Choose a job you love, and you will never have to work a day in your life.

— Confucius
Sources and Notes for Chapter 5


5. Futrell, Mary, Dean of the Graduate School of Education. George Washington University.


If this can happen in one school district, it can happen in yours and thousands of others. This is truly not rocket science. Nor is it a mystery. What is mysterious is that we continue to do what doesn’t work.¹

For systematic training and support to occur, the Project on the Next Generation of Teachers at the Harvard Graduate School of Education says what is needed is sustained School-Based Professional Development. They state:

The questions and uncertainty that new teachers bring to school require far more than an orientation meeting, a mentor in the building, and a written copy of the school’s discipline policy.

What new teachers want in their induction is experienced colleagues who will take their daily dilemmas seriously, watch them teach and provide feedback, help them develop instructional strategies, model skilled teaching, and share insights about students’ work and lives.

Therefore, what new teachers need is sustained, school-based professional development guided by expert colleagues, responsive to their teaching, and continuous throughout their early years in the classroom.

Principals and teacher leaders have the largest roles to play in fostering such experiences.²

We know that inadequately prepared, poorly supported teachers leave the profession at staggering rates. The reason is obvious: lack of training, lack of support, and lack of success. We know that well-prepared, supported teachers remain in teaching and enjoy rewarding, successful careers, making a positive impact on the lives of countless children.

There is a need for a structured, systematic, sustained instructional training system for beginning teachers in order to help them become effective professionals.

New teachers who are trained and supported are less likely to leave the profession than those who are left to fend for themselves.

— Elmo Broussard
Superintendent
Lafourche Parish Public Schools
Thibodaux, Louisiana

Our new teachers became more successful and they were all coming back the following year. This had never happened until we implemented an induction program.
We know that highly successful schools and school districts are successful because they TRAIN, SUPPORT, and RETAIN the most effective teachers. The first and most important step they take is to provide a structured induction program for their new teachers.

The Induction Process

Although induction programs differ because they cater to the unique cultures and communities they serve, all have some commonalities. They all teach the following:

- Effective classroom management procedures and routines
- Effective instructional practices
- Sensitivity to and understanding of the school community
- Lifelong learning and professional growth
- Unity and teamwork among the entire learning community

The primary focus of the induction process is on instructing teachers in techniques that will help them to help their students be successful. Thus classroom management and instruction take center stage.

The focus is on training and the major role of the trainers is to immerse new teachers in a district’s culture and to unite them with everyone in the district to form a cohesive, supportive instructional team. New teachers quickly become a part of the district “family.”

A major feature of the induction process is the use of demonstration classrooms in appropriate grade levels or subject areas. A master teacher, many times one of the mentor teachers, simulates the way a classroom should be arranged and managed for the first day of school. The new teachers invariably sit in awe as they learn firsthand, from the experts, how to start school successfully.

At the end of the induction week, there is usually an awards ceremony and a civic function where all the new teachers receive certificates along with welcome packages from community supporters. Because the induction process stresses lifelong learning, the best new teacher induction programs continue for several years.

The Port Huron Program—Typical Yet Elegantly Effective

The New Teacher Induction Program in Port Huron, Michigan, has been in existence for 10 years. It is a basic yet elegantly effective program because it does its job uncommonly well, which is what all new teachers want. New teachers do not want fads; they want solutions. Training new teachers is not brain surgery. It’s actually quite “doable.” Just do it!

The director of the Port Huron program during all of these years has been Cathy Lozen, and she says,

One-shot staff development meetings do not work. We wanted a sustained program, one where we could keep new teachers close to us for a year, nurture them, and take them step-by-step through the year—and beyond. Then they’d have a really solid foundation about the district, about teaching, and about our expectations. We’re kind of a “no-excuses” district; the job of the teacher is to help all students succeed.

The culture of a school district is transmitted during the induction process.
Many new teachers receive little more than a quick orientation on school policies and procedures before they begin teaching. And there is often no time in the day—or week, for that matter—allotted for sitting down with colleagues to discuss pedagogical methods, daily dilemmas such as time and classroom management, and coping strategies. Worse yet, new teachers never see another classroom.

“I never sat in anyone else’s classroom even once,” laments first-year teacher Gail A. Saborio of Wakefield, Rhode Island. “Mine is the only teaching style I know. I felt that sometimes I was reinventing the wheel.”

In demonstration classrooms, new teachers see firsthand what organization is needed for an effective school year.
Their actions back their philosophy. To start, they have a four-day orientation with the following components:

Day 1
- New teachers enjoy a welcome breakfast with balloons, flowers, and gifts. This is mostly a day to get acquainted with key staff members.
- A resource notebook is provided for each teacher.
- The district hosts a bus tour for the new teachers with a stop at one of the middle schools and tours of three demonstration classrooms.

Day 2
- The teachers receive *The First Days of School* along with instruction on classroom management and the importance of classroom procedures, rules, and routines.

Day 3
- Trainers continue the instruction and then lead a “hot topics” discussion of some of the issues that teachers might encounter in the local schools.

