaching for the very first time.*

### Why do new teachers leave the profession?

The initial years of teaching have been well documented as a time of frustration, overwhelming experiences, and increasing doubts about the choice of profession. The common concerns of new teachers vary widely, from handling discipline problems, learning the curriculum, understanding district policy and paperwork, to connecting theory with practice.

The problem of new teacher attrition is particularly pronounced in urban schools. A 1998 study by the Council of the Great City Schools revealed a vicious cycle that was both symptom and cause of deteriorating conditions in low-performing urban schools. Inferior working conditions, lack of professional respect, low morale, and a culture of high faculty turnover all contribute to high rates of attrition among first- second- and third-year teachers in urban districts.



*Now that I'm in the classroom, my goals are not so big: all I want to do is survive. Everything is an issue, and a difficulty, and a challenge—lining up 32 children; sitting them down; having all 32 listen while you speak; finding time to plan; sleeping; correcting papers; trying to cover all the curricular areas that an elementary school teacher is supposed to cover; communicating in two languages; providing materials in both English and Spanish and translating things; finding time to work with my T.A. who's wonderful, but I never get a chance to plan with her or explain anything to her; trying to communicate with administrators; trying to find support from other teachers. It's quite a list, and it doesn't include my professional development or my personal life (I haven't had a life since last summer). On many days, the bad outweighs the good.*

**First-year teacher**

For teachers to remain in teaching, the good must outweigh the bad. According to a 1998 National Association of State Boards of Education (NASBE) study group report on teacher development, supply, and demand, "...improving teachers' level of satisfaction is a key component of improving teacher retention." The study group found that teachers tend to leave their jobs if they work in schools with unsupportive environments, are unsatisfied with their salary, or are not teaching in their field of expertise.

### **What are some common barriers to new teacher success?**

There are many barriers to inductee success, some reflecting characteristics of the inductee, some pertaining to the school or community. Some of these barriers include:

- Inadequate preparation in classroom management
- Difficulty organizing time/work schedule
- Inadequate preparation in instructional methods
- Unfamiliarity with the curriculum
- Insufficient preparation for dealing with cultural diversity
- Difficulty fitting in with the school culture
- Language barriers
- Isolation in the classroom
- Large class size
- Cumbersome school or district bureaucracy
- Low salary/inadequate compensation
- Lack of respect or recognition as a teacher

## What can teacher induction programs accomplish?

Effective induction programs hold promise to:

- Slow teacher attrition, particularly in urban schools
- Remove incompetent teachers and retain talented individuals
- Extend the preparation period of novice teachers through their crucial first few years on the job so they continue to develop as proficient, knowledgeable, and successful teachers
- Improve the climate for teaching and learning, and build community between new and veteran teachers
- Eliminate the “brain drain” of urban teachers to the suburbs

## How widespread are induction programs in the U.S.?

The good news is that induction programs are prevalent across the nation, particularly in the nation’s larger towns and cities. However, these programs vary widely in their complexity, intensity, and quality.

Even though 50% of new public school teachers are participating in *some* type of formal induction program during their first year of teaching (60% in urban schools), the scope and quality of support can range from effective, comprehensive, multiyear, developmental programs, to casual, one-shot, brief (and often inadequate) orientation sessions.

Unfortunately, even when district administrators have had the desire to strengthen induction programs in their schools, in many cases lack of financial resources has prevented resource-strapped school administrators from implementing their vision of induction. And, induction services are not reaching all who need them.

## Are induction programs a new development?

Most induction programs in operation today were established prior to 1994. State mandates (often without state funding) typically spurred program creation. The 1980s were an especially fertile period for induction programs, due to heightened concern about rising teacher attrition and renewed interest in increasing teacher quality. Unfortunately, many programs have had to cut back services since then, due to lack of funding. RNT’s researchers found that one in three induction programs had reluctantly cut back services because of insufficient resources. However, the current shortage of qualified teachers is causing a resurgence of interest in supporting beginning teachers.

## Are districts benefiting from their induction programs?

Sadly, there is a paucity of formal evaluation among both state- and district-level teacher induction programs. Outcome data that do exist, such as findings from the California New Teacher Project evaluation, strongly suggest that good induction programs result in gains in teacher retention and teacher quality.



*School district administrators attest to some of the advantages of induction programs:*

- **Harrison City, Pennsylvania**

*All new teachers clearly understand school district focus/mission.*

- **Bradenton, Florida**

*Statewide implementation of the Professional Orientation Program allows for easier transitions between districts.*

- **Albuquerque, New Mexico**


*Teachers participating in the program move more quickly through early developmental stages and develop effective teaching skills more rapidly.*

- **Jefferson County/Louisville, Kentucky**

*Evidence of improved teacher knowledge, skills, and performance is something to crow about.*

- **Summerville, South Carolina**

*Efforts to build a sense of professionalism and a positive attitude turn inductees, who felt they were floundering at the beginning, into confident teachers.*



*An evaluation of California's New Teacher Project's pilot programs found that new teachers who receive systematic support and professional development in an organized program remain in the profession at a significantly higher rate than teachers who do not participate in such a program. Additionally, the study showed that the new teachers who are supported develop instructional proficiency at a faster rate. (See BTSA profile, page 33).*

*We were like a platoon of soldiers who bonded early on. A good induction program creates introductory activities that foster bonding.*

**Mike Mercer, Albuquerque teacher**

## How does good teacher induction benefit children?

Jon Snyder, director of teacher education at the University of California, Santa Barbara, outlines the ways in which the Beginning Teacher Support and Assessment (BTSA) program in New Haven, California, benefits children:

- It provides grounded, standards-based support for beginning teachers to continue to become better teachers.
- It keeps highly qualified and highly committed teachers in the profession.
- It provides opportunities for experienced teachers to become better teachers while simultaneously taking up the professional responsibility to assure that the people entering teaching maintain and expand the care and competence with which they began their careers.
- It builds expertise and shared norms of practice.
- It breaks down the isolation that is anathema to the teaching that children deserve and communities require.

## Can induction programs benefit teacher recruitment?

Induction programs are beneficial as a recruitment tool. When prospective teachers ask whether they will have support and assistance during the first year of teaching, recruiters with bona fide induction programs can answer in the affirmative.

### FYI

#### **Districts use induction program to entice teachers**

*When new hires in San Diego, California, come in to sign their contracts, human resources staff describe the professional development opportunities and resources offered by the district. They distribute literature about orientation, mentoring, and induction, along with district and community information.*

*In Norfolk, Virginia, prospective teachers ask whether they will have support and assistance during the first year. Norfolk schools have to compete for new hires and their teacher mentor program is an attractive piece for both recruiting and retaining teachers.*

## What does the future hold for induction programs?

As states and school districts begin to focus more intensively on issues of teacher quality, the challenges of new teacher orientation, adjustment, effectiveness, accountability, and attrition are coming more and more to the fore.

Increasingly, the federal government, states, and districts appear to be recognizing induction as a critical part of the infrastructure for professional development and are beginning to commit resources to formal programs addressing the needs of inductees. The following trends attest to genuine progress regarding teacher induction programs:

### Federal legislation is beginning to address teacher induction

The Higher Education Amendments of 1998 responded to the nation's critical need for high-quality teachers by enacting much of the Administration's proposal to improve the recruitment and preparation of teachers. (See page 18.)

### States are enacting policies to support beginning teachers

California, for example, has made specific provisions in the K-12 budget to support new teachers. The state has allocated \$100 million to redesign and augment the Mentor Teacher Program and to create a peer review and assistance program; \$72 million for the Beginning Teacher Support and Assessment program to support first- and second-year teachers; and \$11 million to prepare more than 7,300 interns in the next year.

### Districts are starting to develop induction programs

The Chicago Public School system (CPS), for instance, has begun to piece together a viable induction program in response to rising teacher attrition (especially of *good* beginning teachers); the need to fill positions in shortage areas (e.g., mathematics, science, early childhood education); growing enrollments; and accelerating teacher retirements. Although Chicago has made a start, the program will require a greater investment of funds, staff, inductee and mentor training opportunities, and school site support to provide meaningful and consistent assistance and training for all CPS inductees.

### Districts are expanding existing induction programs

When the induction program in Clark County School District in Nevada began in 1994, it targeted only the troubled northeast/east sectors of the county, where teacher attrition was high and students were left with the least experienced teachers. Although the district-funded program was expanded slightly the following year, it reached a small percentage of teachers, and was implemented only in high-need schools. Renewed support in 1998 greatly expanded the program to serve new teachers districtwide.

