It’s a funny thing about life; if you refuse to accept anything but the best, you very often get it.

— Somerset Maugham
Sources and Notes for Chapter 6


15. Jack Raines is now the county’s Assistant Superintendent and can be contacted at the high school address.


17. Keiffer-Barone, Susan and Kathleen Ware. (May 2001). “Growing Great Teachers in Cincinnati,” Educational Leadership, pp. 56-59. Additional information can be obtained from Kathleen Ware, Cincinnati Public Schools, Education Center, P.O. Box 5381, Cincinnati, OH 45201.


Our induction program has proved to be one of our best investments. Every district should absolutely be doing it.

— Kathryn Robbins, Superintendent
Leyden High School District 212
Franklin Park, Illinois

Next to testing, the hottest issues in education today are the shortage of teachers and new teacher training. Go to www.educationnews.org each day and you will see this is true. The most effective schools and districts recognize these critical issues and do something about them—they induct, more than mentor, their new teachers. Their results are increased retention of more highly qualified, capable, competent new teachers. Kathryn Robbins is only one of many who willingly and proudly shares her districts’ induction successes.

This book has been very simple to write yet extremely difficult to finally produce. Examples of promising new induction programs appear daily. Thus we have not lacked for material in writing this book. The problem is that we constantly encounter new examples of induction programs with exciting improvements and new twists. Here are just a few examples:

- Clark County Schools of Nevada have a new teacher welcome center that assists teachers in securing car loans and finding housing or other needs.
- New Haven Unified Schools of California do most of their recruiting over the Internet.
- Blue Valley Schools of Kansas won the NEA-AFT Saturn/UAW Partnership Award for their program, which is a cooperative effort between the school district, the National Education Association, and the University of Kansas.
- Community Consolidated School District 15 of Illinois has a four-year induction program that prepares its teachers to apply for national board certification.
- When tiny Glades County, Florida, with less than 100 teachers, started a new teacher induction program, they invited the veteran teachers to attend, and almost all of them came.
- Jack Raines, a high school principal, started an induction program and saw his referral rate drop from 133 students to 2 after the first grading period.
- CalStateTEACH sends a mentor and college instructor to your school. House calls?
- North Carolina offers high school seniors a $26,000 college scholarship to become teachers.
- New Leaders for New Schools aggressively recruits and provides rigorous hands-on training for extremely talented people to become urban school principals.

Support for new teachers comes in many forms.
On the other side of the coin, far too many school districts either are doing nothing for their new teachers or are just giving them a “buddy” or “mentor.” Is this sufficient support? Hardly! For this reason, it was important to produce this book, with the intention of helping even more new teachers succeed with the help of an induction program.

If by chance you are a novice teacher and are reading this book, use this chapter to discover the exemplary school districts who truly want you to realize your potential and succeed. Apply for employment to these districts as they will nurture you, care for you, and train you.

### The North Carolina Plan for Creating Effective Teachers

- **Teaching Fellows Program:** This program offers $26,000 four-year college scholarships to 400 graduating North Carolina high school seniors.

- **District induction:** The state provides three days of pay for all new teachers to attend an induction program before school begins. Stipends for mentors are also provided for one year.

- **Teachers’ union:** The North Carolina Education Association sponsors programs for new teachers and works in concert with school district induction programs to help new teachers succeed.

- **University support:** At the University of North Carolina at Chapel Hill, professors from the university’s education department provide problem-solving support to graduates during their first years on the job. This program, the Lighthouse Project, fosters on-line discussions that assist young teachers while keeping education professors up to date on the realities of today’s classrooms.

