This chapter reviews the background and rationale for the importance of induction and its effectiveness in any alternate route to certification program, explores the key components of a successful induction program, and then defines the issues that must be addressed as a school district begins to delineate its own unique approach to induction.

Historically, new teachers were assigned someone who might be available to give advice. By contrast, an induction program that provides mentors for new teachers, to coach and support them as they begin to put their training into practice, helps bridge the transition from preservice to inservice. Furthermore, it improves teacher quality, fosters student achievement, and contributes to both recruitment and retention of teachers. An effective induction program includes professional development for both the novice teacher and the mentor, training that will make reflection and assessment an ongoing component of the teacher’s professional practice.

An executive summary of a study prepared by the National Commission on Teaching and America’s Future (Fulton, Yoon, & Lee, 2005) concludes the following:

- Induction should be a stage in a continuum of teacher development.
- Induction should support entry into a learning community.
- Mentoring is a useful component of induction, but only one element of a comprehensive system.
- External networks supported by online technologies can add value.
- Induction is a good investment. (p. 1)
Background and Rationale for Induction

The Impact of an Effective Mentor

Student teaching and traditional or alternate preservice training are necessary steps in creating competent and qualified teaching professionals, but these experiences do not suffice. The impact of being alone in a classroom for the first time can be overwhelming. Providing an exemplary veteran teacher as a mentor, to guide and support the new teacher, can make all the difference in that teacher’s success and effectiveness.

Mentors have an impact in ways that no training can match. Effective mentoring supports new teachers in their classrooms, based on the realities they face. The mentor can provide options for solving student and curriculum challenges and make more effective strategic decisions about lesson plans, teaching strategies, and assessment. With this kind of intensive instructional support from the start, new teachers focus less on day-to-day survival and more on ensuring that every student progresses (Achinstein & Athanases, 2006). They become more confident, more skilled, and much more likely to survive their early years in the profession (Smith & Ingersoll, 2004). Their students also benefit, receiving the education they need and deserve.

It is easy to forget what it was like to be a beginning teacher, having to acquire curriculum knowledge and classroom strategies while at the same time balancing practical concerns with lofty ideals. Approaching the problem of teacher retention, it is essential to ask one question: *If I were starting my career today, what would most help me develop into an outstanding, caring, and accomplished teacher?*

One answer stands out among all the rest: “I can only imagine how much better a teacher I would have been that first year if I’d had a mentor. The classroom presents challenges that only those with experience can resolve.” Mentors help provide those answers.

Mentors provide practical, concrete advice, model effective teaching techniques in the classroom, and observe the novice teacher nonjudgmentally and then offer feedback in a way that encourages the new teacher to address any concerns. By posing questions to prompt reflection, mentors assist new teachers and can offer another perspective. Their experience helps the novice teacher meld insights from training and professional development with the day-to-day demands of the classroom. The mentor can also act as an advocate for the new teacher in circumstances where the novice cannot act for himself or herself.

Mentors help decrease the isolation of the new teacher. Their emotional support is essential when the obstacles seem insurmountable, and allows the novice to take risks and grow while still keeping the classroom functioning. By developing an individual plan for each new teacher and setting standard-based performance goals to improve teaching practice, mentors create an
environment based on collaboration, exchange of ideas, and professionalism. This can then foster a supportive community of educators, which allows mentors to help keep alive the enthusiasm and sense of mission that brought them into the profession and can also enhance the practice of others in the school.

A successful mentoring program can change the face of that first year of teaching ("No Dream Denied," 2003). A new teacher at the end of her first year said, “My adviser kind of walked me through the year. She was always there to listen to my ideas, my reflections. I never felt that I was alone, even when she wasn’t in the room, because I knew that I had daily access to a person who would listen and respond to my ideas. I trusted her to give me honest feedback on how successfully a strategy worked . . . she met whatever needs I had.”

An Early Example of Mentoring

The California Context  In the mid-1980s, California faced a crisis, one caused primarily by exceptionally low rates of teacher retention. The problems that would eventually visit the rest of the country came early to California, where the student population was increasing in size as well as becoming more diverse. At the same time, the state and many districts were adopting far more complex curricula. Finding and, more importantly, retaining qualified teachers had become almost impossible for many rural and urban districts.

The new teachers who entered this challenging situation were thrown into the classroom with little support beyond their preservice training. Turnover rates were high, particularly among minority teachers. Although a paucity of research on teacher induction had been published at the time, it was obvious that the sink-or-swim method had failed.

As the need to improve the system became clear and state funding became available, the creation of a new program for teacher induction was undertaken, piloted, and ultimately implemented. The design process brought together the entire community of educators: district administrators, principals, union representatives, experienced teachers, new teachers, and Education Department faculty from the University of California, Santa Cruz (UCSC). Together, in 1988, this group designed a comprehensive new teacher support program, with mentoring at its core. One of the pilot programs developed into the Santa Cruz New Teacher Project (SCNTP), led by UCSC in partnership with the Santa Cruz County Office of Education and all the school districts in the area. It began its work with 42 exemplary elementary teachers who were released full time, acted as mentors, and provided individualized support.