### Regional centers are being created to support teachers

The Beginning Teacher Center, recently developed by Teachers 21 and Simmons College in Boston, is an example of an effort to

provide a systematic approach to helping school districts plan for and provide comprehensive services for the induction of beginning teachers. The center will offer courses, workshops, forums, and networking for new teachers, veteran teachers, school principals, and administrators.

Another model regional approach to induction is the Santa Cruz New Teacher Project (SCNTP), a collaborative effort among the Teacher Education Program of the University of California, Santa Cruz; the Santa Cruz county offices of education; and over a dozen school districts in the greater Santa Cruz area. The region served includes urban, suburban, and rural communities, whose student populations are ethnically, linguistically, and economically diverse. The SCNTP induction model offers intensive, collaborative support and self-assessment that focuses on improving classroom practice and on developing reflective teachers who are responsive to the diverse cultural, social, and linguistic background of all students. In January 1999, the University of California at Santa Cruz launched the New Teacher Center (NTC), a national resource dedicated to teacher development and the support of programs and practices that promote excellence and diversity in America's teaching force. The NTC will address the pressing national need for new teacher induction programs.

### Teacher union interest in induction is growing

Despite the fact that teacher unions have been for the most part reluctant to treat novices differently from veteran teachers when it comes to contractual matters, some union affiliates (still a small number) have been instrumental in collaborating with school districts to develop induction programs. Some examples are Cincinnati's Peer Assistance and Evaluation Program; Milwaukee's Mentor Teacher Program; Toledo's Peer Assistance and Evaluation Program; and Rochester's Mentor Teacher-Intern Program.

#### FYI

*The United Federation of Teachers (UFT) in New York City is committed to supporting beginning teachers. Among many other services, UFT offers TeacherLine, a telephone resource, four afternoons per week from 4 to 6 p.m., and an online resource to help any UFT member with questions about lesson planning, instruction, classroom management, licensure issues, testing, study sessions, teacher center activities, conferences, workshops, and courses.*

Increasingly, states and districts are recognizing the relationship between supporting novice teachers and ensuring teacher retention in this time of critical teacher shortage. Still, well-funded, comprehensive, developmental induction programs that serve all teachers who need assistance are far from the norm in U.S. school districts. Future research will tell us more about the quality of induction programs, how to serve all eligible inductees, and how to integrate induction policies and practices into wider school reform efforts.

# Guidelines for Success

Whether you are developing a new induction program, or are aiming to expand or improve an existing one, keep in mind that the most effective programs do the following:

## **View induction as a multiyear, developmental process.**

Within the first three years of their teaching careers, inductees passing through developmental stages have different needs, typically beginning with basic survival (e.g., the nuts and bolts of classroom management and student discipline) and orientation to school site and system-level policies, procedures, and paperwork; moving on to real concern for instructional effectiveness; and followed by interest in curriculum reform, school reform, student assessment, and teacher leadership.

It is important to view induction as an extended, multiyear process. University course work is only the start of teacher training—inductees need continuous learning opportunities, ongoing orientation, and sustained support. Thus, a second or a third year of support, assistance, and training may be needed, particularly when inductees are hired late or are assigned to grade levels or subject areas that are not their principal area of expertise.

## **Ensure that school site administrators understand how to orient inductees, create supportive working conditions for them, and effectively meet their professional needs.**

Principals should be trained to be knowledgeable about and alert to inductees' needs and concerns and should convey to the entire staff the importance of welcoming, guiding, and assisting them. "Buddy" teachers in the same hall, grade level, or department can be asked to be available for emergencies arising in between scheduled mentor visits. Site administrators and department heads should also refrain from mis-assigning inductees to classes they are not qualified to teach or loading them up with extra duties.

## **Provide a first-class mentoring program, backed up by funding adequate to serve all eligible inductees.**

While peers and buddy teachers often do a good job of providing support informally, designated mentor teachers play key roles in a formal induction program. Be sure you have paid careful attention to mentor selection, training, compensation, release time, support, and evaluation. (*See pages 24-27.*)

## **Link inductee evaluation to district- and state-level standards for what beginning teachers should know and be able to do.**

The most promising programs tie participation to new, more stringent professional standards and performance assessments that have been established as part of school reform legislation.

Inductee performance assessments should be both *formative* and *summative*; and teachers should have access to support, information, and guidance prior to assessment.

## FYI

**Formative assessment** refers to evaluation measures designed to detect performance areas in need of improvement. **Summative assessment** is evaluation used for making decisions about continuing employment.

### Invest in technology to facilitate communication between and among inductees, their mentors, and university faculty.

E-mail, online forums, bulletin boards, new teacher helplines, etc. are easy and relatively inexpensive ways for inductees to share ideas, concerns, and encouraging words with other novice teachers, regardless of geographic location. All teachers should have ready access to and training on the Internet, which offers a rich array of information resources to teachers and students alike.

### Evaluate program effectiveness.

It is very important to set up a system of program evaluation or monitoring of progress.<sup>1</sup> Begin by assessing specific program components/activities, such as orientation sessions and training workshops for inductees—as well as training for mentors—to ensure that inductee, mentor, and district needs are met. Periodically ask inductees and site administrators for feedback on mentor availability and performance.

Go on to evaluate program outcomes in terms of teacher retention, improvement of teacher knowledge and skills, increase in new teacher confidence and satisfaction, mentor teacher professional development, etc. Be prepared to modify and improve program elements annually based on what each evaluation reveals. Learn from individual schools and site administrators who are particularly successful in implementing induction programs, and disseminate models of good practice districtwide.

## FYI

*In Maine, site-specific induction project plans are submitted for education agency review every five years and are measured against broad state guidelines. If plans are revised within the five-year “window,” they must be submitted to the local school board for approval.*

<sup>1</sup> See Resources section, page 40, to order RNT’s evaluation handbook, *Measured Steps: An Evaluation Handbook for Improving Teacher Recruitment Programs*.

# How to Develop an Effective Teacher Induction Program

## A. Getting Started

*Induction programs should promote purposeful learning by inductees rather than learning through trial and error; induction programs should encourage the retaining of capable, talented professionals; induction programs should enhance the working conditions and job satisfaction of professionals; mentoring should be an opportunity for modeling professionalism; induction programs should provide a safe, risk-taking environment and a collegial atmosphere for teaching and learning; induction programs should promote systemic change and school renewal.*

**Colorado State Board of Education, "Rules for the Administration of the Educator Licensing Act of 1991," 1994**

Whether you are aiming to expand, improve, or change the ways you serve inductees in your district, it is important to strive for a coherent approach to induction, tailored to meet the needs of your beginning teachers. Be sure to incorporate the steps below when developing your induction program:

### **Put together a planning team.**

You will need to bring together a planning team to tailor an induction program that best meets your district's needs. An effective planning team is comprised of site administrators, teachers, individuals from local teacher preparation institutions, central office personnel, union representatives, and others in a position to determine how the program components should be coordinated and integrated.

### **Decide which teachers your program should serve.**

While most induction programs *require* participation, exceptions often are made for newly hired—but experienced—teachers. (Many districts routinely distinguish between inductees new to the profession and those transferring in with experience.) Some state education agencies allow districts to provide limited assistance to inductees who are experienced teachers, especially if they are returning to the classroom after a prolonged absence or if they are new to the state or certification area.

Your program can serve first-year teachers only, or you might allow or require inductees to participate beyond their first year of teaching. Of course, like many districts, your resources may be tight and you may only be able to accommodate first-year teachers. If your state has a two-tiered (i.e., initial and full) licensure system, you might require participation of any inductee who is not fully licensed, and consider extending the program into subsequent years.

### **Ask these questions when considering whom to serve**

- Have you hired teachers after the start of the school year?
- Has a teacher requested support services?
- Do you have teachers who have changed grade levels or content areas or who have returned to teaching after a long absence?
- Do you have teachers on emergency permit or waiver?
- Do some of your teachers have probationary status?
- Do some of your teachers need help demonstrating competence or meeting requirements?

### If your induction activities are voluntary...

you will need to encourage new teachers to participate. Remember that new teachers often are overwhelmed by the heavy load they carry. Offer some of the following incentives:

- Extra planning time
- Money for materials
- Limited extracurricular duties
- Reduced workload
- Release time to observe other teachers
- Priority placement in staff development workshops
- Assistance toward earning a master's degree in the first or second year of teaching
- Continuing education credits toward district salary increments

#### FYI

*Inductees in Clark County School District in Nevada are paid for five additional days at the beginning of the year for the purpose of settling into Clark County, getting their license squared away, and participating in orientation.*

#### Identify Partners.

Collaboration can take many forms and can include teamwork with one or more educational partners involved in supporting beginning teachers—the union, institutions of higher education, the local school board, parents, the state educational agency, the business community, and others.