Day 4
- New teachers visit demonstration classrooms. Selected teachers at appropriate grade levels and in appropriate subject areas share their reasoning for certain classroom arrangements.

The four-day training concludes with a discussion of professionalism, professional attire, making a good impression, and the importance of calling parents with positive news. Each teacher is awarded a certificate, a mug, and a “teacher start-up kit” in a tote bag filled with bulletin board borders, letters, a chalk holder, notepads with an apple design, and posters on which classroom procedures can be written. Cathy Lozen reports, “The seminar ends with an emotional ‘pep talk,’ which really makes you proud of who you are and what career you’ve chosen.”

Port Huron’s training and nurturing do not stop after the initial pre–school year four-day training. “Support teachers” are provided and “special-topic seminars” are held monthly during the school year.

A favorable aspect of the Port Huron program is that it was developed in conjunction with the Port Huron Education Association, the area teachers’ union. The involvement of the education association with the administration is beneficial for students, colleagues, and administrators. “We model teamwork as a way of achieving mutually desired goals,” says Lozen.

At the end of one of the four-day, pre–school year workshops, Lozen returned to her office to find flowers from all the participants and a card thanking those responsible for the workshop. The card read,

“We now feel like welcomed members of the Port Huron family.”

Lozen says, “We had become a cohesive and caring group in four days. We all bonded and our district is truly better for it. What a feeling!”

In contrast to the many new teachers who feel helpless and alone, there are no novice teachers working in isolation or unsupported in Port Huron. (See the example of Helga under “She Left as Abruptly as She Came,” page 13.) Through its investment in an induction program, Port Huron has reaped unforeseen benefits that have exceeded the expectations of all involved. The district was able to change its culture in about five years. For information contact

Cathy Lozen
Port Huron Area Schools
1925 Lapeer Avenue
Port Huron, MI 48060
Induction and Culture

Induction brings order and vision to a very valuable process. Mentoring does not.

- Mentoring benefits the individual.
- Induction benefits the group by bringing people together.

An induction program acculturates each new teacher who joins the district “family” so that the culture of the district is continuously nourished. Teachers stay with such a school district because they are part of a common culture where everyone is working toward the same goals.

You MUST Have a Culture

We need to understand that we all have a common agenda. That agenda focuses on a system-wide plan to guarantee that every child will have the optimum opportunity to learn and to be successful. So the school board, the central administrators, the teacher educators, the students who are preparing to be teachers, and classroom teachers must work together to develop programs and strategies that improve the quality of teaching.

Their Culture—It’s Huge

Southwest Airlines is the only airline that has consistently made money. How does Southwest succeed when others fail? They have a huge competitive advantage. It is the company’s culture, an esprit de corps, that is central to its success. Competitors can buy all of the same physical things. But the things they cannot buy are dedication, devotion, and loyalty, which promote the feeling of participating in a worthwhile cause or crusade.

Once hired, employees go through rigorous people-skills courses at the University for People, Southwest’s training center in Dallas. To protect Southwest’s tradition out in the field, the company has set up “culture committees” at each of its airports. These committees are responsible for ensuring that each site carries on the spirit of Southwest. This is what Southwest is about, their culture—it’s huge!
Results of an Effective Induction Program

Mentors Don’t Align—Induction Aligns

Unaligned teams produce very little; whereas “alignment” is the necessary condition for effective teaming.
Team learning is the process of aligning the capacity of a team to create the results its members truly desire.6

The ultimate purpose of an effective induction program is student achievement. On student achievement we can look at two books written by Mike Schmoker. The first book, Results: The Key to Continuous School Improvement, reports that three characteristics exemplify continuous school improvement:

• Ensuring meaningful teamwork
• Setting clear, measurable goals
• Regularly collecting and analyzing performance data7

In his second book, The RESULTS Fieldbook: Practical Strategies from Dramatically Improved Schools, he shares the “eminently replicable and adaptable” core practices of five school districts that have produced short- and long-term, measurable achievement results.8

“A rapidly growing number of schools have made a momentous discovery: When teachers regularly and COLLABORATIVELY review assessment data for the purpose of improving practices to reach measurable achievement goals, something magical happens,” says Schmoker. And that magic is student achievement.

How? By having people working collaboratively as a team.

Schmoker further says, “Cultivating and capturing teacher expertise is one of the most grossly underused assets in education.” Accordingly, he dedicates his book “to the day when we regard TEACHERS and their organized expertise as the center of school improvement.”

The staffs of the five school districts he profiles have three common characteristics:

1. They are goal-oriented.
2. They function in data-driven collaboration.
3. They conduct ongoing assessment.

For this to happen, mentoring ALONE will not produce the desired results. Mentoring is concerned with supporting an individual teacher. Induction is a group process, one that organizes the expertise of educators. When you have a collaborative culture, people will climb mountains, move mountains, and do whatever it takes—for the sake of the students.

Mentoring is caring for an individual, whereas induction is caring for the group. Teaming mentoring with the induction process will yield student achievement.