The Santa Cruz New Teacher Project  After the first three years, funding lapsed, but the success of the statewide effort and the impact of the induction
programs served as models for statewide reform. In 1992, California policymakers enacted SB 1422, which implemented Beginning Teacher Support and Assessment (BTSA) legislation, providing funding for mentor-based programs throughout the state. These BTSA programs ultimately constituted a redesign of the state’s credentialing requirements. The final stages in teacher credentialing, which were previously administered by institutions of higher learning, are now integrated into a comprehensive induction system with mentoring at its core. There are now 150 BTSA programs in California, and all new teachers receive 2 years of mentoring before becoming fully credentialed teachers both for those who take more traditional and those who follow alternative routes to teacher certification. Participation in such programs was previously optional, but legislative changes in 2005–2006 made it a requirement that all new teachers in California receive 2 years of mentoring.

In 2000, the SCNTP expanded to the Silicon Valley New Teacher Project, and now serves 1,000 new teachers in 30 districts. Since 1988, the SCNTP has worked with over 9,000 K–12 new teachers.

The Establishment of the New Teacher Center
In 1998, the New Teacher Center (NTC) at UCSC was founded to disseminate the lessons learned in the Santa Cruz New Teacher Project. The Center’s mission is to give national scope to this work by researching, designing, and advocating for high-quality induction programs for new teachers. The NTC model is being implemented in districts across the nation as diverse as Charlotte-Mecklenburg and Durham School districts in North Carolina, the New York City public school system, the Dorchester County public school system in Maryland, an urban district in East Palo Alto, California, and rural districts in the most remote parts of Alaska, Hawaii, and Puerto Rico. The NTC is also collaborating with districts in numerous other states across the nation and consulting with other educational entities and policymakers.

The Data on Teacher Retention
As with any expenditure of scarce resources, it is important to consider the impact of such an expenditure, both on the recruitment and retention of teachers and on student achievement. Whereas national statistics suggest that only about 50% of new teachers are still in the profession after 5 years, the New Teacher Project has shown markedly better results.

The Santa Cruz New Teacher Project
A study on retention rates for new teachers supported by the SCNTP, begun in 1992, showed that, after 7 years, 88% of these teachers were still teaching in K–12 classrooms. Overall, 94% were still in some field of education. Among those interviewed, a quarter indicated that the support they had received from the SCNTP
was the most important reason they had remained in the profession (Strong, 2001).

**Teacher Retention in Charlotte-Mecklenburg** Another study documented the impact of induction in the Charlotte-Mecklenburg schools in North Carolina in an urban district with a student body of more than 100,000. The NTC model was implemented in the most high-priority schools in the district, those in which teacher retention rates were even lower than the district as a whole. Schools in which beginning teachers received weekly mentoring found their teacher dropout rates cut almost in half. Whereas attrition rates across the district reached 32%, those schools with intensive mentoring experienced only 17.5% attrition despite the challenging nature of those sites.

**Consider the Cost of Attrition** Successful teacher induction programs require resources, so it is important to consider the economic benefits of increased teacher retention and whether these benefits justify the expense of induction programs. Weighing recruitment and other training costs against those of induction programs suggests that they do.

When a new teacher leaves the profession, the direct financial costs include advertising and hiring, short-term vacancy replacement, and training. The expense of losing a teacher varies, depending on the nature of the individual school. Unfortunately, schools with the highest recruitment costs are those with the highest turnover rates. In wealthy suburban schools, recruitment is comparatively inexpensive, sometimes as low as 15% of a teacher’s salary, and turnover is minimal. Urban schools with a diverse population have higher recruiting expenses, which can vary between 50% and 200% of a teacher’s salary, in some extreme cases (Texas Center for Education Research, 2000), and turnover tends to be much higher. For obvious reasons, it is the latter schools that benefit the most from induction programs that boost teacher retention.

With its BTSA commitment of roughly $5,700 per new teacher in the 2002–2003 school year (a combination of state- and district-level support), California spends far more on teacher retention than any another state. In a 2002 study, the California Commission on Teacher Credentialing found that the state had a retention rate of 84% after 4 years, compared to a nationwide rate of 67%. Looking at the data another way, the nation loses 33% of its teachers after 4 years, whereas California loses only 16%.

**The Cost and Benefit of Induction** A study of the value of induction, (Villar & Strong, 2005) yielded unexpected results. The data showed that increases in teacher effectiveness yielded greater savings than the reduction in cost associated with teacher attrition. The study suggests that an investment of $1.00 yielded a return of $1.50 at 5 years.
Key Criteria for Success in Induction

Over the evolution of the Santa Cruz New Teacher Project, the process has evolved and been refined, and a number of important lessons have been learned.

*Mentor Role and Induction*

Too often, in the past, mentoring programs have been merely buddy systems, in which an experienced educator is paired with a new teacher informally. In this model, mentors are neither trained for their new role nor given time to address the demands of such responsibility. In other words, new mentors are treated pretty much as new teachers were, allowed to sink or swim, armed with only intuition and good intentions to keep themselves afloat.

Effective induction programs conceive the role of mentor as “teacher of teachers.” Mentors use their expertise to help support beginning teacher development in ways that are responsive to the needs of the novice teacher. This work is complex and different from teaching students. To have a real impact, induction programs must provide the same kind of support to mentors that the mentors are, in turn, providing to new teachers (Moir & Gless, 2001). Like novice teachers, new mentors need training, guidance, and the support of the entire community of educators. Even exemplary teachers need to learn new skills to be effective in sharing their wealth of experience and wisdom.

Not all good teachers make good mentors. Every mentor must have exemplary professional ability and a knowledge of standards, curriculum, and student assessment, but he or she must also demonstrate an ability to learn a new set of skills because coaching adults is very different from teaching children.

