

REL PACIFIC ASK-A-REL RESPONSE

Induction Programs November 2014

INQUIRY

What are the characteristics of strong, well-established induction programs and the best practices or tools used to support induction programs?

As a first step in providing the requested information, REL Pacific at McREL conducted a web-based search for informational resources. Publications, reports, guides, and reviews relevant to each topic are provided.

SEARCH TERMS USED

Beginning teacher induction; best practice; teacher induction; teacher induction Guam; teacher induction Hawaii; teacher induction Mariana; teacher induction Micronesia; teacher induction Pacific; teacher induction Samoa; teacher induction Yap; yr(2008-2019)

DATABASES SEARCHED

Google Scholar, ERIC, ProQuest Education Journals

Resources identified in the search are listed below. The hyperlink to each resource is provided. Descriptions of programs and articles have been reproduced verbatim from their respective websites or abstracts.

RESOURCE OVERVIEW

The provided resources were found via web-based searches. Although numerous research studies and meta-analysis were identified that address the effectiveness of induction programs on teacher retention and quality, such studies that did not also distinguish the components of induction programs that were most effective were not included in this collection. Recent publications in peer-reviewed research journals were favored; however, studies and practice guides published within the last 10 years were included when they provided information deemed useful to the requestor. Resources included in this document were last accessed in November 2014. URLs, descriptions, and content included in this document were current at that time.

Descriptions of the resources are quoted from the publication abstract (Abstract) or the publication itself (Introduction or Excerpt). An abstract is always used when available. However, if additional text in the resource provides important information not contained in the author's abstract, the additional information is also provided. Search terms and selection criteria for the resources are included in Appendix A.

RESULTING ARTICLES

1. Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). Review of state policies on teacher induction. Santa Cruz, CA: New Teacher Center. Retrieved from

Executive Summary (p. iii): New Teacher Center’s Review of State Policies on Teacher Induction provides the first comprehensive look at induction policies in each of the 50 states. For each state, NTC summarizes existing policies related to 10 key criteria most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance on new teacher induction and mentoring. . .

(pp vi–vii) State Induction Policy Criteria

1. Teachers Served: State policy should require that all teachers receive induction support during their first two years in the profession.
 2. Administrators Served: State policy should require that all school administrators receive induction support during their first two years in the profession.
 3. Program Standards: The state should have formal program standards that govern the design and operation of local teacher induction programs.
 4. Mentor Selection: State policy should require a rigorous mentor selection process.
 5. Mentor Training: State policy should require foundational training and ongoing professional development for mentors.
 6. Mentor Assignment and Caseload: State policy should address how mentors are assigned to beginning teachers, allow for manageable mentor caseloads, and encourage programs to provide release time for mentors.
 7. Program Delivery: State policy should identify key induction program elements, including a minimum amount of mentor-new teacher contact time, formative assessment of teaching practice, and classroom observation.
 8. Funding: The state should provide dedicated funding to support local educator induction programs.
 9. Educator Accountability: The state should require participation in and/or completion of an induction program to advance from an initial to professional teaching license.
 10. Program Accountability: The state should assess or monitor program quality through accreditation, program evaluation, surveys, site visits, self-reports, and other relevant tools and strategies.
2. Howe, E. R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy and Theory*, 38(3), 287-297. Retrieved from <http://eric.ed.gov/?q=EJ942043&id=EJ942043>

Abstract: How does one become an effective teacher? What can be done to stem high attrition rates among beginning teachers? While many teachers are left to "sink or swim" in their first year--learning by trial and error, there remain a number of outstanding examples of collaboration and collegiality in teacher induction programs. Analysis of the most exemplary teacher induction programs from Australia, Britain, Canada, France, Germany, Japan, New Zealand and the United States revealed common attributes and exceptional features. The most successful teacher induction programs reported here include opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and acculturation into the profession of teaching. Furthermore, several practices unique to specific regions were highlighted. These included extended internship programs, specially trained mentors, comprehensive inservice training and reduced teaching assignments for beginning teachers with an emphasis on assistance rather than assessment.

REL Pacific at McREL was unable to locate a publicly available link to the full-text version of this resource. Although REL Pacific tries to provide publicly available resources whenever possible, it was determined that this resource may be of interest. It may be purchased online or obtained through university or public library systems.

- Lopez, A., Lash, A., Schaffner, M., Shields, P., & Wagner, M. (2004, February). Review of research on the impact of beginning teacher induction on teacher quality and retention (Report prepared for the U.S. Department of Education). Menlo Park, CA: SRI International
<http://www.teachers.net/wong/APR10/ResearchontheImpactofInduction.pdf>

Excerpt (p.4): The main goals of the review were to learn what the existing literature tells us about (1) whether induction programs affect teacher retention and teacher quality (particularly in terms of student achievement) and (2) which components of induction programs are the most promising in terms of improving teacher retention and teacher quality (again, particularly in terms of student achievement). The review focuses on induction programs for *beginning* teachers, defined as being in their first or second year of teaching, though some of the studies we review used broader definitions that included teachers new to the state, district, or school. The bottom line of the review is that in spite of the intuitive appeal of induction programs and a plethora of literature on what induction programs should encompass, there are few examples of rigorous research that demonstrate the impact of induction efforts.