When Teachers Work as Teams

The Consortium on Chicago School Research found that in schools where teachers worked as teams, students were taught math above their grade level. In schools where teachers worked alone, instruction lagged behind. In these schools eighth-grade math teachers typically taught math at a fifth-grade level.9
Three Highly Effective Induction Programs

In this section we will take a detailed look at several school districts that provide exemplary induction programs for new teachers in rural, suburban, and urban settings. Though each program is tailored to meet the unique needs of its population, all possess the basic components and structure common to successful induction programs.

Framework for Inducting, Retaining, and Supporting Teachers (FIRST)
Lafourche Parish Public Schools

Program Goals
The Lafourche Parish Public Schools with its central office in Thibodaux, Louisiana, has instituted the Framework for Inducting, Retaining, and Supporting Teachers (FIRST) program. The primary purpose of the program is to improve student achievement. To accomplish this, the FIRST program has the three main goals:

- Reducing the intensity of the transition into teaching
- Improving teacher effectiveness
- Increasing the retention rate of highly qualified teachers in the school district

Inception of the FIRST Program
When the program was originally being developed, the Lafourche Parish schools researched some of the most successful induction programs and used these programs as models. In doing so, they looked first to what has been called the “mother of all induction programs,” that of the Flowing Wells School District in Tucson, Arizona. (See further on in this chapter on page 86.)

A Cooperative Effort
Lafourche attributes much of the success of its FIRST program to the combined efforts of the following people: teachers, students, and administrators in all of its 27 schools, central office administrators, curriculum coordinators, site-based instructional facilitators, parents, school board members, community members, and the faculty members of the education department at Nicholls State University, who work closely and collaboratively with the school system to ensure top-quality preservice teacher preparation.

The program goals are posted for all new teachers to see during their training.
Program Description

Lafourche typically hires between 40 and 60 first-time teachers in August to fill positions in its 27 schools. The highly acclaimed success of its induction program has become one of the district’s main attractions for new teachers. The program consists of three years of ongoing training and support. It commences with a highly structured four-day training session for all new teachers in early August, before school begins. New teachers receive stipends to attend. Even though participation is voluntary, 99 percent of new teachers participate eagerly.

On the first day, new teachers are greeted and welcomed by the superintendent, the assistant superintendent, supervisors, principals, coordinators, school board members, and experienced teachers. Welcome banners adorn the training arena, and refreshments are served. Each participant’s picture is taken and placed on a map of the district next to the school where that participant will be teaching. The new teachers are seated in cooperative groups and they immediately begin their first “bellwork” assignment, which allows everyone to get to know one another.

The superintendent officially welcomes everyone, sharing the district’s philosophy, goals, and culture. The three curriculum coordinators are the main presenters throughout the four days. Other presenters include a Title 1 coordinator, a special education coordinator, a principal, experienced teachers, and a second-year teacher.

Elmo Broussard, superintendent, welcomes the new teachers to the school system.
I am a new teacher in Thibodaux, Louisiana... Upon signing my contract, I am invited to participate in the FIRST program, a three-year journey toward effective teaching. I attend a four-day training in early August. On Day 1 we are welcomed by administrators, school board members, coordinators, principals, and experienced teachers. There are refreshments, handshakes, welcome banners, cameras flashing, and an overall atmosphere of people who are happy to have us as members of their organization.

We immediately get started with “bellwork,” an assignment that we will receive each morning as we arrive. The atmosphere is that of a “model classroom,” where we are the students and the induction team members are our teachers. They model exactly what we need to do during our first days and weeks of school.

The superintendent and the induction team introduce themselves. Everyone is smiling, everyone is expressing confidence in our future success as teachers, everyone shares a common philosophy, and I begin to understand what is meant by a “shared culture” of beliefs that must guide any successful school district. We are assured that the next four days will help alleviate our fears, answer many of our questions, and provide the basic tools we need in order to become effective classroom teachers. I like this place already!

The four days are highly structured; the pace is steady; the environment is very positive and work-oriented. We are actively involved in all lessons. Though classroom management remains the focus, we also learn about district policies and procedures, positive discipline, lesson planning, instructional strategies, students with special needs, and more. On Day 3 a second-year teacher talks to us about first-year experiences and the value of induction. It helps to hear from someone who was in our shoes just one year ago. On Day 4 soft music echoes in the distance as we all stand together listening to a poem titled “I Am a Teacher.” There are very few dry eyes in the room as we receive certificates of achievement along with hugs and well-wishes from our “teachers.” Next, we are treated to a luncheon, where we meet mentor teachers, principals, school board members, and more of the administrative staff. Following lunch, we visit demonstration classrooms, where the district’s most successful veteran teachers show us how they have prepared for the first day of school.