- **Public School Forum:** This is a public organization that helps shepherd the Teaching Fellows Program, providing summer conferences for the fellows. The Public School Forum has produced a highly recommended publication that offers practical, proven suggestions for induction programs—*A Profession in Jeopardy: Why Teachers Leave and What We Can Do About It.*

- **Teacher Academy:** Funded by the North Carolina General Assembly, continuous learning for professional development is provided on 10 campuses. The curriculum is organized by teachers, for teachers and administrators. [http://www.ga.unc.edu/NCTA/](http://www.ga.unc.edu/NCTA/)

- **National board certification:** The state pays each candidate’s $2,000 fee, provides up to three days of release time for candidates to prepare, and gives a 12 percent annual pay increase to those who achieve certification. As a result of this commitment, the state now leads the nation in the number of national board certified teachers. North Carolina has 2,377 national board certified teachers, about one-fourth of the nation’s total.

- **The Southeast Center for Teaching Quality:** Housed at the University of North Carolina, the center engages in research and publications designed to enhance opportunities for all students to have competent, caring, and qualified teachers. They are available at [www.teacherquality.org](http://www.teacherquality.org) and their publication, *Recruiting Teachers for Hard-to-Staff Schools*, is highly recommended.
List of Induction Programs

We have chosen to present in this chapter a selection of programs that represent a diversity of communities, all sharing a common mission of training, supporting, and retaining new teachers, and all experiencing remarkable success. For each program listed, there is a brief description followed by contact information. We respectfully share their information with you and gratefully acknowledge these schools and school systems for allowing us to include them in this listing.

North Carolina
Gaston County Schools
Teacher Induction Program for Success

The district’s Teacher Induction Program for Success (TIPS) consists of a weeklong seminar for all teachers new to the school district, with monthly follow-up sessions on Saturdays throughout the year. This program has received the Governor’s Award for Excellence in Education.

Linda Rader
Gaston County Schools
236 Eighth Avenue
Cramerton, NC 28032

North Carolina
Gaston County Schools
Teacher Induction Program for Success

Oklahoma
El Reno Public Schools
New Teacher Assessment Program

As part of the El Reno New Teacher Assessment Program (N-TAP), all teachers new to the school district attend an initial induction training session—the Program for the Effective Teacher (PET)—just prior to the beginning of the school year. PET consists of a full week of orientation to the school district, training in classroom management and instructional strategies, and an introduction to the district’s philosophy, mission, and procedures.

N-TAP enlists the ongoing support of staff development personnel, principals, coordinators, mentor teachers, school board members, and supervisory staff in order to ensure that new teachers receive the support they need to succeed.

Sandy Chapman
Blue Valley School District 229
15020 Metcalf Avenue
Overland Park, KS 66283
teachers are highly trained and adequately supported, increasing the likelihood that these new teachers will remain in the profession.

Sue Pennington  
El Reno Public Schools  
P.O. Box 580  
El Reno, OK  73036

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**Illinois**  
Community Consolidated School District 15  
Helping Teacher Program

The *Helping Teacher* program is a mandatory four-year induction program with a strong mentoring component that helps prepare new teachers for national board certification. A full-time teacher induction facilitator-trainer coordinates the program, which satisfies and surpasses state-mandated requirements for induction and certification.

Carole Einhorn  
Community Consolidated School District 15  
580 North First Bank Drive  
Palatine, IL  60067

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**Florida**  
Manatee County  
Teacher Induction Program for Success

Starting with a four-day pre-school year training session, new teachers in Manatee County begin the *Teacher Induction Program for Success (TIPS)*—a three-year program to prepare them to be effective teachers. There are periodic support group meetings and strong support from peer groups and administrators. Study cadres are organized with peer teachers, who help the new teachers prepare documentation of the professional competencies that beginning teachers must demonstrate in order to be certified in Florida. Participants must create portfolios that clearly demonstrate evidence of competencies in each of 15 areas. Manatee County also has the Alternative Certification for Teachers (ACT) program.

To recognize his efforts, Steve Zickafoose was awarded the 2001 National Staff Development Council’s (NSDC) New Staff Developer Award.

Steve Zickafoose  
Manatee County Board of Education  
215 Manatee Avenue West  
Bradenton, FL  34205

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**New York**  
Islip Public Schools  
Induction Program

The Islip School District has a comprehensive, three-year induction program, which begins with an orientation program before the inductees’ first year and continues as ongoing professional development throughout the initial, tenure school years. Teachers proceed through their three-year tenure-track program as cohorts—building relationships and support groups.