Those who are most effective are veteran teachers who have well-developed interpersonal skills. Experience with coaching, facilitating groups, and other collaborative models is an important indicator of likely success as a mentor. Successful mentors have keen observational proficiency, excellent communication skills, and, of course, patience, enthusiasm, and a love of all kinds of learning. They also must possess a commitment to collaboration and be able to build relationships, both with individuals and among groups.

Because so many new teachers are placed in schools that are culturally diverse, often with a high percentage of English-Language Learners (ELLs), special attention must be paid to hiring mentors who have experience working with diverse student populations. In such a district, ideally all new teachers are paired with mentors who have expertise in first- and second-language acquisition, literacy, and English-language development.
**Mentor Professional Development**

Mentoring requires new abilities: working with adults, collaboration, and, often most complex, being able to articulate the set of teaching skills that they know intuitively but rarely have been called on to communicate. Not all good teachers know how they teach; they experience their teaching practice as second nature. A good mentoring program ensures that mentors have the time and training to reflect on their practice and to collaborate with colleagues to address any concerns that arise. Effective induction programs expend time and resources to prepare mentors for their new role as communicators of their knowledge and experience. Training mentors is as important as training the novice teachers they will serve.

**Mentor Training: Summer Year 1** In the SCNTP, prior to the beginning of the school year, mentor trainees participate in at least 2 days of initial training called “Foundations in Mentoring.” The training covers these core areas:

- Role of the new teacher mentor
- Developing an effective mentoring relationship
- Identifying new teacher needs
- Mentoring conversations
- Formative assessment for new teachers

**Mentor Training: Year 1** Throughout the year, mentors receive additional professional development, including a 2-day training in coaching and observation. This training focuses on techniques for observing new teachers, collecting classroom performance data, and using such data to inform instruction. Mentors also gather for weekly forums, which give them the opportunity to refine their mentoring skills, work collaboratively, and share insights, challenges, and successes. This learning community fosters a shared vision of good teaching, calibration of classroom observations using videos, and ability to share and analyze evidence of progress. In districts with well-established programs, these forums can help new mentors seek the guidance of those with more experience.

During the first year of mentoring, topics like these can be helpful:

- Professional teaching standards
- NTC Formative Assessment System
- Lesson planning in content areas
- Analyzing student work
- Differentiating instruction
- Collecting classroom data
- Analyzing classroom data
- Data-based revision of practice
• Effective strategies for working with English-language learners
• Literacy instruction

Mentor Training: Year 2  In the second year of a program, a new set of topics is introduced in mentor training, helping mentors to expand their roles. Experienced mentors become leaders, creating a vibrant, dynamic, and sustainable program. Typical professional development might include these components:

• Mentor professional growth
• Planning for year 2 mentoring
• Advanced coaching skills
• Promoting new teacher resiliency
• Tailoring support to second-year teachers
• Content-specific pedagogy
• Developing mentor leadership skills
• Building school-site learning communities
• Becoming a mentor trainer
• Planning for project continuation: goals and implementation plan
• Program evaluation

Many of these topics provide a forum for mentors to express their concerns and offer the leadership of the mentoring program an opportunity to assess the effectiveness of its outcomes in an informal setting. A healthy induction system is constantly gathering feedback, using the creativity and experiences of its participants to reshape itself from year to year. Programs that encourage and respond to participant feedback are more likely to sustain and enhance their effectiveness over the long term.

Mentoring Caseload and Format

Successful induction programs recognize that mentoring is an energy-consuming job, requiring time for preparation and professional development. Ideally, new teachers should have a mentor in their classroom for at least 2 hours each week, to perform demonstration lessons in the classroom, observe the novice teaching, assist with curriculum development, as well as provide guidance in classroom management and other on-the-job skills. In some districts, to meet this time commitment, mentors are released from their classroom on a full-time basis.

Dimensions of Mentoring  Not every district can afford to implement a full-release model. Some mentors combine classroom teaching with their mentoring duties. Experience has shown, however, that it is virtually impossible for teachers to spend the time and effort necessary for successful mentoring without some adjustment in scheduling. As much as possible, the
Mentor should be teaching the same subject(s) at the same grade levels as their mentee. This matching of content area and grade level saves the mentor valuable time and builds opportunities for deeper collaboration.

Mentor Caseload The caseload for each mentor can be variable, depending on their experience, classroom duties, and other support available to new teachers in the district. Even experienced full-time mentors should ideally work with no more than 15 novice teachers at once. With 2 hours of classroom work per novice per week, this already represents 6 hours a day of classroom observation, assistance, and modeling. Part-time mentors, of course, cannot afford to spread themselves this thin. Without substantive weekly contact, the capacity of a mentor to contribute is greatly reduced. Simply knowing that a mentor will be in their classrooms once a week can sustain beginning teachers facing daily challenges.

Acquiring the new skills and techniques of mentoring also requires a broader time commitment. In many induction programs, mentors work with novice teachers for as long as 3 years before moving back into teaching or on to other teacher leadership roles. This extended period gives them a chance to adapt fully to their new roles. Mentors, like teachers, need time to gain their footing.

Assessment and Accountability

Statewide Standards Induction systems operate best when both mentors and new teachers are working collaboratively toward the same goals. Professional teaching standards should be clearly defined, well articulated, and consistent statewide. In California, the California Standards for the Teaching Profession (CSTP) provide a framework, identifying and categorizing a set of abilities and practices that every teacher should master (California Commission on Teaching Credentialing, 1997). This provides the structure for the mentor and novice to work together to discuss progress.