I head for home, much more confident than I was just four short days ago. With so many people helping to ease my transition into teaching, I am confident that I will become a well-trained, highly effective, and successful classroom teacher. And the children I teach will be the ultimate winners.
Each participant receives a copy of *The First Days of School* along with a new teacher binder that includes the following:

- A letter of welcome from the superintendent
- The district’s philosophy and mission statements
- Staff and faculty rosters for each school
- A place for posting daily schedules and duty schedules
- A guide for developing a classroom management plan
- A place for posting classroom or schoolwide discipline plans
- Checklists of things that must be in place before school begins
- Sheets for recording individual student data
- Interest inventories for students
- Tips on parent communication and teacher-parent relations
- Tips on classroom management
- A “success journal” for teachers’ daily classroom experiences

The atmosphere is comfortable, pleasant, and work-oriented. The setting replicates a model classroom. The curriculum coordinators are the “teachers” and the new teachers become the “students.” Participants remain actively involved in all lessons. Procedures and routines are immediately established, modeled, and practiced in order to set the stage for a well-managed classroom.

**Day 1** focuses on classroom management and local policies and procedures.

**Days 2 and 3** address the first days of school, discipline, instructional strategies, assessment techniques, working with parents, and meeting individual learner needs. Though a variety of topics are addressed during the four days, the primary focus remains on **classroom management**.

On **Day 3** a second-year teacher talks to the new teachers about the value of the induction process.

This teacher entertains questions from the inductees and shares personal first-year experiences.

On **Day 4**, after a general review, there is an awards ceremony, where new teachers receive certificates of achievement for completion of the initial phase of the induction process. A luncheon follows, where new teachers meet mentor teachers, principals, school board members, and administrative staff members. On the afternoon of Day 4, the new teachers visit demonstration classrooms specific to their grade levels and receive advice and instruction from some of the district’s most successful veteran teachers.

In January the school district hires between 30 and 40 more first-time teachers. For those new teachers hired in January, a “streamlined” two-day initial induction session is conducted.

**Mentor Teachers**

At each school site new teachers are paired with mentor teachers, who offer guidance and assistance during the first two years of teaching. Mentor teachers are paid for their services. The mentoring component is state-funded. The new teacher’s particular needs, grade level, and assignment, as well as the location of the new teacher’s classroom, are all considered in matching mentors with new teachers. These mentor teachers, selected for their excellence in teaching, receive three days of intensive training conducted by the curriculum coordinators and they continue to receive ongoing training throughout their tenure. They remain classroom teachers but receive release time to work with the new teachers.

The mentor teachers work collaboratively with the district curriculum coordinators and site-based instructional facilitators in conducting informal observations of the newly-hired teachers. These observations are not used for evaluation; the intent is to provide new teachers with specific, immediate,
nonthreatening feedback on their teaching performance. Individual improvement plans are developed in order to enhance each new teacher's present skills.

**Instructional Facilitators**

Lafourche has instructional facilitators in each of their K–8 schools. They hand-select their most effective teachers to spend their days in classrooms conducting demonstration lessons, observing and providing feedback, assisting teachers in setting up classroom management plans, and lending their ears, shoulders, and expertise to new teachers. It’s so much more effective than their mentoring component—not because the mentors aren’t doing excellent jobs, but because they have their own classrooms and can’t always provide immediate assistance and feedback. These facilitators are in the classrooms daily, reinforcing all of the things taught to the new teachers during induction.

The instructional facilitators receive training from the school system. Lafourche also conducts monthly support group meetings for them and the facilitators in turn, go back and host monthly meetings for the new teachers and provide ongoing training for their entire staffs.

**Additional Resources**

Another component of the induction process involves monthly district-level new teacher support group meetings. During these meetings new teachers share their experiences, voice concerns, and cooperatively seek solutions to problems. The curriculum coordinators facilitate these meetings.

New teachers are also required to participate in the Louisiana Teacher Assistance and Assessment Program, with formal observations determining certification decisions. All teachers participating in this program receive two additional days of training in September on the Louisiana Components of Effective Teaching. The FIRST program has recently been adopted as a statewide induction model, as induction has become an integral component of the state’s assistance and assessment program. The new statewide program is now known as “Louisiana FIRST.”

**In April** new teachers return for a one-day induction review. On this day new teachers address ongoing concerns, share first-year teaching experiences, and receive additional training.

During the second and third years of the induction process, the curriculum coordinators and instructional facilitators continue to work closely with the new teachers. Classroom observations are ongoing. In addition, second- and third-year teachers attend four half-day sessions to receive further training in classroom management, authentic assessment, the Louisiana Components of Effective Teaching, high-stakes testing, instructional strategies, positive discipline techniques, and instructional decision making. During one segment of each session, participants pose questions, voice concerns, seek solutions to common classroom problems, and share personal classroom experiences. Again, participants are paid stipends to attend. Second- and third-year teachers also have the option of participating in monthly support group meetings.

Another means of support for the new teachers is the Prescriptive Inservice Program. The program consists of successful veteran teachers providing monthly inservice training for participants and conducting ongoing, informal prescriptive observations with feedback. Participation is voluntary and any teacher requiring additional support may participate.
Role of the Principal

At each school site the role of the principal in the induction process is an important one. To ensure consistency between what is promoted during the initial induction training and what will be promoted in the schools, principals receive awareness training before the actual induction process begins. At each school the principal provides orientation, support, encouragement, and guidance for the new teachers, along with opportunities for ongoing assistance and staff development.

During the initial induction training in early August, one of the principals provides some of the actual training. New teachers hear—from a principal’s viewpoint—what will be expected of them regarding professional attire, attitude, responsibilities, and professionalism in general.