**Year-1** teachers have a three-day orientation, facilitated by Linda Lippman, the director of human resources. Meetings combine basic procedural information, introductions, a bus tour through the community, team-building activities, food, first-day advice, icebreakers, organizational strategies, and meetings with central office administrators, the payroll account clerk, building principals, and the union president. This group of new teachers meets monthly with the director of human resources and focuses on *The Effective Teacher* video series as a
More Induction Programs

Chapter Six

Linda Lippman, standing, works with new teachers Patricia Raben, Kim Pittsley, and Rick Magale. Notice the start-of-class “Do Now” activity that’s on the board for the teachers to do!

catalyst for conversation and discussion. Collegial circles meet informally in between formal monthly meetings. Additionally, workshops are given on parent-teacher conferencing strategies, open house, and more.

**Year-2** teachers have a one-day orientation with an introduction to *Cooperative Discipline*, which becomes the focus of monthly meetings. This philosophy deals with classroom management techniques and interventions for encouraging appropriate behaviors along with understanding that “to discipline” means “to teach.” Team-building activities are conducted to promote a sense of cohesion and belonging. And yes, there’s food!

**Year-3** teachers also meet monthly, but each meeting is shaped by needs assessments, with appropriate workshop presenters invited to each meeting. Past workshops have included cooperative learning strategies, multiple learning styles, study skill techniques, stress management, time management, self-esteem for educators, and more. And, of course, there’s more food!

A newsletter is distributed three times throughout the school year to new staff members. *TIPS (Teacher Induction Program Stuff)* is the newsletter, which includes information about teaching strategies, cooperative learning, and district information. A new teacher is featured in each issue.

At the end of the year, after the board of education has approved tenure for eligible teachers, a celebration is held. A multimedia presentation is the focal point where newly tenured teachers are featured. The theme one year was “I Believe,” based on Nancy Sifford Alana's poem from *The Effective Teacher* video series. Each teacher was asked to create an “I Believe” statement, and with it their picture was presented to the community as they received their “diploma” of “That Noble Title Teacher” by Trish Marcuzzo. And yes, food was included in the celebration!

The Islip New Teacher Induction Program is growing and succeeding. They are proud of the vision of their superintendent, who originated the program, and of the response of the participants to the training. It is the district’s intention that the program will continue to grow and will support the investment in their new staff, affording them the opportunity to become the teachers that, as Christa McAuliffe said, “will touch the future.”

Linda Lippman
Islip Public Schools
215 Main Street
Islip, NY 11751
The Port Huron New Teacher Induction Program is designed to acquaint newly hired teachers with the people, policies, and resources of the district as well as provide them with the procedural and instructional strategies to ensure their success in the classroom. The program includes a four-day induction training session for new teachers in early August, monthly professional development seminars held throughout the first year of district employment, and the assignment of an in-building Support Teacher to lend ongoing direct assistance at the building level.

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

Started in 1993, the Glendale New Teacher Induction Program is a joint creation of the district administration and the local education association. It is designed to train first-, second-, and third-year teachers new to the district. Staff development begins two weeks before the school year with 10 days of instruction for first-year teachers. The emphasis is on Essential Elements of Instruction (Madeline Hunter) and classroom management (Harry Wong). District workshops include one workshop each semester followed by local inservice meetings.

Each school has a skilled mentor whose role is to train and support the new teachers. Lessons and teaching strategies are modeled for the new teachers who then plan, microteach, and analyze their lessons with the help of their local school groups and their mentors.

Weekly meetings are held at the school with the mentors and at times the administrators. Topics
address the needs of the new teachers. The mentors teach two classes each day and serve as facilitators the remainder of the day. Some of their tasks include the following:

- Observing all new teachers using clinical supervision, cognitive coaching models, and other informal observation techniques
- Facilitating all local inservice which includes follow up to all district workshops and other professional topics
- Participating in ongoing staff development to improve the induction program

Second-year teachers receive four days of summer staff development which builds on first-year instructional strategies. Third-year teachers receive three days of advanced staff development. The induction program has served more than one-half of the district’s professional staff since its inception.