Formative Assessment System Published statewide standards are only one component of a framework for teacher growth and development. The standards then become the foundation of the Formative Assessment System (FAS), which provides structure for the interactions between mentors and beginning teachers while guiding the beginning teachers’ development. Early in their first year, new teachers can be expected to work with their mentors to self-assess on the Continuum of Teacher Development by comparing their strengths and areas for growth against the benchmarks of the continuum (New Teacher Center at UCSC, 2002).

Together, they develop an Individual Learning Plan (ILP). To be useful, the process of formative assessment must also involve support for improvement, so the ILP includes a set of professional development activities.
designed to help the novice progress. The mentor fosters progress by collecting and discussing in-class observation data, co-developing lesson plans, making suggestions, and modeling lessons for the novice to observe.

Working together for 2 years, the mentor and novice use the ILP to share accountability. Both are responsible for maintaining a goal of high-quality teaching, constant professional inquiry, and continuous growth.

The continuity and shared responsibility of this process help the new teacher keep the ups and downs of teaching in perspective. The mentor must be seen as a trustworthy supporter and that he or she not be involved in evaluation of the new teacher. Rather than growing to fear assessment, teachers who work closely with a mentor gain the confidence to accept and implement the suggestions of their colleagues. As one new teacher in an SCNTP program said, “I meet once a week with my advisor to discuss the inevitable highs and lows. . . . She is patient and respectful, and I have learned that, most of the time, I am not so far off the track. What seems like a total derailment to me is just a minor bump. My confidence has grown.”

**Professional Portfolio** During these 2 years, the novice, with help from the mentor, puts together a portfolio to document progress as a teacher, including student work, observation data, and lesson plans.

Of equal importance to the assessment value of the portfolio are the benefits of the process itself. Keeping a portfolio compels beginning teachers to focus on the long term and to reflect on what they have learned. It also ensures that they develop self-assessment skills early in their careers. As one new teacher said, “The portfolio cycle has allowed me to move forward, beyond immediate needs. It has had a major impact on me, on my students, and on my collaborative team. It’s the difference between being given a fish by my adviser and being taught to fish. Collaboration with an experienced teacher has enabled me to stay focused, to connect areas of practice and to reflect on my progress.”

**Program Assessment** Assessment is not limited, however, to the individual teachers and mentors. Each alternative route to teacher certification program should constantly work to assess its own progress, maintaining a dialogue among the leadership, the mentors, and the new teachers who are the beneficiaries of the work. Attention to such input can foster continued growth.

The most immediate forms of program assessment are surveys and interviews. The SCNTP typically conducts wide-ranging surveys of program participants at midyear and at the end of the year, collecting data from new teachers, mentors, and principals. The results are followed up with interviews of as many participants as possible.

The process of gathering feedback serves two goals. Hearing from participants helps ensure continuous program development, enabling the leadership to respond to the individual needs of the program’s constituents. The feedback
process also makes participants into stakeholders. When mentors and teachers have a voice in shaping the system, they gain a sense of ownership and become invested in sustaining the mentoring program in the long term.

Of course, not all program assessment is informal and anecdotal. Long-term statistical studies are also necessary to assess and understand the overall benefits of induction programs.

**Mentoring and the Community**

Mentoring does not reside solely in the classroom. At every step, the mentor is a collaborator, not an overseer. Mentors and new teachers work jointly to assess the new teachers’ level of practice and to develop an individual plan to improve their work, including specific training activities and performance goals. The concept of collaboration goes beyond the mentor–teacher relationship; the practice of reaching out to peers, drawing on a wide network of support, and building relationships should be inculcated into every new teacher and become a career-long habit.

**Professional Learning Community**

Whenever possible, mentors should encourage new teachers to become part of the professional community of the school. For the community to truly support them and meet their needs, novices must learn to make their voices heard. They must feel empowered to suggest curriculum innovations and new uses for technology, and to present their own solutions to day-to-day teaching challenges. After receiving new training, novices benefit from demonstrating the results to other staff members, in meetings or colloquia. New teachers should open their classrooms to visitors, to gain confidence as presenters and to feel assured that their work matters to the entire school community.

An example of such collaborative success is the Starlight Professional Development School, in the Pajaro Valley Unified School District. Starlight students are 90% Latino, and two thirds are ELLs. To help meet the communitywide need for bilingual materials, one new teacher worked with her SCNTP mentor to create a multicultural literature unit. After sharing the material with the school staff, the new teacher was invited to present her work at a summer biliteracy institute for migrant teachers. This experience of collaboration and communication moved the new teacher to say, “I feel that all of us are being trained at this school to be teacher leaders.”

Collaboration among peers is also important. New teachers can meet in small groups throughout the year to brainstorm, problem-solve, and discuss issues of content and curriculum. Monthly seminars, organized at the district level and presented by mentor teachers, give new teachers a space to network with each other. It is important to create an atmosphere of trust that allows teachers to share and discuss successes and failures, and to make adjustments.
Collaboration with Parents and Community  Mentors can also help new teachers expand the concept of collaboration by training them in community relations. Mentors should be available to observe, assess, and model parent/teacher conferences. Veteran teachers who have worked in diverse communities can model how best to utilize knowledge of the students’ multicultural backgrounds as a learning opportunity. Communities are willing to support their teachers, but activating that support takes experience that new teachers have not yet acquired. Connecting the novice to this dynamic source of assistance is a crucial role of the mentor.