Program Results

Data collected since 1993 indicate a dramatic decrease in the rate of new teacher attrition in the Lafourche Parish school system. Just a few short years ago, the Lafourche Parish school system had a vision. The goal: to implement an induction program that would ease the way for new teachers by providing ongoing training and support. The results: overwhelming enthusiasm on the part of new teachers, mentors, administrators, school board members, and the community, a drastic decrease in new teacher attrition rates, and a culture of more confident, competent, qualified new teachers influencing the lives of thousands of students.

And all within a budget of $50,000 a year. Compare this investment with “The Costs of Low Retention” in Chapter 1, page 6. This a small price to pay for an endeavor on which no dollar amount could possibly be placed: the children, our future.

For information on the Lafourche Parish Public Schools’ FIRST program, contact

Annette Breaux,
Curriculum Coordinator
Lafourche Parish Public Schools
110 Bowie Road
Thibodaux, LA  70301

- From 1993 to 1996, and before, the Lafourche Parish school system typically experienced a 51 percent rate of attrition.
- In 1996, when an induction program was installed, the attrition rate dropped to 15 percent.
- Today it hovers around 7 percent.
**FIRST is so successful** that Louisiana has adopted it as a statewide model for all school systems.

One can’t argue with their success and the Lafourche schools have made some tremendous strides. Since implementing an induction program, their attrition rate has dropped an astounding 80 percent!

Located in Tucson, Arizona, Flowing Wells is a small suburban school district that achieves big results. Though not a wealthy community (over 50 percent of the students are eligible for free or reduced-rate lunches), Flowing Wells gives education top priority. Achievement scores are well above the national average, and seven of the district’s eight schools have received national academic recognition awards. The **Flowing Wells Teacher Induction Program for Success** was one of the first of its kind in the United States and, since its inception in 1985, has continued to receive national recognition as an exemplary staff development program.

**Program Goals**

TIPS is designed to transmit the district and community culture. The major goals of this program are to build a sense of culture and to articulate the district’s mission and philosophy. It involves a structured training program for all teachers new to the district. This training provides not merely an orientation to the district’s organizational pattern, but also a framework of the district’s vision for student learning and success.
Program Description

In Flowing Wells it is difficult to determine where one aspect of professional development ends and another begins. The transition is that smooth. Professional development is ongoing and careerlong, with training that is very specific to the stages of teacher growth. Therefore, induction has no clear-cut timelines. New teachers are inducted during their initial years in teaching and the training and support simply meld into ongoing careerlong professional development. This is the way induction should be and it is one of the main reasons that Flowing Wells is one of the most effective school districts in the United States.

TIPS begins with four days of intensive training in early August before the school year begins. Participation is mandatory for first-time teachers, and extra days are added to their contracts so that they can participate in induction. On the morning of Day 1, new teachers are greeted by the induction team, the superintendent, and members of the supervisory staff. The feelings of teamwork and collegial support are immediately evident as the new “team members” are welcomed aboard. Refreshments are served, pictures are taken, new teachers are organized into cooperative groups, and the instruction begins. The setting is that of a model classroom, with the induction team representing the teachers and the new teachers representing the students.

The focus for the next four days is on classroom management and instructional strategies. No time is wasted as new teachers delve into instructional practice and learn on Day 1 how to introduce a lesson, how to teach objectives, and how to engage their students in active participation. Procedures and routines for the induction classroom are established, modeled, and practiced from the very beginning. Materials provided to new teachers include the following:

- A copy of *The First Days of School*[^13]
- A letter of welcome from the superintendent
- A copy of the district’s mission and goals
- Information on each of the schools in Flowing Wells
- Information on “what induction looks like” throughout the first year of teaching and beyond
- Information on the Flowing Wells ongoing career development program
- Classroom management tips
- A glossary of education terms
- Sample first-day checklists

Day 2 continues with instructional practices. New teachers, in their cooperative groups, actually write instructional objectives and plan sample lessons.

On Day 3 new teachers learn about insurance, health care, the culture of the Flowing Wells School District, and the unique needs of the population. They view a video titled *The Flowing Wells Community in Action*. Then, new teachers board a bus with the superintendent for a guided tour of the Flowing Wells community. A luncheon is sponsored by the Flowing Wells Education Association. That afternoon new teachers report to their respective schools for planning time with principals. Curriculum, texts, and school procedures are discussed.

On Day 4 the instruction shifts to classroom

Teachers work together to hone their skills.
management. New teachers learn the importance of structured bellwork, routines, procedures, and more, including a segment on the importance of professional attire. They also learn to formulate effective discipline plans with clearly stated rules and consequences. For this segment of the training, new teachers view parts of The Effective Teacher video series.

Next, the new teachers visit the classrooms of some of the district’s master teachers in elementary, junior high, and high schools. These master teachers have their rooms ready for the first day of school and new teachers tour the classrooms and receive instruction from the veterans on “how it’s done.” Finally, on the afternoon of Day 4, the new teachers report to their own classrooms to begin first-day preparations.