Margaret Garcia-Dugan
Glendale Union High School District
7650 North 43rd Avenue
Glendale, AZ 85301

This induction program is a four-day event the week before school opens. The focus of the induction training is classroom management, curriculum, and instruction with emphasis on clear expectations and academic rigor. During this induction period, principals and district administration play an active role in welcoming the new staff and orienting them to their schools and to the climate within each building.

The induction process continues throughout the school year with monthly workshops offered in various areas of need as expressed by the new teachers through a survey. Members of the various departments and curriculum areas plan these monthly workshops. Continuous support in classroom management is also provided. Additionally, when

Second-year teachers receive four days of summer staff development which builds on first-year instructional strategies. Third-year teachers receive three days of advanced staff development. The induction program has served more than one-half of the district’s professional staff since its inception.

Margaret Garcia-Dugan
Glendale Union High School District
7650 North 43rd Avenue
Glendale, AZ 85301

Arizona
Mesa Public Schools
Induction Program

The Mesa program is a six-year professional development process with a minimum of four days of classroom management training in Year 1 prior to the beginning of school, as well as on-site support for classroom set-up and material preparation for the first days and weeks of school. Years 1 and 2 also include one-on-one mentoring support, visits to demonstration classrooms, and release days for observation of best management and instructional practices. The content design is specific to regular education, special education, and counseling assignments. New teachers receive a small stipend at the end of the third and sixth years for successful completion of the induction requirements. Professional teaching standards and state academic standards are an integral part of the program. Approximately 500 new teachers are hired each year and participate in this joint venture between the district’s Career Ladder and Professional Development departments. The program has received national recognition and is featured in a Video Journal and in Assessing Impact: Evaluating Professional Development by Joellen Killion.

Nancy Fiandach
Mesa Public Schools
549 North Stapley Drive
Mesa, AZ 85203

Connecticut Bridgeport Board of Education
New Teacher Induction Program

This induction program is a four-day event the week before school opens. The focus of the induction training is classroom management, curriculum, and instruction with emphasis on clear expectations and academic rigor. During this induction period, principals and district administration play an active role in welcoming the new staff and orienting them to their schools and to the climate within each building.

The induction process continues throughout the school year with monthly workshops offered in various areas of need as expressed by the new teachers through a survey. Members of the various departments and curriculum areas plan these monthly workshops. Continuous support in classroom management is also provided. Additionally, when
each teacher is assigned to a building, he or she is assigned a mentor with at least 4 years of teaching experience. This veteran teacher has been trained as a mentor meeting the requirements of the state BEST (Beginning Educator Support Training) program. Mentors meet regularly (at least twice a month) with the new teachers to discuss issues and/or difficulties which the new teachers might be experiencing. A monthly *New Teacher Resource Guide* is produced with topics to be discussed with each new teacher by the mentor.

Kathleen Sochacki  
Bridgeport Board of Education  
Administrative Office Building  
948 Main Street  
Bridgeport, CT 06604

### California

**Santa Cruz County New Teacher Project**

Helping new teachers with a structured, organized, and comprehensive approach is not a new phenomenon. Many of the school districts listed in Chapter 5 and 6 have been doing this for over ten years. The Santa Cruz New Teacher Project has been helping new teachers for over 14 years. The project is a collaborative effort among the University of California at Santa Cruz’s Teacher Education Program, the Santa Cruz County Office of Education, and nearly thirty school districts in the greater Santa Cruz and Silicon Valley area.

The **Santa Cruz New Teacher Project (SCNTP)** is the local manifestation for the California **Beginning Teacher Support and Assessment (BTSA) program.** (See page 106.) The SCNTP claims a retention rate of 94 percent.

Because the success of their work is highly sought, they have formed the New Teacher Center (NTC), a national resource center dedicated to teacher development and the support of programs and practices that promote excellence and diversity in America’s teaching force.