Characteristics of Multidimensional Induction  This focus on collaboration and community makes induction a multidimensional process. The best induction systems are exactly that: systems. They incorporate input from new teachers, veteran teachers, administrators, unions, parents, preservice programs, and the higher educational institutions that supply educators. Communication among these groups is inherently valuable, allowing all the participants in a child’s education to provide feedback and support for the new teachers on which that education depends. This feedback creates a different cycle, not one of teacher burnout and attrition, but of a cycle of ongoing development and support within the community of educators.

Summary: Key Recommendations for Induction Programs

In summary, key components of an effective induction program for candidates who are in both traditional and alternate routes to certification are that the program is sufficiently funded and uses proven methodologies, has stakeholder support, and generally includes the following core elements:

- **Full-time program administrators**  Programs should be staffed with innovative, full-time program administrators with the training, time, and resources to establish and run excellent programs.
- **Quality mentoring**  Mentoring should take place during the school day, in class and one on one, with sanctioned time for both mentors and beginning teachers.
- **Mentor selection**  Mentors should be selected for their ability to work with adults, their expertise in pedagogy and content areas, their leadership qualities, and their commitment to collaborative work.
- **Mentor development**  A mentor needs ongoing training and support to be the most effective “teacher of teachers.”
- **Formative assessment for beginning teachers**  New teachers, with help from their mentors, should systematically identify areas for growth, set personal performance goals, and develop the skills needed to attain these goals.
Training in data collection and analysis  New teachers and mentors should be trained to collect classroom data, analyze data, and use the results to guide instruction.

Training for site administrators  Site administrators must understand the needs of beginning teachers, provide them with resources, and learn techniques for evaluation that build teacher practice.

Teaching standards  New teacher guidance and self-assessment must take into account the accepted state standards for what teachers need to know and be able to do.

High expectations for new teachers, mentors, and students  Induction programs should be expected to help teachers excel, not just survive.

Training for work with diverse students and English-language learners  Additional support is necessary for areas with minority students and English learners because beginning teachers are frequently placed in schools serving these students (Peske & Haycock, 2006).

Networking and training opportunities for beginning teachers  Workshops and training sessions help novices overcome the traditional isolation of teachers.

Contractually bargained new teacher placement  Working with teacher unions, policymakers should ensure that new teachers are not routinely placed with the hardest-to-serve students in high-priority schools.

This is not a list from which to pick and choose, but rather a coherent approach for effective change. Each of these elements is important, and each has been shown to support the others, creating a well-rounded robust system that has the capacity to transform the experience of a teacher’s first years and to engage their experienced colleagues in the process. The multidimensional aspect of this work, incorporating new and veteran teachers, administrators, unions, and parents, is capable of not only solving a crisis in teacher hiring but of transforming the culture of education in the United States.

To implement a program with these levels of support requires resources. A system of quality teacher induction costs money, but compared with the financial expense and educational cost of recruiting and training replacements, the cost of effective induction is relatively low. In California, under BTSA, in 2005–2006 the state provided nearly $3,500 for each new teacher, and districts were required to contribute at least another $2,000. Levels of $5,000 and $6,000 per new teacher have proven adequate for a top-flight system of induction.

With these realities in mind, it is very important that when states mandate induction programs they also provide adequate funding to help districts meet these mandates. Mentoring is not a cost-free process. It is, however, a proven and effective system that requires a serious commitment of resources at both the state and district levels.
Establishing an Induction Program

To establish a vibrant induction program, there are a number of steps to consider. Working with a team to address and resolve the issues described here will allow you to build stakeholder buy-in and to create a program tailored to the needs of your particular context.

Identifying and Enlisting Support of Stakeholders

The most successful induction programs are established with the support of all the parties who may be impacted by the program. This includes, but is not limited to, state policymakers, regional and local district administrators, site administrators, superintendents and principals, veteran teachers, teachers’ unions, and possibly others, such as preservice educators. It is generally helpful to explore what local universities are doing both in terms of preservice instruction and in terms of continuing education for teachers. It is vital to ensure that all those who will be impacted by such a program, and who may impact such a program, are included from the start, to avoid problems later. Time spent in educating and enlisting support from these individuals will enhance the effectiveness of the development program and can pay dividends over the long term. Ideally, you would then establish a working group, which can become the steering committee for the new induction program.

Exploring the Context

Once these individuals are informed about induction, they can then move on to a discussion of issues that relate to how induction might be undertaken within the local context of the alternate routes to teacher certification. Consideration should be given to what challenges and opportunities might exist. They might wish to reflect on whether there are any structural hurdles they face and whether there are any timing issues that might impact such a program. Consideration should also be given to what professional development initiatives and resources are available and what has or has not worked in the past. Sometimes induction efforts fail, not because of the quality of the work that has been done, but rather because they haven’t effectively engaged the support of all the stakeholders who view change as threatening to the status quo.

It is important to ensure that all participants are heard, and that, from the start, an atmosphere supportive of discourse and dialogue is established. Likewise, it is helpful if participants in such a process develop a common set of definitions and concepts to avoid miscommunication.
Identifying Governing Standards

There are a number of different kinds of standards that may be in place and that states use to guide such work. These will be particular to each state, although they may or may not exist.