Of course, this is not the end of induction. Three days of further training in instructional strategies and classroom management are scheduled throughout the school year. The final seminar in March includes an awards ceremony, where the superintendent presents new teachers with framed certificates.

Throughout the year the staff development coordinator serves as a “mentor” to all new teachers, observing each new teacher five times. The purpose of these observations is to help the new teachers focus on strengths, weaknesses, and professional development. Also, each school site has a volunteer site coordinator who meets bimonthly with new teachers to offer support.

During a teacher’s second year with the Flowing Wells School District, instructional coordinators mentor the new teachers. These coordinators are master teachers who receive stipends and release time in order to work with the teachers they are mentoring. Instructional strategies, professional skills, classroom management techniques, assessment techniques, and policies and procedures receive continued emphasis.

In the third and fourth years, teachers receive advanced training in instructional strategies, cooperative learning, higher-level thinking, and more. Instructional coordinators continue to observe and support these teachers.

Again, the staff development program in Flowing Wells is careerlong. There are five levels of career development progressing from “novice” (first-year teachers), to “advanced beginner” (second-year teachers), to “competent” (third- through fifth-year teachers), to “proficient,” to “expert.” (A chart showing the five-year program is in the References section, page 173.) At each level there is structured training, along with formative and summative observations and evaluations. In Flowing Wells there’s something for everyone at all levels of teaching and professional growth.

Induction Training Seminar

Each year, Flowing Wells holds a two-day national induction training seminar for educators interested in learning how to implement an induction program. Topics and activities include, among other things, the following:

- A simulation of the first day of induction
- Sessions with the superintendent, supervisors, and principals
- School visits
- Sessions with mentor teachers
- Sessions with first-year teachers
- Training with the staff development coordinator
- A training manual
**Program Results**

The success of TIPS sends a clear message to any school district interested in training, supporting, and retaining highly qualified teachers: **Induction is a MUST!**

The following program outcomes of TIPS are typical of any school district implementing structured induction:

- Reduced anxiety for first-year teachers
- A higher-quality teaching force
- A reduced attrition rate for new teachers
- Increased student achievement
- A common culture throughout the district
- A common mission and set of goals
- A common professional dialogue among teachers, support staff, and the community
- A willingness to participate in careerlong staff development

For information on TIPS contact

Susie Heintz, Staff Development Coordinator
Flowing Wells School District
1556 West Prince Road
Tucson, AZ 85705

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**Numbers and Definitions**

Richard Ingersoll, leading authority on teacher turnover, reports that teacher turnover is due to two factors:

- **Attrition**—teachers who leave the occupation of teaching altogether
- **Migration**—teachers who move to teaching jobs in other schools

Teacher migration does not change the overall supply of teachers as retirement and career changes do. Migration does not contribute to teacher shortages.

The most recent attrition data based on surveys conducted by the National Center for Education Statistics shows 11 percent of teachers leave in their first year of teaching. This data is from 1996. At press time, the 1999-2000 data had not been released.

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Professional Educator Induction Program
Prince George’s County Public Schools

If you think induction programs are only feasible for smaller rural and suburban school districts, think again. The Prince George’s County public school system, bordering Washington, DC, is the largest K–12 school district in the state of Maryland and the nineteenth largest school district in the United States. It includes 183 schools with 137,000 students. Between 1,000 and 1,500 new teachers are hired annually, and all are inducted.

Both the student and teaching populations are extremely diverse and highly mobile and, historically, attrition rates have been high. Therefore, in 1998, as part of its efforts to better train, support, and retain new teachers in order to increase student achievement, Prince George’s County Public Schools implemented the Professional Educator Induction Program. Prior to this, teachers new to the school district received only basic orientation.

Program Goals

The primary mission of the Professional Educator Induction Program is to facilitate teachers’ professional development during their two-year induction period. As a result of this process, new teachers can better promote student achievement in a culturally diverse environment by successfully implementing the goals, objectives, policies, procedures, and research-based best practices required by the school system. The assistance this program provides helps ensure the development of a community of learners committed to remaining in the district as professional educators.

These are the goals of the program:

• To provide new teachers with an introduction to the curriculum and instructional program for which they are responsible
• To assist new teachers with lesson planning
• To assist new teachers in acquiring classroom organization and management skills
• To provide new teachers with an opportunity to build a network and support system

Program Description

There is evident support of the induction process from the superintendent, directors, supervisors, principals, mentors, classroom teachers, parents, students, and community leaders. All participate in welcoming the more than 1,000 new teachers as they enter the doors of Eleanor Roosevelt High School early on a Monday morning in August to begin four days of highly structured training.