### Georgia

**Henry County Schools Teacher Induction Program**

**TIP—Teacher Induction Program** includes a five-day training session in early August for all teachers new to the district, the use of demonstration classrooms, and ongoing mentor support during the first year of teaching. In addition, follow-up training sessions are conducted throughout the year to address the needs of new teachers.

Wendy Hughes  
Henry County Schools  
396 Tomlinson Street  
McDonough, GA 30253

The induction process creates confident teachers.
They sponsor an outstanding annual national symposium on New Teacher Induction. Information can be found on www.newteachercenter.org.

Ellen Moir  
Santa Cruz New Teacher Center  
725 Front Street, Suite 400  
Santa Cruz, CA  95060

Medford’s Successful Beginnings: A Teacher Induction Program has been in existence since 1989. It works with teachers new to the district for two consecutive years. First-year teachers attend a twenty-one hour course in Classroom Management. They attend three seven-hour sessions in August, for which two graduate credits are granted. They then are assigned to a peer coach, who works with them throughout the course of the ensuing school year on concepts presented in the classroom management course. Second-year teachers follow the same format, with the emphasis being on Essential Elements of Instruction.

The Classroom Management course content covers prevention, intervention, independence, rules, procedures, lesson plan format for procedures, motivation theory, reinforcement theory, the “law of least intervention,” logical consequences, and critical attributes for the first days of school. The Essential Elements of Instruction targets active participation, Bloom’s Taxonomy, formulating objectives, teaching to an objective, modeling, using an anticipatory set, providing closure, and using specific lesson design.

Kathy McCollum  
Medford School District  
500 Monroe Street  
Medford, OR  97501

Illinois  
Leyden High School Induction Program  
Everything You Ever Wanted to Know About Teaching . . . But Were Afraid to Ask is the program for all teachers new to the two public high schools in this suburban Chicago district. It involves a weeklong training seminar in early August, with a heavy emphasis on classroom management. New teachers meet on a monthly basis with their assigned mentors and building administrators. The induction program is part of Leyden University, an in-house staff development opportunity for all new and veteran teachers.

Kathryn Robbins  
Leyden High School  
3400 Rose Street  
Franklin Park, IL  60131

Illinois  
Homewood-Flossmoor Community High School Induction Program

Two professional development coordinators and an administrator are the instructional leaders of the Homewood-Flossmoor induction program. Their role is to teach instructional skills and competencies necessary for the successful start of the school year while modeling effective instructional practices for participants. The new teachers begin their induction with a six-day program during early August and continue to meet regularly during the school year.

Homewood-Flossmoor’s new teacher induction program is supported by a cadre of Model Teachers, veterans identified as exemplary professionals who
serve as role models and mentors. Model Teachers receive two days of summer training and meet as a team frequently during the school year. Model Teachers and new teachers meet at least an hour weekly, observe one another’s classes quarterly, and maintain learning journals.

Both programs are part of the district’s professional development program: HF University. This internal university is based on the design outlined in Professional Development: Learning from the Best produced by NCREL (North Central Regional Educational Laboratory). All participants receive stipends or credit for advancement on the district’s salary schedule.

Sandra Martin
Homewood-Flossmoor Community High School
999 Kedzie Avenue
Flossmoor, IL 60422

California
Stanislaus County Beginning Teacher Support and Assessment Program

The California Beginning Teacher Support and Assessment (BTSA) program was initiated in 1992 with California Senate Bill 1422, which endorses the gradual phase-in of support and assessment for all of the state’s beginning teachers. As of 1999, approximately 75 percent of the state’s first- and second-year teachers have participated in one of 130 BTSA programs. Participants receive two years of ongoing support from site support providers along with BTSA program activities and workshops. For Stanislaus County the overall retention rate of new teachers who have participated in its program is 95 percent! (See the References, page 216.)