- Main, S. (2009). Balanced development: A Maori model for beginning teacher support. *Asia Pacific Journal of Education*, 29(1), 101–117. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/02188790802657284>

Abstract: This article discusses how the traditional Maori concept of Hauora (balanced development) can be applied to beginning teacher induction programmes. To develop this idea, several steps were taken. From a nationwide survey, five primary schools were chosen with exemplary induction programmes. Data from interviews and observations indicated that these schools had successfully integrated practices in four domains: socio-emotional, personal growth, pedagogical, and physical. During the final series of interviews, a beginning teacher suggested that effective induction could comprise the four components of the Hauora model. The traditional Maori concept of Hauora incorporates physical, spiritual, pedagogical, and socio-emotional dimensions of support. Selective coding of the data indicated that the Hauora model indeed fit the data. The result is a contextually derived, culturally relevant definition of effective induction in Aotearoa, New Zealand. Further expansion and investigation of this model may be of interest to the educational community, particularly in light of the Kaupapa Maori theory.

Excerpt (p. 101): An analysis of over 464 pieces of literature indicated that the four major components of effective induction include:

- a pedagogically oriented programme...
- a programme that attends to the social and emotional needs of the BTs [beginning teachers]...
- a programme that promotes the professional agency of BTs by encouraging a reciprocal culture...; and
- a well-structured programme that promotes a work-life balance for BTs...

Researchers have suggested that effective induction involves the complementary overlap of all four components.

REL Pacific at McREL was unable to locate a publicly available link to the full-text version of this resource. Although REL Pacific tries to provide publicly available resources whenever possible, it was determined that this resource may be of interest. It may be purchased online or obtained through university or public library systems.

5. Potemski, A., & Matlach, L. (2014, May). *Supporting new teachers: What do we know about effective state induction policies?* (Policy Snapshot). Washington, DC: American Institutes for Research. Retrieved from <http://www.gtlcenter.org/products-resources/supporting-new-teachers-what-do-we-know-about-effective-state-induction-policies>.

Introduction: Discover the latest research, information, and policy trends for establishing and supporting effective induction programs for new teachers, including teachers of students with disabilities and English language learners. Governors, state legislatures, and state education agencies can use this information to develop a systematic, comprehensive approach to new teacher induction by exploring the following: What does research show about effective induction programs? Strategies for setting effective policy related to induction plans. The brief includes short spotlights on existing state induction programs as well as sample regulatory language.

Excerpt (pp. 2–3):

Mentoring is a critical part of induction programs. Research suggests that states and districts should set criteria for mentor selection and assignment, including the following:

- Interpersonal skills
- Instructional effectiveness
- Leadership
- Work experience
- Content-area and grade-level expertise similar to the mentee’s assignment

. . . Effective induction programs provide more than just mentoring. A comprehensive induction program should include the following:

- An orientation to the district and school culture through effective principal leadership and communication
- Instructional support that includes data-driven conversations between mentors and through peer-based professional learning communities
- A set of professional expectations that are aligned with school, district, or state standards
- Ongoing professional development based on individual teacher needs

6. Kang, S. & Berliner, D. (2012). Characteristics of teacher induction programs and turnover rates of new teachers. *The Teacher Educator* 47(4). Retrieved from http://www.boardofed.idaho.gov/board_initiatives/Education_Improvement_Taskforce/06-21-13/Kang%20Berliner%202012.pdf

Abstract: The federal School and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) were used to examine the impacts of induction activities on beginning teacher turnover. This study excluded those teachers who moved or left schools for unavoidable and involuntary reasons, a confounding factor in previous research. This analysis revealed that three induction activities are beneficial in significantly reducing turnover rates for beginning teachers: seminars, common planning time, and extra classroom assistance.

7. Wood, A. & Stanulis, R. (2009). Quality teacher induction: “Fourth-wave” (1997-2006) induction programs. *The New Educator* 5(1). Retrieved from <http://files.eric.ed.gov/fulltext/EJ868911.pdf>

Abstract: The purpose of this essay is to describe quality teacher induction that has evolved from “fourth-wave” (1997–2006) teacher induction program development and research. A definition of quality induction is proposed, and a set of induction goals and components are outlined. Understandings gained from fourth-wave programs are described, including ways in which quality induction programs are delineated by their comprehensive systems of organized, educative mentor assistance, professional development, and formative assessment of novice teachers in their first-through-third years of teaching. More empirical studies are needed on the effects of induction on novice teacher performance and student achievement, and on subject-based and urban teacher induction . . .

(p. 5) Fourth-wave induction studies identify a somewhat consistent set of program components. These program components are listed in order of prominence in fourth-wave induction programs. Quality induction programs usually encompass the first six components, and inclusion of the last three components is less frequent with little descriptive or empirical research on these components. Our position is that quality induction should include all of the following nine program components (Alliance for Excellent Education (AEE), 2004; Wood, 2001; Bartell, 2005; Olebe, Jackson, & Danielson, 1999). They include:

- (1) Educative mentors’ preparation and mentoring of novice teachers,
- (2) Reflective inquiry and teaching practices,
- (3) Systematic and structured observations,
- (4) Developmentally appropriate professional development,
- (5) Formative teacher assessment,
- (6) Administrators’ involvement in induction,
- (7) A school culture supportive of novice teachers,
- (8) Program evaluation and/or research on induction,
- (9) A shared vision of knowledge, teaching, and learning.

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