District-university partnerships can offer benefits to new and experienced teachers alike, from a continued relationship with the university for the novice teacher/alumnus, to possible compensation (in the form of university course vouchers) for veteran teachers who serve as mentors. San Diego, Albuquerque, Minneapolis, and Chicago are examples of school districts that have strong district-university collaboration.

The involvement of higher education institutions in induction is less prevalent than it should be, given the promise these partnerships offer for improving teacher preparation by redefining the boundaries between college and K-12 classrooms. Sadly, the scarcity of this type of collaboration is a missed opportunity to provide new teachers a link between their pre-service and in-service teacher development and a missed opportunity for college faculty and school-based personnel to benefit from one another's expertise, open lines of communication, collaborate on projects, share facilities, and benefit in myriad ways.

### P

### Program Profile

#### A University-Based Beginning Teacher Assistance Program

Described as the longest continuously operating university-based mentoring program for beginning teachers in the United States, the University of Wisconsin-Whitewater's Beginning Teacher Assistance Program (BTAP) since 1974 has helped small- to medium-sized districts in the university's service area with first-year teacher assistance and mentoring. The BTAP helps K-12 teachers who are new to the profession "come up to speed more quickly."

Beginning teachers and mentors who volunteer to participate in the program are required to enroll in graduate courses tailored to their needs. Monthly meetings for mentors and mentees are held at the university during the year. Mentors and mentees visit each other's classes at least once per semester, hold weekly meetings in the fall, and meet at least twice a month in the spring. Experienced teachers who assume mentoring responsibilities do so in addition to their teaching duties. A mentor board composed of seven teachers and six administrators sets policy and approves site administrators' mentor selection decisions.

#### Coordinate program components.

You already may provide one or more induction program components: orientation activities to introduce novice teachers to your district; support systems, including mentors, to assist teachers as they develop; training in the form of courses, workshops, or ongoing professional development; and/or evaluation designed to foster teacher improvement and/or to determine a teacher's future with the district. (*See Program Components, page 18.*)

It is important to ensure that all aspects of your program relate to one another and address your district's particular needs. You will need to consider such issues as district standards for teachers and students, and the extent to which students from teacher preparation institutions are prepared to face the challenges in your schools.

Although all of the program components are important, budget constraints often necessitate building a teacher induction program that emphasizes one component over another. Your team might decide to focus on a few components initially and then phase in others. However, if your ultimate goals are to nurture teacher development and retain talented professionals, you should endeavor to work toward integrating the above components into a coherent whole.

P

## Program Profile

Jefferson County, Kentucky's state-funded District Internship Program is an example of a well-integrated program. It features a five-day *orientation* (also repeated periodically throughout the year); inductee *training*, which includes weeklong summer professional development sessions for both new and experienced teachers, monthly training workshops on district priorities, and school-specific professional development opportunities; and paid *mentors*, who support new teachers with classroom and one-to-one support. In addition, the program features a *performance assessment* component, in which a three-person committee provides assessment, geared toward coaching for success, as well as ensuring that new teachers demonstrate competence according to state-specified performance standards.

### Determine who should manage your program.

You will need to decide who will manage your program on a day-to-day basis and who will be responsible for program governance, oversight, and evaluation.

It is a good idea to have a governing panel that oversees the program. The panel should have representation from all parties involved in the induction process; usually half of the panel members are teachers and half are administrators. Following are some of the responsibilities of a governing board or panel:

- Making program and policy recommendations and implementing them
- Delineating roles, responsibilities, expectations, and inductee success measures
- Assuring coordination of activities with appropriate departments
- Directing mentor selection, supervision, and evaluation
- Monitoring and evaluating program development
- Overseeing program budget

FYI

*In Rochester, New York, a representative from the union and a representative from the district (a former induction program coordinator) serve as governing panel cochairs. The six other panel members consist of an equal number of teachers appointed by the union, and administrators appointed by the superintendent. Panel members include a part-time high school social studies teacher, who coordinates the Mentor Teacher-Intern Program, and a full-time special educator.*

### FYI

*Cincinnati, Ohio, has a Peer Review Panel that governs the Peer Assistance and Evaluation Program. At monthly meetings, the panel selects, oversees the work of, and evaluates Consulting Teachers (CTs), who are responsible for supporting, training, and appraising inductees. The panel also oversees and approves CT in-service training; receives and reviews all documentation submitted by CTs and others involved in the appraisal process; accepts or rejects CT recommendations; determines program guidelines; and administers the program budget.*

Induction can be housed in staff development/professional development offices, but some programs are run by personnel/human resources or curriculum and instruction departments.

In a small district, program direction may be the responsibility of an associate or assistant superintendent, a coordinator, consultant, specialist, or teacher released from classroom duties to manage day-to-day operations.

### Calculate program costs and secure funding.

#### Program costs

Costs vary, depending on the following:

- *The scope of particular program elements.* For example, an informal buddy system costs little compared to a coordinated, formal mentoring component, which requires a budget for mentor stipends, release time, etc. (See *Mentoring*, page 22.)
- *Which components* (orientation, support, training, assessment) your program incorporates.
- *The extent of the program's reach*, e.g., whether you serve new-but-experienced teachers *and* new novice teachers, operate districtwide or only in selected quadrants of a district, include both elementary and secondary teachers, or mandate inductee participation vs. making it voluntary.

### For a comprehensive induction program

You will need to plan for:

- Hiring of a program coordinator (preferably full-time)
- Paying for substitute teachers to release mentor teachers part-time or full-time to provide services to inductees
- Stipends for mentors, guest lecturers, consultants, etc.
- Materials
- Conferences, workshops, and other staff development opportunities

## Funding

### District Funding

Induction can be a separate line item in a district's budget or can be funded as part of staff development. In the majority of cases, districts are covering the costs of induction programs either on their own or with some assistance/reimbursement from the state. Some districts manage to reallocate funds to cover the costs of induction programs.

The importance of a stable funding base cannot be overestimated. Programs created in response to a district mandate and/or negotiated into the teachers' contracts are the ones that probably stand the best chance of surviving future budget cuts and related threats to their existence.

### State Funding

State sponsorship of induction programs has been erratic, with enormous variation among states. In 1996, funding for the 17 education agencies that either partially or fully financed their programs ranged from a low of \$150,000 in Virginia to a high of \$80.2 million for California's two programs. Most states with induction mandates leave decisions regarding implementation to the discretion of local districts, while others prescribe exactly how implementation should occur. There are many states that have neither induction policies nor programs in place.

Your state might require your district to match monies allocated, or simply provide start-up funding to stimulate district support and implementation. Sometimes programs are mandated with little or no funding at all, requiring districts to obtain competitive grants for funding, use district resources, or seek funds through partnerships or other sources.

Sadly, induction programs come and go as legislative priorities change, or funding waxes and wanes. However, it is likely that more state education agencies will soon establish induction programs or revive programs that were allowed to languish.



*Although some states have created programs for new teacher induction, few have maintained the commitment required.*

**Source:** NCTAF, 1996

## FYI

*New Jersey's unfunded mandate requires all provisional teachers (whether "traditionally" or "alternatively" licensed) to finance stipends for the mentor teachers. New Jersey collects \$550 from each traditional teacher certification participant and \$1,000 from each alternative certification participant. In addition, alternative certification participants must pay \$1,000 for their course work.*

### Federal Funding

Although there presently are no federal funds *specifically* earmarked for new teacher induction, you might be able to draw upon provisions in the *Elementary and Secondary Education Act (ESEA)* and *Goals 2000: High Standards and Education Reform*, to obtain support for your program. (Contact the U.S. Department of Education for more information; see *Resources*, page 38.)

Also, in 1998, the House and Senate passed Title II of the reauthorization of the Higher Education Act, which holds promise for partial use of grant funding for induction. The legislation created block grants to states to increase the accountability of education schools and teacher training programs; grants for partnerships between colleges and schools in low-income areas to improve teaching; grants to help poor urban and rural schools to recruit teachers; and a loan forgiveness provision for college graduates who teach in high-poverty schools.

### B. Program Components

#### Orientation

Ideally, an orientation program held prior to or at the beginning of the school year is part of a comprehensive, ongoing induction program. Orientation activities can range from a one-shot basic presentation to a full week of introductory sessions, demonstrations, observations, seminars, and workshops. The more you can offer, the better your program will be; a good orientation will get your teachers started off on the right foot.

#### Participants

You may require orientation activities of all new teachers or make participation voluntary. Orientation sessions usually are offered before the start of school, but be sure to repeat them again several times during the year to accommodate late hires.

Veteran teachers, in concert with personnel from district (or regional) offices of staff development, curriculum and instruction, and human resources, can play a major role in planning and facilitating orientation. Union representatives also can be invited to participate.