Susan Rich
Stanislaus County Office of Education
1100 H Street
Modesto, CA 95354

California
New Haven Unified School District Induction Program

The New Haven Unified School District induction program begins with orientation and training through five days of pre–school year workshops, followed by monthly support meetings. Each new teacher receives support in four ways: a support team, professional development opportunities, release time, and financial support for supplies and materials. The support team consists of a partner teacher, the site mentor or the BTSA specialist (or both), and additional members as deemed necessary.

Donna Uyemoto
New Haven Unified School District
34200 Alvarado Niles Road
Union City, CA 94587
Careful! You don’t want www.nctaf.com. But if you logon to it, it’s quite amusing. What you want is www.nctaf.org, the website where you can find the document *What Matters Most: Teaching for America’s Future*. Also on that site is a report that features the New Haven Unified School District in California. Whether you purchase the report or download all 132 pages, it is well worth your investment to read about a district that “has it all together.” The bottom line, they say, is that “teacher quality is the most important factor in student achievement.”

Perhaps this is why every school in the district has been recognized as a Distinguished School by the state of California and five of the schools in the district have received national Blue Ribbon awards.

This is a district that serves a low-wealth, ethnically diverse community and does not have a recruitment or attrition problem. They recruit the very best, get them, and keep them. One of the teachers aptly summarizes the overall atmosphere by saying,

*Don’t come to New Haven if you want to be a good teacher; come to New Haven if you want to be the best teacher you can possibly be. The atmosphere is creative, energetic, supportive, and challenging. Working here keeps me on the “high” road.*

— Chris Ryan
Language Arts Teacher, Logan High School

There is no recruitment problem in the New Haven Unified School District because retention is the key there. Read *What Matters Most* in its entirety at www.nctaf.org, or go to the New Haven Unified School District’s website (www.nhusd.k12.ca.us), and you will understand why people do not leave this culture of creativity and success.

In a cooperative venture with the local university, California State University-Hayward, student teachers are treated as interns and their internship program is based within the district schools—ultimately providing a pool of trained, effective teachers who have been through their own district induction program.

See also “Daniel Goldfarb Elementary School Induction Program” on page 111 for information on Goldfarb Elementary School, where this same concept is practiced.

Most importantly, the New Haven Unified School District has developed a world-class recruitment program using the Internet, a program that has been recognized for exemplary use of technology in recruiting.

The district has a proactive culture. They will tell you that “New Haven does not have a ‘gimme, gimme’ attitude. They deliver. Every supervisor, every support provider, every cooperating teacher will be properly oriented and trained. You KNOW that.”

New Haven succeeds because its schools are organized around student AND teacher learning.
California
Rio Linda Unified School District
Beginning Teacher Support and Assessment

Rio Linda is a district that participates in the California Beginning Teacher Support and Assessment (BTSA) program, too. They pay their teachers $185 per day for five days of pre-school year training. This is followed by monthly BTSA network meetings and quarterly new teacher meetings. There are also weekly meetings with the support provider, three Saturday meetings, and (available by prior arrangement) demonstration classrooms. They use the California Standards for the Teaching Profession as an everyday model for effective teaching.

Frank Porter
Rio Linda Unified School District
6450 Twentieth Street
Rio Linda, CA 95673

California
Capistrano Unified School District
Beginning Teacher Support and Assessment

Using the California Beginning Teacher Support and Assessment (BTSA) program, the Capistrano Unified School District helps new teachers to focus on and internalize the California Standards for the Teaching Profession. Each participating teacher receives over 10 hours of orientation and classroom management training before the school year, followed by workshops throughout the first two years. Other forms of assistance include one-on-one support provided by a qualified and trained veteran teacher, four release days to observe other teachers, attend conferences, or strategize and communicate with colleagues, $150 for the purchase of classroom materials, and up to $1,050 for district-site-specific professional development. The program has proved more than beneficial. No new teacher participating in their BTSA program has been referred for a professional improvement plan.