Teaching Standards The group must build consensus on what is best practice in teaching and understand the local and state regulatory context of such work. This is most effective in states where there are established professional standards for the teaching profession. In states that do not have such standards, it may be helpful to review what other states have used as the basis of discussion.

Program Standards Some states have established program standards either for induction in general or for specific settings. For example, Virginia has program standards to be used for mentoring programs in hard-to-staff schools. Such standards address the issues comparable to those addressed in an induction plan, such as these:

- Program design
- Sponsorship, administration, and leadership
- Resources
- Coordination and communication
- Mentor teacher selection and assignment
- Mentor teacher training professional development
- Roles and responsibilities of K–12 schools
- Individual learning plan
- Formative assessment system
- Evaluation

Professional Development Standards Some states also have standards for teacher professional development either as part of the teacher certification legislation, as part of the state regulatory process, or as part of agreements with the local teachers’ unions. These, too, must be considered.

Issues related to Standards In many states that have standards, these standards have not been developed simultaneously. Thus, the team must review these documents and determine where they are incongruent and identify how they plan to address such issues.

Evaluation of Essential Program Components

The next step in the process is to reach consensus on the status of a number of aspects of the proposed program. For each of these aspects, it is helpful to discuss and identify the strengths, challenges, opportunities, and threats.
As you review these, consider all aspects in the time frame of the program from its inception, development, and implementation through its integration and into subsequent evaluation and refinement.

**Program Vision** This conversation should include consideration of objectives of the program. Are we trying to:
- enhance recruitment?
- improve retention?
- impact student achievement?
- increase teacher quality?
- influence the career path for exemplary veteran teachers?

Any such conversation should include review, not only of the objectives of those in the room, but the potential priorities of others such as funding sources and administrators who will impact the implementation and evaluation of the project. Successful induction programs routinely credit support from district administration as a key contributor to the success of the program.

**Institutional Commitment and Support** One must evaluate all aspects of buy-in from those who are stakeholders. One should make a realistic evaluation of opportunities and possible impediments to progress.

**Quality Mentoring** Here again, it is important to reach consensus on what is meant by “quality mentoring” and assess what will influence your success in achieving such a program.

**Professional Standards** How will aspects of state professional standards impact the formation and implementation of such a program? Are your standards well drafted, and will they provide a useful basis for induction?

**Classroom-Based Teacher Learning** It is useful to have agreement on the status of teaching in your school. How good are the students’ test scores? Are they improving over time? Are there underserved groups? What additional resources are available, such as literacy coaches?

**Induction Program Norms**
Any new program can benefit from explicit consideration of norms. One of the dilemmas often faced by mentors is that administrators may look to them to evaluate their mentee, whereas the mentoring relationship is most effective as a trust relationship where the mentor is an advocate for the new teacher. A positive supportive environment fosters development of a situation where both novice and veteran teachers are willing to take chances, secure that they will not be judged. One must evaluate whether there are
existing cultural issues that can threaten establishment of a such an atmosphere and consider what might be done to address such an issue.

**Use of a Formative Assessment System**

As discussed earlier, the NTC induction program is founded in the use of a Formative Assessment System. Such an approach not only supports the use of standards to help a new teacher move along a learning continuum, but it also fosters an approach to self-assessment and reflection that the teacher can use for ongoing improvement throughout his or her career. In reviewing the possible approaches, consider the following factors.

**Support for Formative Assessment** What do we already have in place that supports the use of professional standards and formative assessment practice? How can existing resources be enhanced?

**Existing Resources** What connections already exist between current beginning teacher support efforts and local professional development and/or evaluation processes?

**New Opportunities** What additional connections might be possible, in your context, to support the use of professional standards and formative assessment practices? How might one enlist such resources as these:

- Local staff development
- Evaluation systems/practices
- Site initiatives
- Preservice programs
- Other

**Examples of Successful Induction Programs**

This section provides examples of how several districts across the nation have implemented exemplary induction programs, and then it outlines possible sources of funding.

**Induction Program in Durham, North Carolina** The induction program in Durham was launched in 2005–2006. Durham supports new teachers for the first 3 years of their practice and almost a quarter of the teachers are eligible. Mentors are full release and have a caseload of 20 novice teachers, of whom 15 are in the first 2 years of teaching, and the other 5 are third-year teachers who require substantially less support.

The program was launched with a 3-year, $100,000 per year grant from the Duke Foundation to cover the cost of starting the program and training
the mentors. The cost of funding the support for the mentors is about $2,868 per new teacher, including all 3 years, or about $3,824 per new teacher for those in the first 2 years of practice. It is comprised of 55% federal, Title II funds, 14% state funds, and 31% local funds, which includes some funding for high-priority schools.

**Induction Program in Mapleton, Colorado**  Mapleton is a small district with 13 schools and 339 teachers, including 60 to 100 beginning teachers. The district has implemented a program with four full-release mentors, three in general education and one with skills in special education, each of whom support 12 to 18 new teachers. Their mentors are all veteran teachers who are close to retirement and would prefer to continue to mentor rather than return to the classroom.

The start-up training for mentors was originally funded by a Carnegie TIPS grant. The district and Title II funds have always paid for the salaries of the mentors and the rest of the induction program. The program currently costs about $199,000 per year, or about $3,100 per beginning teacher. About 69% of the funding comes from Title II and the remaining 31% is from general district funds, which include both local and state sponsorship.