On Day 1, upon entering the training site, new teachers sign in and receive a “welcome bag” including a wealth of information about Prince George’s County Public Schools, a copy of The First Days of School, various information on first-year teaching and classroom management, several welcome gifts, a resource binder, and more. The resource binder includes these items, among others:

• Mission and goals of the school district
• Highlights of key programs and initiatives
• Information on scope and sequence frameworks, curriculum materials, and support resources
• Summaries of policies and procedures
• Information on professional development opportunities
• Information on certification requirements
• Tips on classroom management and instructional delivery
• Tips on successful communication with parents
• Standards for Excellence in Teaching document
• Information on teacher observations and evaluations
• A copy of the school system's yearly calendar

After signing in and gathering materials, participants are treated to breakfast in the school's cafeteria. In the main hallway a variety of booths are set up to provide general information, along with information on special programs, the local credit union, the local teachers’ union, mentoring, and other issues that concern beginning teachers. Participants have access to these booths during morning registration, break times, and lunchtime.

Following registration and breakfast, new teachers enter the main auditorium, where they are greeted with music by the high school's string quartet. The director of staff development welcomes everyone, and an elementary student officially begins the general session by singing “The Wind Beneath My Wings,” dedicated to all the new teachers in Prince George’s County. New teachers then hear from one of the district's principals, who speaks about providing a positive environment for the urban learner. The principal’s foremost message is that every child is a vessel of untapped potential and that the most important job of the teacher is to find ways to nourish the seeds of strengths and talents that lie within each student.

During the opening general session, the staff development team members are introduced and the superintendent welcomes the new teachers to the district.

After receiving a general overview of the next four days, the new teachers are assigned to demonstration classrooms specific to their grade levels, content areas, or specialty areas. These classrooms are used as models of what the classroom should look like prior to students’ arrival on the first day of school. Here the new teachers spend the next two and a half days with instructional supervisors and some of the district’s most successful veteran teachers, receiving instruction on such topics as classroom management, instructional strategies, curriculum programs, lesson planning, and first-day procedures. Lunch is provided daily.

On Day 2 there is another brief general session. After a musical performance by the high school's choir, a local television instructional specialist shares his film following the progress of five new teachers through their first year of teaching. The video piece titled The First Year: A Teacher’s Odyssey captures the essence of what a new teacher typically experiences—the anticipation, the frustration, the workload, the questions, the successes, the occasional downfalls, and the daily reminders that theirs is the greatest job of all. Following the general session, the instructional program continues in the demonstration classrooms. This program continues through the afternoon of Day 3.

On the evenings of Days 2 and 3, new teachers have the option of participating in computer classes or visiting the “Make-N-Take Center,” where participants make bulletin boards and visuals for their classrooms. The department of staff development supplies this center with ideas and materials for duplication, creation, and classroom use. It is open to teachers throughout the year.

On the afternoon of Day 3, there is a general closing session, where new teachers evaluate the program, hear further words of encouragement, and view a slide show capturing the events of the week.

On Day 4 all new teachers meet by “clusters”—groups of high schools and their elementary and middle feeder schools. Here they receive further training from mentor teachers and instructional specialists before going on to their individual schools for a basic orientation.
In October new teachers participate in a fifth-day follow-up session, where they receive further support and training. For teachers hired after August, induction training is offered on several Saturdays throughout the school year.

The initial four-day induction session marks the beginning of a two-year commitment from the school district to provide ongoing training and support to all of its newly hired teachers.

Support Services for the New Professional

In Prince George’s County there are many services to assist the new professional:

- A comprehensive induction program including a series of intensive training workshops
- A formal mentor teacher program at 30 schools
- A voluntary teacher-coaching program at 18 schools
- A “buddy system” set up at individual schools, with assistance provided by one or more of the following: a fellow practitioner, the grade-level chairperson, the department chairperson, a teacher coordinator, a team leader, or the school administrator
- Networking classes as part of the certification process, taught by grade-level and content-area master teachers and dealing with specific concerns, instructional tasks, and other content-appropriate issues
- The professional library
- The instructional resource center
- The Make-N-Take Center
- Certification courses through area universities
- State-Approved Workshops—Modulated Experiences (SAW-ME) courses
- On-line professional development
- “At the Center” professional development programs

Program Results

The Professional Educator Induction Program has met with eager support and enthusiasm from administrators, mentor teachers, classroom teachers, students, parents, the community, and, of course, induction participants. The success of the induction process is evidenced by a higher retention rate of competent and confident new teachers committed to making a difference in the lives of the students they teach.

For more information about the Professional Educator Induction Program, contact

Antoinette Kellaher  
Supervisor of New Teacher Programs  
Prince George’s County Public Schools  
William Irwin Buck Staff Development Center  
3901 Woodhaven Lane  
Bowie, MD 20715

It is through an induction program that new teachers begin with an attitude of lifelong learning, of working collegially, and of being part of a family that cares for each other’s success. With this new culture firmly established it is realistic to believe that people in this profession will love it so much that they believe they are not coming to work each day!
## Comparison of Induction Programs