#### P

#### Participant profile

*The experience of Rachel H., a 28-year-old middle school social studies teacher in New England, highlights the need for at least basic teacher orientation activities.*

I was given a key and my room at the beginning of the year. There was no orientation at all. I wasn't told where to get supplies. I was given no budget, so I had to scrounge. On the one hand, I am flattered that they feel they can treat me like a veteran teacher, but I wish they would remember now and then that I am new and give me a little support. I would have really liked a mentor for at least the first six months. But if they couldn't have provided that, maybe they could have at least given me lists of things (like procedures and terminology) I needed to know.

### Content

The content of an orientation program will be dictated by your district's needs, the needs of teachers, the time allotted for activities, and whether or not orientation is part of a larger induction program. Orientation to district/system policies and paperwork and to school policies and paperwork is the most common component of induction programs. Available district resources, both tangible (e.g., computers and other teaching tools) and human (e.g., staff developers), are typically introduced during orientation. This is a good time to distribute a handbook, guide, or resource manual for new teachers and explain district procedures, practices, and expectations. Be careful not to bombard inductees with *too* much information, since they will probably be overwhelmed by the new school, their new role, new faces, and new responsibilities.

### P

### Program Profile

*We orient them to the students with whom they will be working, the transient nature of the community, and give them a physical tour (or "virtual" tour via technology) of the various aspects of the city. The more they know, the better able they will be to meet the needs of their students.*

**Ann Hall, NPS director of human relations, staff development, and student affairs**

### Norfolk, Virginia, Public Schools

*Norfolk Public Schools (NPS) replaced minimal orientation (lunch and brief overview) with a more diversified program.*

NPS's New Teacher Orientation is now part of a three-part program (orientation, mentoring, and expanded workshops) designed in 1987 to help new teachers establish themselves professionally. The program aims to aid teachers in getting acquainted with students' needs, making a smooth transition into their new jobs, and becoming familiar with the philosophy, policies, procedures, and curriculum of NPS.

During orientation, presenters from all facets of Norfolk's education system provide:

- Resources and support
- Community information
- An overview of district programs and departments
- Information on the Teacher Mentor Program
- An understanding of school system expectations
- New employee information
- Information about curriculum/instruction

Expanded workshops on discipline and classroom management, lesson planning, evaluation, and parent-teacher partnerships are introduced in an initial training session before school starts.

### Suggestions for orientation activities

- Review district policies, procedures, legal issues, and philosophy.
- Make sure teachers know the basics, like how to take attendance and keep a grade book.
- Have a panel—an assistant superintendent, principal, parent, and student—discussing “What I Expect from a New Teacher.”
- Offer nonviolent crisis-intervention training.
- Hold sessions on first-week survival tips and hold subject-area curriculum reviews.
- Present updates from district divisions, with information on instructional support services, business and finance, personnel, and special education services.
- Arrange for teacher visiting days to observe other classrooms.
- Have mentees spend an entire day in a mentor’s classroom.
- Cluster teachers by grade or subject rather than in heterogeneous groups.
- Introduce teachers to the teacher evaluation process, districtwide goals, and curriculum materials.



*One NPS inductee said, “. . .It helps to see a hundred or more new teachers and to know you’re not the only one who has butterflies in her stomach and who doesn’t really know what to do.”*

*In addition to attending informative seminars that day, she said she enjoyed meeting administrators and others within the Norfolk Public School system. She also enjoyed talking to educators who addressed multicultural education, passed out their business cards, and promised their assistance in case new teachers could find no other support in their schools. Overall, she relished the professionalism that the administration assumed of her.*

### FYI

#### **Rochester City School District Orientation**

*In addition to offering an extensive mentoring program for new teachers, Rochester, New York, offers a two-day orientation that introduces the people, programs, and mission of the district; a variety of citywide staff development opportunities, such as elective courses and seminars; and schoolsite, in-service and other professional development activities designed by school teams.*

FYI

### Jefferson County Public Schools Orientation

*Jefferson County activities, which include orientation to the district and to the Kentucky Education Reform Act, occur during five days at the end of summer and periodically thereafter (as new groups of teachers are hired). The Jefferson County Teachers Association also runs a separate three-hour orientation that covers union business.*

### Try this!

- Present material in half days spread throughout the year.
- Offer optional discussion groups on topics such as teaching in an urban area, helping students manage anger, and inclusion.
- Identify teachers or administrators who are great role models and good presenters.
- Identify principals or assistant principals who are willing to be on hand throughout the orientation.
- Employ your friendliest, most vivacious food service workers to provide meals and refreshments.
- Identify the most enthusiastic and competent bus drivers to provide a bus tour of the community.
- Invite assistance from local board of education members.
- Invite local business people to participate in activities, or contribute a luncheon or small gifts to be included in inductee packages, etc.
- Identify an efficient group of support personnel to staff the registration desk, distribute name badges, manage attendance and financial records, and greet each participant.
- Structure a midyear check-in with smaller groups of inductees (a few schools as opposed to the whole system) to see if new questions have arisen.

Visit [www.dade.k12.fl.us/pers/prodev/newed-dec.htm](http://www.dade.k12.fl.us/pers/prodev/newed-dec.htm) to see Miami-Dade County Public Schools' newsletter for novice teachers, *The New Educator*, for ideas about a good way to inform new hires.

### Support and Assistance

Support is the *sine qua non* of the induction experience. The majority of induction programs seek to provide assistance to novice teachers in order to reduce or eliminate problems; facilitate the development of the knowledge and skills necessary for successful teaching; and integrate inductees into the culture of their schools, districts, and communities. Support/assistance providers may be self-appointed (e.g., the teacher across the hall) or designated (e.g., a principal, department head, and/or a mentor teacher).


### Mentoring

Many programs use mentors to assist beginning teachers. In its 1996 report, *What Matters Most: Teaching for America's Future*, the National Commission on Teaching & America's Future (NCTAF) recommends high-quality mentoring as one of the most effective ways to address new teacher concerns. NCTAF recommends structuring the first year or two of teaching like a residency in medicine, in which novices continually consult experienced teachers in their field.

While peers and buddy teachers often do a good job of providing support informally, designated mentor teachers (often called “consulting teachers,” “support teachers,” or “teacher mentors”) play key roles in a formal induction program. Mentors are experienced teachers who serve as guides and coaches; provide support, advice, and assistance; provide lesson demonstrations and lead workshops; conduct formative assessments to foster improvement in inductee performance; and are involved in the teacher evaluation process, affecting continuing employment, licensure, or certification decisions.

Mentoring is widely respected as a powerful and cost-effective element in induction programs. A high-quality mentoring program has the potential to affect teacher retention, improve the attitudes and instructional strategies of novice teachers, and help mentors reflect on and improve their own teaching skills.

Much of the literature on mentoring asserts that formal programs produce dramatic changes in new teachers. Retention goes up, attitudes improve, feelings of efficacy and control increase, and a wide range of instructional strategies is demonstrated, among other changes.



*Public school teachers who are mentored by other teachers in a formal relationship at least once a week or two to three times a month believe the activity improved their teaching. Those who participated once a month or less were less likely to hold this belief.*

**Source:** National Center for Education Information, 1998

### Keep in mind:

- Mentoring can take place individually or in groups. It is effective to offer both individual and group support.
- Mentor-mentee meetings can take place weekly, bimonthly, or as needed. It is recommended that support and assistance be offered as frequently as possible.
- Mentoring is most effective when it is organized and structured, not left to chance or informal buddying up.
- Matching mentor and mentee in the same school, grade level, or certification area works best.
- The success of mentoring is only as strong as the relationship between the mentor and mentee.
- Peer review programs assign mentors to beginning teachers as well as to experienced teachers in need of assistance.



*Effective mentoring is not a process in which one person dictates to the other what he/she must do. Neither is it a means of cloning or replicating another individual in one's own likeness. Mentoring means providing in a supportive, nonthreatening way, advice, counsel, insight, and facts that the less experienced person can use to guide his/her development into a seasoned professional.*

**David James, president, International Mentoring**

### Mentors should be:

- Highly competent classroom teachers who can work effectively with adults
- Selected through a formalized, equitable process
- Trained as mentor coaches
- Expected to initiate contact with mentees before school opens, preferably no later than the district's orientation
- Released at least partially from regular classroom duties for observations in each mentee's classroom, demonstration lessons, and scheduled mentor-mentee visits
- Assigned a manageable number of mentees (depending on the amount of release time granted and whether the mentor must travel between school sites)
- Paid a stipend sufficient to cover the cost of materials, supplies, conference fees, and time contributed
- Assisted, as needed, by a mentor coordinator
- Evaluated annually

### Mentor Selection

Although there are school districts that allow mentors to self-select, the most effective programs have rigorous mentor selection procedures that involve specifying mentor qualifications and requiring applications and extensive review processes. You might consider having a panel of educators who select and assign mentors.