District leaders believe the program has been extremely successful, and they have reduced the turnover rate, although they would like to reduce it further. The key to the success in continuing the program and the funding is the fact that the superintendent is extremely supportive and believes the program is a priority for the district.

**Induction Program in Amherst, Virginia**  Amherst is a small district with about 450 teachers and 4,700 students in ten schools—one high school, two middle schools, and seven elementary schools—and is at the end of the seventh year of its induction program. The New Teacher Center Induction Model was added to the ACPS Program during the 2003–2004 school year. In 2004–2005, the novice was mentored for only the first year of teaching, and 29 mentors supported 31 new teachers. This year there were only 24 new teachers. Next year the program will be expanded to include those in the second year of teaching, and there will be 46 mentors. It is a model that allows for at least a couple of hours a week of release time and provides the mentors a $1,000 stipend. The mentors are in the same school as their mentees but not necessarily in the same subject area or grade.

The district uses a continuum based on the one for California but tailored to the Virginia Teaching Standards. They have coordinated with several local IHEs in the area: Sweetbriar, Randolph Macon, and Lynchburg. The preservice programs train students on the use of the continuum, so it provides a seamless transition to the induction program.

At the same time, this district has been involved in a differentiation project, based on the work of Carol Tomlinson, for several years. Three elementary
schools, one middle school, and the high school are involved, and they have 3 all-day seminars addressing how to apply the theory, analysis of student work, and the impact on lesson planning. The mentors involved in this project coach new and veteran teachers in this process and model effective application of the program.

The induction program has been very successful in helping the district attract and retain new teachers. This year only four teachers left; two were not invited back, one moved to get married, and one enrolled in a master’s program. All the major stakeholders have recognized the contribution of the induction program, and the school administration is committed to finding ongoing funding to continue the work. The mentors are very engaged in the work, and a number of them are pursuing National Board Certification.

The initial start-up expenses were covered by a 2-year $100,000 grant from the Virginia Department of Education. The ongoing expenses, such as teacher stipends; substitutes, so participants can attend training, model, and observe in classrooms; materials; and trainings are funded about 25% from Title II funds and the balance comes from the district. This is a comparatively inexpensive program, costing about $2,800 per new teacher.

**Funding Induction**

One of the most common concerns expressed about induction is whether a district can afford to fund the program.

**Federal Resources** Currently, most induction program funding begins with federal resources. Title IIA, Teacher Quality money, often provides a substantial portion of the resources. In 2006, this program was allocated over $2.8 billion, and the U.S. Department of Education (DoE) anticipates funding 57 new programs. Title I may have funds for low-performing schools. In addition, one can go to the DoE Website (see the links at the end of this book) and find a variety of other programs that might provide the basis for such an approach. For example, a rural district might find money in CFDA 84.358A, which authorizes funding to local education authorities (LEAs) to carry out work authorized in other federal programs.

Funding for alternate certification includes Transition to Teaching, a DoE initiative to support alternate certification. The Adjunct Teacher Corps: Bringing Real World Experience into the Classroom encourages math, science, and foreign language professionals to teach at the secondary school level. Troops to Teachers is a U.S. Department of Education and Department of Defense program that helps eligible military personnel begin new careers as teachers in public schools where their skills, knowledge, and experience are most needed.

CFDA 84.286 Ready to Teach has funding for innovative programs to improve teaching in core curriculum areas and support innovative educational
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and instructional video programming. CFDA 84.283B, Office of School Support and Technology Programs, is designed to provide grants to help low-performing schools close achievement gaps.

CFDA 84.336 is targeted at programs for improving teacher preparation and teacher recruitment, which might be structured to include induction, but only a few states have remaining eligibility. The U.S. Department of Commerce has funding under the Workforce Investment Act, which has been used by some districts to support induction in poor high-need communities.

Other special programs exist, such as those for English-Language Learners, Native Americans, technology, and so on, all of which can be considered as you design a program that will meet the needs of your program and also match the specifications of funding programs. There is ongoing federal interest in funding specific content areas, such as math and science. Such resources could help address the needs of one or more mentors in these fields within a district.

Do not anticipate that a program will be supported by a single source. Rather, expect to cobble together a variety of resources to arrive at a solution. As you read through the purpose and eligibility requirements, review the current funding status and determine when the program is scheduled to sunset, to be sure that such a program will still be available when you need it.

Federal funds are also available to states in the form of categorical funds given to the states as block grants. Again, use of such resources vary by state, but it is important to explore and understand priorities for such funds in your state and to identify and exploit funding windows of opportunity.

State Funds States, too, often have funds available for objectives such as professional development and reducing class size. These may be made available systematically or may require a proposal to be made with an outline of a program included. Again, local funds may allow for some forms of induction, although the problem is often that the district is required to make trade-offs between programs that are important to different constituencies.

Other Resources There are also other possibilities for creative approaches. In some instances, districts have partnered with local university education departments to smooth the transition from preservice to inservice, and these partnerships can be effective in obtaining grant funding. In other instances, local foundations have been willing to fund a pilot program in induction or to fund a portion of induction on an ongoing basis. You might also consider contacting local corporations, which can be helpful in supporting the program, either with materials such as computers, with meeting space, or with other resources.

You might also want to explore online resources. In California, districts are putting their professional development courses, designed to meet state legislative requirements, online so the district makes a token fee and other
districts can benefit from the work they have done. In addition, there are programs such as the one through the National Science Foundation (NSF) and the National Science Teachers’ Association designed to support new math and science teachers online.