<table>
<thead>
<tr>
<th></th>
<th>Lafourche Parish Public Schools (Louisiana)</th>
<th>Flowing Wells School District (Arizona)</th>
<th>Prince George’s County Public Schools (Maryland)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of program</strong></td>
<td>Framework for Inducing, Retaining, and Supporting Teachers (FIRST)</td>
<td>Teacher Induction Program for Success (TIPS)</td>
<td>Professional Educator Induction Program (PEIP)</td>
</tr>
<tr>
<td><strong>Type of district</strong></td>
<td>Rural</td>
<td>Suburban</td>
<td>Urban</td>
</tr>
<tr>
<td><strong>Number of schools</strong></td>
<td>27</td>
<td>8</td>
<td>188</td>
</tr>
<tr>
<td><strong>Number of students</strong></td>
<td>16,000</td>
<td>6,500</td>
<td>137,000</td>
</tr>
<tr>
<td><strong>Age of program</strong></td>
<td>7 years</td>
<td>18 years</td>
<td>5 years&lt;sup&gt;A&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Approximate number of first-time teachers hired annually</strong></td>
<td>80</td>
<td>18</td>
<td>1,200</td>
</tr>
<tr>
<td><strong>Approximate number of newly hired teachers with experience</strong></td>
<td>35</td>
<td>14</td>
<td>600</td>
</tr>
<tr>
<td><strong>Yearly budget</strong></td>
<td>$50,000</td>
<td>$200,000 total staff development budget $120,000 for induction (Varies year-to-year depending on number of new teachers.)</td>
<td>$750,000 (Varies year to year, may fluctuate based on budget.)</td>
</tr>
<tr>
<td><strong>Funding sources</strong></td>
<td>District</td>
<td>District</td>
<td>District</td>
</tr>
<tr>
<td><strong>Duration of initial induction</strong></td>
<td>4 days in August</td>
<td>4 days in August for all, 1 additional day for High School teachers</td>
<td>6 days in August</td>
</tr>
<tr>
<td><strong>Total in-service days during first year</strong></td>
<td>7</td>
<td>4 full days after initial induction</td>
<td>7</td>
</tr>
</tbody>
</table>

<sup>A</sup>Current mandatory program in existence for 2 years was revised 4 years ago from a program first developed in 1992.
<table>
<thead>
<tr>
<th>Participants</th>
<th>Exemplary Induction Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Louisiana</strong> (continued)</td>
<td>First-time teachers (Experienced new teachers are inducted separately.)</td>
</tr>
<tr>
<td><strong>Arizona</strong> (continued)</td>
<td>Everyone new to the school district</td>
</tr>
<tr>
<td><strong>Maryland</strong> (continued)</td>
<td>Everyone new to the school district</td>
</tr>
<tr>
<td>Length of support for new teachers</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>4+ years</td>
</tr>
<tr>
<td></td>
<td>2 years</td>
</tr>
<tr>
<td>Primary focus</td>
<td>Classroom management and instructional strategies</td>
</tr>
<tr>
<td>Use of demonstration classrooms</td>
<td>Yes</td>
</tr>
<tr>
<td>Induction team</td>
<td>Coordinators, administrators, classroom teachers</td>
</tr>
<tr>
<td>Type of payment for induction</td>
<td>Stipends</td>
</tr>
<tr>
<td>participation</td>
<td>Extra days added to contract for all new teachers to the district.</td>
</tr>
<tr>
<td>Voluntary or mandatory participation</td>
<td>Voluntary (99 percent attendance)</td>
</tr>
<tr>
<td>in induction</td>
<td>Mandatory (100 percent attendance)</td>
</tr>
<tr>
<td>Mentoring component</td>
<td>Yes (state-funded)</td>
</tr>
<tr>
<td>Statewide assistance and assessment</td>
<td>Yes (district-funded + grant)</td>
</tr>
<tr>
<td>program</td>
<td>Yes (state and local-funding)</td>
</tr>
<tr>
<td>Most recent attrition rate of</td>
<td>7 percent</td>
</tr>
<tr>
<td>certified new teachers</td>
<td>11 percent                                     ^B</td>
</tr>
<tr>
<td>(those leaving the school district)</td>
<td>7.2 percent</td>
</tr>
</tbody>
</table>

\(^B\)Of the four teachers who left out of 34 (11 percent), two relocated to pursue additional education and two relocated for marital reasons. No one left because of dissatisfaction with teaching. Thus, the attrition rate could be considered zero.
Exemplary Induction Programs

Summary and Implementation

Planting the Seeds
Information We’ve Shared

- Successful induction programs stress effective classroom management, effective instructional practices, acculturation to the school community, lifelong learning, and teamwork.
- The primary goals of induction are: 1) reduce the intensity of the transition into teaching, 2) increase retention of highly qualified teachers, 3) improve teacher effectiveness, and most importantly, 4) improve student achievement.
- Lafourche’s FIRST program has been adopted as a statewide model.
- Flowing Wells offers an annual training seminar on how to implement a successful induction program.
- Prince George’s County hires 1200 new teachers a year and all are inducted.

Nurturing Growth
What You Can Do to Make a Difference

- Recognize that no matter the size of your district, it is easy to implement a successful induction program.
- Use the information from the programs featured in this chapter to create your own induction program.
- Don’t put induction off one more minute. Take a step. Begin it.

Reaping the Harvest
Benefits to Your School System

- Induction doesn’t cost money. It saves money.
- Induction training helps ensure reduced anxiety for new teachers, increased retention of a higher-quality teaching force, a shared culture throughout the district, and improved student achievement.