#### FYI

*In California, a nominating committee establishes mentor selection criteria corresponding to district needs, but mentors must have a minimum of three years of successful teaching experience. In Washington and Oklahoma, local bargaining units are also involved in the nomination and/or selection of mentors. Georgia requires three years of teaching experience and participation in 100 hours of training. Kentucky specifically requires a master's degree in addition to four years of teaching experience for mentors.*

*Mentor-intern interaction is controlled largely by the relationship that develops between individuals. In general, the mentor is to provide advice, help secure materials, ease the intern's transition into the district, share information about all aspects of professional development, and guide the intern's induction into the teaching ranks. The mentor's role is one of an "enabler" or facilitator, and should enrich the experience of an intern teacher.*

**Rochester City School District,  
Handbook for Interns, 1996**

### Mentor Eligibility

Many state educational agencies involved in mentoring programs allow local districts to determine criteria for mentor eligibility. Some states either prescribe or at least offer recommendations regarding mentor selection criteria (e.g., length of teaching experience and certification requirements), and mentor training.

### Mentor Training

It is often assumed that highly experienced teachers who are effective with students will automatically be good mentors. On the contrary, mentoring is a complex function that requires training in such areas as adult development, communication, time management, leadership, and other important skills, which not all classroom teachers possess.

The National Commission for Teaching & America's Future considers mentor training a critical indicator of quality among state-funded induction programs. An extensive body of literature on mentor teacher roles and responsibilities also argues for mentor professional development and training.

The professional development of mentor teachers, released part-time or full-time from classroom duties to support and assist their mentees, is as important as the professional development of inductees. Sadly, despite a widespread belief in the efficacy of training mentors, districts are invariably hard-pressed to provide mentor training and support in the absence of state funding earmarked for this purpose. Cincinnati has been an exception.

## What it takes to mentor

- An understanding of how adults learn
- Self-assurance, patience, and confidence
- A proven record as a skillful teacher
- Knowledge of curriculum and curriculum guides
- Knowledge about how to observe, diagnose, coach, and give constructive feedback to a peer
- Ability to prioritize what needs to be communicated and when, so that information is effectively absorbed and used
- Knowledge about how to work cooperatively with the mentee's school site principal or supervisor and other members of a support team
- Ability to clarify and fulfill the mentor's role, e.g., as a buddy, support provider, and/or evaluator
- Knowledge of mentor and mentee professional rights and responsibilities
- Understanding of time management principles

## P

### Program Profiles

#### Mentor Training • Norfolk, Virginia, Public Schools

In Norfolk, Virginia, all beginning mentors attend Beginning Mentor Training, held for two days in the summer. The training is tailored to their professional needs, and is run by the Department of Human Relations and Staff Development. The training, mandatory for participation in the "Mentor Corps," guides new mentors into their roles and responsibilities and helps build a foundation for the mentor-mentee relationship.

The first day of training introduces program objectives, beginning teacher needs, strategies for mentor assistance, effective interpersonal communication, and adult learning theory. On the second day of training, mentors focus on the mentoring process by practicing observation and feedback skills, assisting with the Professional Development Plan, and learning direct assistance and informal contact techniques.

Additional professional development activities and resources for mentors include update sessions on special topics and an online professional library, which lists special publications, books, and audiovisual materials. In addition, the *Mentor Bulletin* and *Teacher Mentor Handbook* offer clarification of mentee-mentor roles and mentoring benefits, tips for being an effective mentor, and updates on activities.

*continued on next page*

*I need teachers as mentors who are poised, bubbly, enthusiastic, and positive, good role models who believe in teaching and all the components that are so critical to success in this school.*

**Dr. Linda Griffith, Clark County School District (CCSD) principal**

### P

#### Program Profiles continued

A mentor task force also reviews policies and plans (such as the mentor selection process or the marketing plan); updates members on current beginning teacher or mentor needs and professional development opportunities; designs mentor training and New Teacher Orientation activities; and plans receptions and award ceremonies for beginning teachers and mentors.

### FYI

*Consulting Teachers (CTs), as Cincinnati, Ohio, mentors are called, begin with six days of orientation and training in August, covering such topics as: making the initial visit, role play dealing with teacher absences, multicultural awareness, teacher rights/contracts, and laptop computer use. Training is ongoing for both new and experienced mentors. In addition to teaching mentors the skills they need to mentor effectively, training sessions—usually led by a combination of staff development specialists and experienced mentors—are important because they bring together individuals with no mentoring experience and those who know the ropes.*

#### Mentor Incentives: Stipends, Release Time, and Support

The different stipulations for frequency of mentor-mentee meetings—weekly, bimonthly, or as needed—only hint at the actual amount of time that mentoring can take. Many mentors report frantic calls from mentees late in the evening; extra observations, coaching, and feedback; and a sea of paperwork.

It is important that mentors be given sufficient release time from their own duties to assist and advise their mentees and help prepare them for evaluation of their teaching skills (performance assessment). A reduced workload for mentors and reduced classroom duties will allow more time for mentoring, and fewer mentees assigned per mentor will allow more time for coaching, supporting, and/or assessing each mentee. A reduced workload also can give mentors more time to complete required reports and other paperwork and to participate in professional growth opportunities.

*New teachers keep me young and become a resource for me since they have more recent training.*

**Norfolk, Virginia, teacher mentor**

## Reward your mentors!

Compensation for veteran teachers (when available) can take various forms:

- Course vouchers in exchange for mentoring (in a district/higher education partnership)
- Release time to observe or meet with novice teachers and time to meet university or cohort groups informally or in a scheduled class or workshop
- Cash for the extra time required
- Recognition by the larger community as a “master” teacher

## FYI

### How some programs compensate mentors

*Indiana districts give mentors \$600, California mentors get \$4,000, Richland (WA) gives \$500 stipends, and Norfolk (Virginia) recruits volunteers for mentoring without offering any compensation. Milwaukee Public Schools provide mentors with office space, secretarial support, and a voice mail system.*

### Mentor Evaluation

An important aspect of a mentoring program is ensuring that mentors are effective. Tom Williams Elementary School (Las Vegas) passes out one-page evaluation forms to inductees regarding its New Teacher Mentoring Project, which they aptly named H.E.L.P.S. (How to Enjoy Life with your Principal & Staff). The form asks if program activities are helpful or not and whether mentors provide necessary support and are approachable.

## Making the most of mentoring

- Maximize mentor accessibility by limiting the number of buildings each mentor must serve.
- Identify mentors and mentees as early as possible so they can meet and begin planning prior to the first week of school.
- Identify a place for intern-mentor meetings at each school.
- Make mentoring available to all newly employed teachers—those with less than a full year’s experience and experienced teachers teaching in the state or district for the first time.
- Vary the amount and type of assistance provided to interns based on their assessed needs.
- Aim to move mentees beyond competence to excellence in teaching, over the course of a full year.
- Articulate criteria for evaluating mentor performance.


### Training

Training is a component of many teacher induction programs. All too often, inductees have received insufficient professional preparation. With increasing numbers of inductees entering the classroom via alternative routes, many induction programs today are compensating for little or no previous training whatsoever, in effect *blurring the line* between teacher preparation and induction.

Even if your new hires have had traditional teacher education, they often come unprepared for the first year of teaching, especially in urban classrooms. Sometimes, even an aspiring urban teacher who shines when placed for her eight-week practicum in an “exemplary” school, with excellent teachers and a rich learning environment, may well be hopelessly unprepared to cope with conditions in the mediocre or failing school that is likely to be her first assignment.

The most effective type of training program is that which is part of a teacher’s ongoing professional development. Viewed as part of continuing education, content and complexity grow as the inductee matures into a seasoned teacher.

Training programs for beginning teachers often are determined by courses that the state or district requires (and sometimes finances). Training typically is conducted by a staff developer and a cadre of teacher trainers; central office personnel, site administrators, or consultants also may facilitate workshops. The best training programs are those that include ongoing assessments of the particular needs of individual beginning teachers, and design workshops, seminars, and course work based on these needs.



*Completing your first year as a fully responsible teacher in an urban school has nothing to do with having been “successful” in a college preparation program. Even if you student-taught in an urban school, you were never accountable to the parents and principal for students’ learning and behavior.*

**Dr. Martin Haberman,**  
distinguished professor of  
education at the University of  
Wisconsin-Milwaukee

### Training can take many forms, including:

- Observation in other classrooms in same school
- Workshops/seminars
- Conferences
- Observations in other schools
- Reflection on practice/journal writing
- Team teaching (novice + experienced teacher)
- Individual induction plan
- Psychological support
- Videotaping
- Teacher-led inquiry/action research
- Case-based discussion
- Electronic networking

You can hold induction activities in the same school building the inductee works in, at a different school site or professional development center, or you can rotate activities among different school sites. Induction activities can be held during the school day, after school, on weekends, or even before school.