**Developing a Plan**

Having reviewed and considered the aspects of induction, the next step is to reconsider and document your program. In each aspect of the program, take into account, and specify, your objective(s).

Then you must revisit each section to specify what the next steps are to reach those objectives, who will be responsible for taking those next steps, and to set a target date when those tasks will be completed. It may be helpful to map out a timeline, which will reflect any tasks that need to precede other projects and any tasks where individuals have overlapping responsibilities that will impact the completion date. As in any project, it is helpful to build in contingency time for unforeseen circumstances and to identify a person or group that will shepherd the project as it evolves. You can also define milestones, where the group will stop, reevaluate progress, and identify opportunities to be more effective.

Your plan should include consideration of the following:

1. **Program Design and Goals**
   - What sort of induction program do we want to create?
   - What impact do we seek?
   - Who is responsible for what?
   - How are we ensuring our program impacts student outcomes?
   - What professional norms do we intend to establish?

2. **Program Administration**
   - Who is responsible for administering the program?
   - What additional linkages can support our induction program?
   - How can we build strong ongoing stakeholder support?
   - What kind of organizational meetings will we need, with what frequency, and when?

3. **Funding**
   - What are our funding sources?
   - How can we build a sustainable budgetary infrastructure?
   - What linkages will support this infrastructure?

4. **Mentor Selection**
   - How will we recruit and select mentors?
   - What are our selection criteria?
   - Who are our potential mentors?
   - What sort of mentor model do we want to create?
   - What coordination with unions or others will be required?
5. **Mentor Role**
   - How will our mentors work with beginning teachers?
   - What structures/resources can support the mentors?
   - What will be the mentor caseload?
   - How will mentors meet individual teachers’ needs?
   - How will mentors be held accountable for their work?

6. **Mentor Development**
   - How will we support our mentors?
   - What do our mentors need to know and be able to do?
   - What sort of professional development will we offer our mentors?
   - Who will offer ongoing professional development for mentors?

7. **Beginning Teacher Participation**
   - How will beginning teachers be solicited and selected for participation?
   - What structures will help differentiate support in response to beginning teachers’ varying needs?
   - How will beginning teachers be held accountable?

8. **Beginning Teacher Professional Development**
   - What sort of professional development will we offer our beginning teachers?
   - What will our orientation include? When will it occur?
   - How will we build beginning teacher commitment to the program?
   - What role can an institute for higher education play?

9. **Equitable Student Learning**
   - How will we support mentors and new teachers’ focus on equitable student learning?
   - What does closing the achievement gap mean in our context?
   - What are key strategies/approaches for novice teachers?
   - How can we build mentor and supervisor capacity around issues of equity?

10. **Formative Assessment**
    - How will mentors assess beginning teachers so they provide the most appropriate support?
    - What tools and structures will we use?
    - How will we support our mentors and beginning teachers in using these tools effectively?
    - How might formative assessment tools be used in preservice?

11. **Program Evaluation**
    - What outcomes do we hope to achieve?
    - How and how often will we measure our progress?
    - What data and documentation can support our program review?
    - What help or guidance do we need?
    - Who will oversee program evaluation?
12. *Preservice*
How will we link induction practices with preservice?
How will we support this alignment?
What institution of higher education resources, policies, or practices support these efforts?

**Conclusion: A New Dimension of Teaching**

Experience has shown that mentoring has an immediate and practical effect on the professional lives of new teachers and their students. Quality induction programs result in greater teacher retention, breaking the cycle of attrition, which in turn saves money for school districts and ensures that teacher shortages do not dictate hiring policy. These benefits are felt most in those school districts most affected by attrition where students come from a background of poverty and cultural or linguistic diversity. These are the districts with the highest turnover and the greatest replacement costs; these are also the districts where participants in programs offering alternative routes to teacher certification are needed.

Mentoring can also have a profound effect on our system of education, not only fostering the practice of the novice but also transforming the careers of exemplary veteran teachers. Mentors often find themselves revitalized by the experience of passing their knowledge on to a new generation of teachers. Some mentors return to the classroom after a few years and discover that they have gained a broader perspective on teaching and learning. Many become “teacher leaders” in their schools, using the mentoring skills they have learned in an informal capacity to foster the work of their colleagues and departments, continuing to nurture this professional growth in their local community of educators. Other mentors go on to administrative positions using their newly learned leadership skills to become successful principals and administrators. Those who enter administration take with them both a well-rounded understanding of new teacher needs and hands-on experience with professional development.

All these benefits reflect the fact that mentoring transforms the teaching profession from an atmosphere of isolation and high turnover to one of collaboration, continuity, and community. Learning to teach continues well beyond training and preservice and becomes a process that extends across an entire career. Mentoring cultivates productive interaction among generations of teachers, creating an environment in which experience is valued, creativity rewarded, and professional satisfaction is nurtured.

A quality induction system can sustain and nourish that initial enthusiasm the new teacher brings on his or her first day. It can also serve to reinvigorate veteran teachers, foster development of teacher leaders, improve student
achievement, and impact the ongoing approach to continuous improvement within the entire school.

**Useful Links**

U.S. Department of Education frequently asked questions (FAQs) and current grant programs, including information on current programs, programs that are forecast to be funded, and other government programs, are linked from the following page:


To receive updates on DoE programs go to


Information on Transition to Teaching funding is available at


For Adjunct Teacher Corps: Bringing Real World Experience into the Classroom, visit


**References**