### Curriculum

Program content often deals with perceived barriers to inductee success. Common curricular topics for induction include addressing inadequate classroom management skills and inability to handle disruptive students.

#### Curriculum topics you might include:

- District/system policies, paperwork
- Classroom management
- School policies, paperwork
- Organizing time/work schedules
- Classroom discipline
- Instruction/pedagogy
- Planning
- Student assessment
- Available resources
- K-12 curriculum
- Special education
- Cultural sensitivity/diversity
- Parent involvement
- School improvement/reform
- Stress management
- Educational research
- School/community violence
- Second language acquisition

### Assessment

With growing attention to teacher accountability for student learning, inductee performance assessments should be designed to help the inductee meet standards and to determine if the inductee should remain in teaching.

Whether evaluations are conducted by school site administrators, peer teachers, or a team including university faculty members, all inductees (not just those lucky enough to have a mentor) are entitled to comparable amounts and types of support prior to assessment. Local and state standards (both for student achievement and teacher performance) should be clearly stated and available to inductees when hired.

### Professional Portfolios

Some states and districts have introduced the use of *professional portfolios* as a method for aiding teacher assessment. For example, Connecticut's newly redesigned Beginning Educator Support and Training (BEST) program in 1997 combined content-based assessment through a portfolio with conventional observation-based performance evaluation; evaluation in the BEST program is both formative and summative. During the second year in the program, Connecticut inductees prepare and submit a

*Peer assistance and review in Rochester, New York, has led to the retention of 90% of beginning teachers after their first year in the classroom; the retention rate was about 60% before the program was implemented.*

teaching portfolio, which documents planning, teaching, and student learning. The portfolio includes multiple sources of information (such as videotapes of teacher-directed instruction and student-centered lessons, teacher commentaries, and samples of student work). If teaching portfolios are required, inductees should receive clear guidance as to their development.

### Peer Review

Peer review represents a shift away from the traditional model of assessment (administrators supervising and evaluating new teachers) to one where experienced teachers support, assist, and appraise inductees. Peer assistance and review programs offer leadership roles for exemplary teachers, who are responsible for assuring quality in their profession. Schools that use peer review have found that it can successfully assist and support teachers and also be effective in weeding out incompetent teachers.

### FYI

*In the Cincinnati Public Schools inductees are screened rigorously at entry level by their peers. Cincinnati teachers' status no longer changes automatically based on longevity/seniority or taking courses. Instead, teachers must present evidence of continual growth and renewal in order to advance their careers. Supervisors, who formerly monitored teacher performance, have been eliminated. Teacher evaluation has become a responsibility shared by principals and a select corps of experienced teachers.*

### P

## Program Profiles

### Peer Review in Toledo, Ohio

Peer review in its purest sense was started on a large scale in Toledo in 1981. Peer review evolved out of the belief, shared by longtime Toledo Federation of Teachers President Dal Lawrence and his colleagues, that teaching would not become a profession until teachers had "...some responsibility and voice in determining who was good enough to become a practitioner." The Toledo Plan provides a formula for professional development of beginning teachers (first-year teachers, long-term substitutes, teachers new to the Toledo system) and an evaluation system that detects and screens out those who show little aptitude for the classroom. (Experienced teachers who are severely deficient in performance also are given intensive peer assistance to bring their work to acceptable standards.)

Inductees have probationary status during the first (intern) and second years of employment. Experienced teachers ("consultants") are released from regular classroom duties for up to three years in order to support, advise, and guide up to ten interns while conducting a "complete and proper" evaluation of their progress and ultimate success (or lack thereof) in meeting the Toledo Public Schools' performance standards for employment.

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**Program Profiles continued**

*Knowing my consulting teacher wasn't assessing me in a critical way, but instead facilitating only to make me a better teacher, I found myself able to be vulnerable and much more open about asking for help.*

**Cincinnati Public Schools inductee**

*As described in the U.S. Department of Education's Promising Practices: New Ways to Improve Teacher Quality, 1998, teachers in Rochester favor the intensive peer review system over the previous "lax" system, with its low expectations and lack of standards for teachers.*

The evaluation process is one of continuous mutual goal setting based on detailed observations and follow-up conferences, in which intern and consultant analyze and set practical goals for improvement based on specific evaluation criteria. Consulting teachers submit periodic reports to an intern board of review regarding the status of each of the interns with whom they are working. During the first year, the observations and subsequent evaluations are completed solely by the consulting teacher. Consultants submit a final evaluation of interns' progress and recommend to the board the future status of interns' employment with the Toledo Public Schools.

Areas in which the interns are evaluated include teaching procedures, classroom management, knowledge of subject, and academic preparation.

**Peer Review in Rochester City School District (RCSD)**

In the late 1980s, Rochester was experiencing school failure common to many urban school districts. The Peer Assistance and Review (PAR) program began in 1986, initially with state support, as a pilot project designed to provide internships to new teachers and intervention to tenured teachers in need of assistance. A radical contractual agreement in 1988 between school management and the Rochester Teachers Association (RTA) introduced an agenda for education reform. The Career in Teaching (CIT) program, designed by teachers, broadened the original program to incorporate a career ladder, with new teacher roles and compensation, teacher empowerment, and school-based planning.

At the heart of the CIT program is the concept of peer review and assistance, in which lead teachers take responsibility for assuring teacher quality. In RCSD, peer review determines whether a teacher moves up the career ladder, which has four stages: intern, resident, professional, and lead teacher.

**Components of peer review and assistance include:**

Assistance by a lead teacher during the first year of teaching, after which the new teacher is recommended, terminated, or put on probation.

After the first year, under the Performance Appraisal Review for Teachers, teachers are evaluated annually by a team. Every three years, teachers receive an intensive summative evaluation, based in part on student performance.

A teacher having problems can seek the help of a lead teacher, who connects her to district resources.

### FYI

#### INTASC Standards and Assessments

*Thirty-five states are working through the Interstate New Teacher Assessment and Support Consortium (INTASC) to produce model standards for beginning teacher licensing and development which are based on the National Board for Professional Teaching Standards expectations for experienced teachers.*

*No longer are graduates of teacher preparation programs in those states fully or permanently licensed when they start teaching. Instead, those states have made qualifying for full licensure part of the induction process: states grant graduates of teacher preparation programs initial or provisional licensure and evaluate their competence at the end of the first or second year of teaching, according to state standards. And, more often than not, states ask districts to provide a support component to guide and mentor inductees (or “interns,” as they are often called) as they prepare for assessment.*

#### INTASC model performance-based standards for licensing new teachers.

**Principle 1.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle 2.** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle 3.** The teacher understands how students differ in their approaches to learning and creates instruction and opportunities that are adapted to diverse learners.

**Principle 4.** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Principle 5.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle 6.** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle 7.** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle 8.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Principle 9.** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle 10.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

# A Program That Works: An In-depth Look

## California's Commitment to Retaining Talented Teachers

### Beginning Teacher Support and Assessment (BTSA)<sup>2</sup>

While there is no one induction model that would serve all districts, it is helpful to look to California's Beginning Teacher Support and Assessment (BTSA) projects for ideas.

#### How did BTSA begin?

In 1988, California began to develop policies to address the crucial induction period for beginning teachers. An extensive pilot study, known as the California New Teacher Project, was initiated to test alternative models for supporting the beginning teaching professional and assessing competence and performance in the classroom. The findings of the pilot project, which served more than 3,000 beginning teachers over four years, led the legislature to initiate the BTSA program in 1992.

According to the California Commission on Teacher Credentialing (CTC), which jointly sponsors and funds the program in conjunction with the California State Department of Education (CDE), the program increases new teachers' confidence and satisfaction while improving their teaching practices. Ninety-one percent of beginning teachers who complete the BTSA program remain in teaching, as compared to a national average well below that. Although BTSA originally served only a small percentage of eligible novice teachers, with implementation of the 1998-99 Budget Act, every beginning teacher in California now is able to participate.

#### What are the goals of the BTSA program?

- Improve student performance through enhanced training, information, and assistance for new teachers
- Enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse
- Ensure professional success and retention of promising new teachers
- Establish and implement a system of performance assessments based on the California Standards for the Teaching Profession

#### What is the mission of the program?

The goal of the program is for new teachers to experience enhanced professional growth and development and become increasingly attached to teaching through a rich and thoughtful induction process. Each will gain a professional voice by working in close concert with experienced colleagues and trained assessors to chart their own progress through the continuum of skills, knowledge, and abilities associated with each domain of the profession.

<sup>2</sup> In addition to information from RNT's study, BTSA program information in this section is derived from material in the 1998 Newsletter published by the California Commission on Teacher Credentialing, (916) 445-0184.

### What are BTSA's key elements?

- Support by a mentor
- Clinical supervision regarding reflection and portfolio work
- Formative assessments of teaching practice
- Professional development to promote effectiveness with students
- Retention in teaching
- Satisfaction with the occupation

### What about standards and assessment?

More than any other program of this type, BTSA uses standards as the basis for individual learning activities as well as annual program accountability reviews. Standards have been developed by outstanding California teachers and other educators to ensure program excellence. (See box below.) These serve as the “benchmarks” that guide the consultations and activities of beginning teachers, their support providers, and their formative assessors. In each new teacher's Individual Induction Plan, teachers aim toward eventual accomplishment of the six teaching standards.

#### California Standards for the Teaching Profession

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

The California Formative Assessment and Support System for Teachers (CFASST), developed in 1998, provides a comprehensive, formative assessment system designed specifically for use in BTSA projects. In this model, which is being used voluntarily in 70 local BTSA projects, experienced professionals learn how to manage an integrated process of assessment, assistance, implementation, reflection on practice, and further assessment on the part of each beginning teacher.

### Program accountability

The CTC and CDE developed 13 Standards of Program Quality and Effectiveness for Beginning Teacher Support and Assessment Programs to assure the quality of BTSA projects in regard to support services, assessment practices, mentor training, and the effectiveness of site administrators. BTSA projects either choose to hire an external evaluator or evaluate one another through peer program evaluations. Beginning in 1999-2000, BTSA standards will be the basis for intensive peer reviews for the dual purpose of improving local projects and deciding on levels of continued funding.

## How are the projects coordinated?

A project may be coordinated by an individual district, districts in collaboration with colleges and universities, or large consortia in which districts, colleges and universities, and county offices of education work together. To assist local managers of new BTSA projects, a regional structure has been established in which five highly experienced consultants support the recruitment of effective support providers, coordinate training plans, assist in implementing CFASST, and answer questions.

## What else does BTSA offer?

BTSA sponsors training programs for the veteran teachers who assist and support first- and second-year teachers. Additionally, BTSA offers specialized training for site administrators in participating schools, for seasoned educators who assess the performance of new teachers, and for local managers who initiate new projects.

## What does the future hold for California's BTSA programs?

In 1997 and 1998, California lawmakers enacted two statutes that serve to preserve BTSA's qualities for many years to come. BTSA is now the centerpiece of California's new, comprehensive learning-to-teach system, in which the California Commission on Teacher Credentialing and the Department of Education will hold teacher education/induction programs accountable for high quality while assessing new teachers on the basis of California's rigorous standards.

## P

### *Program Profile*

#### **A BTSA Program in Action**

##### **San Diego's Beginning Teacher Support Academy**

#### *History*

San Diego City Schools (SDCS) have had some measures in place since the 1980s to support and assist beginning teachers. In 1994 support for beginning teachers dramatically increased when SDCS received a state grant to join the network of BTSA projects. The program was designed to provide group and individual support for beginning teachers working in central-city schools and to establish a program of formative assessment to guide professional growth.

In 1996-97, the need for novice teacher support and assistance was exacerbated when SDCS hired over 1,400 new teachers, 270 of them as a direct result of the district's decision to implement class size reduction. Between one fourth and one third of the inductees were not fully credentialed. California allowed only eligible (i.e., credentialed) novice teachers to participate in BTSA-funded induction activities.

P

## Program Profile continued

### Management

San Diego's BTSA project is codirected by two educators representing the district and a local university.

### Benefits to participant

- A collegial and nurturing program that provides an informal network for new teachers
- Individualized in-classroom support from *mentor* teachers, San Diego State University *coaches*, and district *resource teacher coaches*
- Nonevaluative and nonjudgmental assistance
- BTSA monthly cluster group meetings which address inductees' individual professional development goals
- Two units of district salary advancement credit (tuition fee included)
- Opportunity for professional growth for renewal of clear credential
- \$265 mini-grant for classroom materials
- Four release days to attend all-day seminars and mentor observations
- Opportunities for observing in classrooms and conferring with university-based and district coaches, other beginning teachers, mentors, and project resource teachers
- Opportunities to document professional growth through development of a personal portfolio
- All benefits of the district's New Teacher Induction program

### Inductee support

In San Diego's BTSA project, district mentors and school site coaches customize support to each teacher's needs. Says (former) BTSA codirector Chris Reising, "We never play to the negatives, i.e., we avoid getting hung up on the discouraging realities of the urban classroom. Instead we emphasize what we can do to help inductees have a successful year."

For every cluster of BTSA teachers, a district mentor is either on-site or comes on a regular basis to observe classes (at least once per month) and provide in-class technical assistance; a San Diego State University faculty member serves as coach, helping BTSA teachers with development of their professional portfolios and written reflection on practice, and visiting their classrooms two to three times per month; and a school site resource teacher supports BTSA participants. Mentors and coaches are trained together during two days of diversity training, one day of support provider training, two days of portfolio development training, plus at least four additional staff meetings each year.

### Evaluation

San Diego's BTSA project was reviewed in 1995-96 by an external evaluator using California's Standards of Program Quality and Effectiveness for Beginning Teacher Support and Assessment programs. The evaluator concluded that the BTSA program is "one of high quality and significant effectiveness. Its design and implementation may well serve as a model for districts across the state/country as they increase their efforts to better support new teachers."

# Checklist for Developing an Induction Program

Use the following summary as a checklist for developing your program:

- ✓ *Understand* the value of developing an induction program in your district.
- ✓ *Put together a planning team* to design, coordinate, and integrate program components.
- ✓ *Gather as much information as possible* to determine teacher needs and district needs.
- ✓ *Collaborate* with partner organizations.
- ✓ *Determine who will manage your program* and how it will be funded.
- ✓ *Design a program* in which orientation, assistance, training, and assessment are not separate, unrelated elements, but parts of a whole.
- ✓ *Plan an induction program* that is a multiyear, developmental process.
- ✓ *Ensure* that schoolsite administrators understand how to orient inductees, create supportive working conditions for them, and effectively meet their professional needs.
- ✓ *Provide a first-class mentoring program*, backed by funding adequate to serve all eligible inductees.
- ✓ *Link inductee evaluation* to district- and state-level standards.
- ✓ *Invest* in technology.
- ✓ *Evaluate* program effectiveness.

# Resources

The list below will give you a start in finding information about induction programs and other resources. Please see RNT's *A Guide to Today's Teacher Recruitment Challenges* for additional resources on teacher recruitment, development, and retention issues.

## **American Association of Colleges for Teacher Education (AACTE)**

*Provides leadership in the advancement of school personnel preparation and in the transformation of schooling; is planning a national network of teacher induction programs.*

1307 New York Avenue NW, Suite 300  
Washington, DC 20005-4701  
(202) 293-2450  
[www.aacte.org](http://www.aacte.org)

## **Association of Teacher Educators**

*Makes recommendations for research, policy, and practice for improving teacher preparation, enhancing the culture of schools into which novices enter, and preparing experienced teachers for mentoring roles. Their Web site provides information about state-by-state mentoring efforts.*

1900 Association Drive, Suite ATE  
Reston, Virginia 20191-1502  
(703) 620-3110  
[www.siu.edu/departments/coe/ate](http://www.siu.edu/departments/coe/ate)

The ATE Commission on Novice Teacher Support: Policy, Progress and Results has developed a *Framework for Quality Mentoring*, scheduled to be published in 2000. For information, contact: Association of Teacher Educators  
[ATE1@aol.com](mailto:ATE1@aol.com)

## **Austin Educational Associates**

*Provides preparation and training materials for trainers of mentor teachers.*

Leslie Huling  
P.O. Box 27672  
Austin, TX 78755  
(512) 343-6391

## **Beginning Teacher Support and Assistance (BTSA) Projects**

*Offers online information about California's model teacher induction programs.*

[www.cccoe.k12.ca.us/coe/curins/sbtsa](http://www.cccoe.k12.ca.us/coe/curins/sbtsa)

## **Best Practice Resources**

*Provides many services and publications on teacher induction and mentoring and offers a comprehensive Web site with information on induction and mentoring, as well as links to relevant organizations.*

Barry Sweeny, president  
26 W 413 Grand Avenue  
Wheaton, IL 60187  
(603) 668-2605  
[www.teachermentors.com](http://www.teachermentors.com)

## **The Council of Chief State School Officers**

*Represents public officials who lead state education agencies. Work includes the Interstate New Teacher Assessment and Support Consortium, a project to create model standards for licensing new teachers.*

One Massachusetts Avenue NW, Suite 700  
Washington, DC 20001-1431  
(202) 408-5505  
[www.ccsso.org](http://www.ccsso.org)

## **Education Week**

*Publishes in-depth news stories, features, commentaries, and special reports on critical and timely issues in education, including teacher induction.*

6935 Arlington Road, Suite 100  
Bethesda, MD 20814-5233  
(301) 280-3100  
[www.edweek.org](http://www.edweek.org)

## **Impact II—The Teachers Network**

*Supports the innovative ideas of public school teachers by providing small grants and facilitating connections; sponsors a Web site that supports classroom teachers.*

285 West Broadway  
New York, NY 10013-2272  
(212) 966-5582  
[www.teachnet.org](http://www.teachnet.org)

## **Mentor Support Center on the Net**

*Brings together educators in an environment specially designed to foster peer support and development.*

[www.teachers.net/mentors/](http://www.teachers.net/mentors/)

**National Association for Beginning Teachers**

*Offers an international support system for the emerging pre-service and beginning K-12 teacher.*

820 16th Street, Suite 410  
Denver, CO 80202  
(303) 893-1637  
[www.beginningteachers.org](http://www.beginningteachers.org)

**National Association of State Boards of Education**

*Works to strengthen state leadership in educational policymaking. Web site has links to state departments of education.*

277 South Washington Street, Suite 100  
Alexandria, VA 22314  
(703) 684-4000  
[www.nasbe.org](http://www.nasbe.org)

**National Association of State Directors of Teacher Education and Certification**

*Dedicated to licensing well-prepared, safe, and wholesome educators for our nation's schools.*

P.O. Box 256  
Bedford, MA 01730-0256  
(781) 275-8839  
[www.nasdtdec.org](http://www.nasdtdec.org)

**National Board for Professional Teaching Standards (NBPTS)**

*Works to strengthen the teaching profession and to improve student learning in America's schools.*

26555 Evergreen, Suite 400  
Southfield, MI 48076  
(800) 22-TEACH  
[www.nbpts.org](http://www.nbpts.org)

**National Center for Educational Statistics (U.S. Department of Education)**

*Collects and analyzes data related to education.*

555 New Jersey Avenue NW  
Washington, DC 20208-5574  
(202) 219-1828  
<http://nces.ed.gov>

**National Commission on Teaching & America's Future**

*Works on school reform and helping to create a blueprint for recruiting, preparing, and supporting a qualified teacher workforce.*

Teachers College, Columbia University  
Box 117, 525 West 120th Street  
New York, NY 10027  
(212) 678-3204  
[www.tc.columbia.edu/~teachcomm](http://www.tc.columbia.edu/~teachcomm)

**National Foundation for the Improvement of Education**

*Promotes excellence in teaching and learning by providing public education employees with opportunities to develop and test solutions to the challenges facing American public education.*

1201 16th Street NW  
Washington, DC 20036  
(202) 822-7840  
[www.nfie.org](http://www.nfie.org)

**New Teacher Center @ UCSC**

*Provides resources on teacher development and the support of programs and practices that promote excellence and diversity in America's teaching force.*

725 Front Street, Suite 206  
Santa Cruz, CA 95060  
(831) 459-4323  
[www.newteachercenter.org](http://www.newteachercenter.org)

**U.S. Department of Education**

*Provides extensive information about educational issues and government-sponsored programs.*

600 Independence Avenue SW  
Washington, DC 20202-0498  
(800) USA-LEARN  
[www.ed.gov](http://www.ed.gov)

## RNT Publications

A national study of urban school district and state-initiated induction programs, *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States*, contains a wealth of information about teacher induction, profiles of induction programs, interviews with induction program participants and leaders, and a program directory.

To order RNT publications, call (617) 489-6000 or visit our Web site at [www.rnt.org](http://www.rnt.org)

## Other Publications

American Federation of Teachers & National Education Association. (1998). *Peer Assistance & Peer Review: An AFT/NEA Handbook*. Washington, DC.

Association of Teacher Educators. (1989). *Assisting the Beginning Teacher*. Reston, VA.

Bey, T. and Holmes, C.T. (Eds.). (1990). *Mentoring: Developing Successful New Teachers*. Reston, VA: Association of Teacher Educators.

Brock, B. and Grady, M.L. (1997). *From First Year to First Rate: Principals Guiding Beginning Teachers*. Thousand Oaks, CA: Corwin Press.

Brooks, D.M. (Ed.). (1987). *Teacher Induction: A New Beginning*. Reston, VA: Association of Teacher Educators.

California Commission on Teacher Credentialing and California State Department of Education. California New Teacher Project. (1992). *Success for Beginning Teachers*. Sacramento, CA: Author.

California Department of Education and Commission on Teacher Credentialing. (1996). (Draft). *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs*. Sacramento, CA.

*Measured Steps: An Evaluation Handbook for Improving Teacher Recruitment Programs*, is a user-friendly guide to improving your program by examining the effectiveness of activities and strategies. *Measured Steps* contains many suggestions and sample questionnaires that can be adapted to use in evaluating induction programs.

Codell, E.R. and Trelease, J. (1999). *Educating Esme: Diary of a Teacher's First Year*. Chapel Hill, NC: Algonquin Books.

Connecticut State Department of Education. (1996). *Guide to the BEST Program for Beginning Teachers and Mentors*. Hartford, CT.

Darling-Hammond, L., Berry, B., Haselkorn, D., and Fideler, E. (1999). "Teacher Recruitment, Selection, and Induction: Strategies for Transforming the Teaching Profession." In Hammond, D. and Sykes, G. (Eds.). *Teaching as a Learning Profession: A Handbook of Policy and Practice*. San Francisco, CA: Jossey-Bass Publishers.

DeBolt, G. (Ed.). (1992). *Teacher Induction and Mentoring: School-Based Collaborative Programs*. Albany, NY: State University of New York Press.

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**Other Publications *continued***

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Grinder, E. and Gordon, P. (1995). *Current Teacher Induction Practices in the United States*. Washington, DC: Pelavin Research Institute for the U.S. Department of Education.

Hirsch, E., Koppich, J., and Knapp, M. (1998). *What States Are Doing to Improve the Quality of Teaching: A Brief Review of Current Patterns and Trends*. A University of Washington Center for the Study of Teaching and Policy Working Paper.

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Merseth, K.K. (1992). First Aid for First-Year Teachers. *Phi Delta Kappan*, 73 (9): 678-683.

Palmer, P.J. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass Publishers.

Thies-Sprinthall, L. and Reiman, A.J. *Mentoring and Supervision for Teacher Development*. Cambridge, MA: Addison-Wesley Publishing Corporation.

U.S. Department of Education. (1998). *Promising Practices: New Ways to Improve Teacher Quality*. Washington, DC.

Wong, H.K. and Wong, R.T. (revised, 1998). *The First Days of School: How to Be an Effective Teacher*. Harry K. Wong Publishers.



What you tell us will help to revise and improve the RNT Toolkit guides. Please return your completed form by mail or fax to **Recruiting New Teachers, Inc., 385 Concord Avenue, Suite 103, Belmont, MA 02478. Fax: 617-489-6005.** Thank you!

Position \_\_\_\_\_

*Please check all that apply.*

Which aspect of teacher recruitment, development, and retention are you involved in?

- Recruitment                       Professional development                       Induction programs  
 Providing funding                       Assessment                       Other \_\_\_\_\_

How do you plan to use the guide?

- Distribute it to staff members                       Develop a program  
 Read it to inform my understanding of the issues  
 Share it with my school committee, teachers, and/or legislators  
 Other \_\_\_\_\_

If you have used the guide, in what ways has it been helpful?

- Provided me with new information                       Provided interesting profiles  
 Helped me think about improving recruitment efforts  
 Helped our district improve our recruitment efforts  
 Not helpful                       Other \_\_\_\_\_

Which aspects of the guide were most helpful?

- Profiles                       Examples                       Statistics  
 Tips                       Facts                       Other information \_\_\_\_\_

Who do you think might benefit from this guide?

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 Union leaders                       Legislators                       Teachers  
 Principals                       Other \_\_\_\_\_

Is the publication price affordable?                       Yes                       No

Comments \_\_\_\_\_

Where do you usually find ideas for buying professional books?

- Word of mouth                       Educational organizations                       Teacher-related magazines  
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Please rate the following aspects of this Toolkit guide on a scale of 1 to 5.

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- a) The purpose and objectives of the guide are clearly presented.                      1   2   3   4   5  
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Was there something you had hoped to learn from this guide, but did not? Please explain on the reverse side of this form.

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