Jodee Brentlinger
Capistrano Unified School District
32972 Calle Perfecto
San Juan Capistrano, CA 92675

California
Dry Creek Joint Union Schools
New Teacher Induction Program

This suburban Sacramento school district has three components to its New Teacher Induction Program. Component 1 includes two days of pre-school workshops with a focus on strategies to achieve success and effectiveness on the first days of school. Lunch is provided which helps to set a positive tone. Binders with ideas, district curriculum documents, and the book The First Days of School are distributed.

Component 2 provides each teacher with at least one hour per week of support with a consulting teacher. Funding is through the California BTSA program, which provides every teacher with a small stipend plus $150 for classroom supplies and two days of release time to observe other teachers.

Component 3 is a series of monthly inservices with a multitude of topics helpful to new teachers. Components 2 and 3 run for two years.

Judy Rose
Dry Creek Joint Union School District
9707 Cook Riolo Road
Roseville, CA 95747
Each school in Orange County has an instructional coach as well as mentors assigned to each new teacher. The coach schedules training sessions throughout the year and mentors meet regularly with the new teachers. This entire process is structured before school begins, during a three-day training session that commences Orange County’s new teacher induction program—Great Beginnings. The instructional coaches are trained in areas of verbal coaching skills, instructional strategies, and classroom management. They receive ongoing training on topics related to induction at the school site.

Nora Gledich
Orange County Public Schools
445 West Amelia Street
Orlando, FL 32801

A small rural district in Florida realized the need for an induction program. In the program’s first year, 1997, the district invited all of its veteran teachers to the induction program for new teachers. Not only did over 90 percent of the veteran teachers attend, but they said it was one of the best in-service training programs in which they had ever participated.

The program, Quality Teachers Insure Productive Students (QTIPS), provides the new teachers of Glades County with the opportunity to become familiar with the culture of the school system and the community. New teachers are introduced to the district in a family-type atmosphere. There are induction meetings for three days prior to the opening of school and monthly thereafter. Mentors are provided for each new teacher and novice teachers receive a second year of induction.

Mazie Ford
Glades County School District
P.O. Box 459
Moore Haven, FL 33471

Lexington’s induction program has been developed to partner with South Carolina’s Assisting, Developing, and Evaluating Professional Teaching (ADEPT) program. Their induction program begins with four to five days of pre-school year meetings and training. During the first year, beginning teachers must complete a professional growth plan that supports the district’s strategic plan and must maintain an induction log. The induction training is designed by the district and is supplemented by a graduate course taken at a cooperating local university. Beginning teachers have the support of an assistance team consisting of a mentor, a building administrator, and a third observer, each receiving one and one-half days of release time. Time is also structured for beginning teachers to observe master teachers.

Frances K. Bouknight
Lexington County School District 3
338 West Columbia Avenue
Batesburg-Leesville, SC 29006
The Clark County Induction Program

An educational convention, Siegfried and Roy, or blackjack may draw you to Las Vegas. Regardless, as you pass through McCarran International Airport, you will see a sign that says, “Elvis has left the classroom and we have a vacancy.”

Applicants come from over 40 states to teach in Clark County, Nevada—the sixth largest district in the United States—which hires over 1,500 new teachers each year. With 6,000 people moving to Las Vegas each month, Clark County opens six or more schools a year!

Karyn Wright is the director of the three-year new teacher induction program, and she has no intention of seeing her new teachers SURVIVE; they will SUCCEED and STAY. The Clark County attrition rate is well under 10 percent.

The induction program begins with the opening of the New Teacher Welcome Center. Karyn Wright says, “Moving from another state to Nevada can be overwhelming. Many come all by themselves.” With that in mind, the welcome center is open for about six weeks, from mid-July to the end of August—providing everything from roommate referrals to information about utility services, banking services, child care, medical services, driver’s licensing, and housing options. Local businesses provide an assortment of discounts and small gifts. Experienced teachers are on hand to answer questions about curriculum, school policies, the first paycheck, and a myriad of other new teacher concerns. (See “The Real Needs of New Teachers” on page 61.)

In 1996 Clark County began targeting its training toward helping new teachers who work in schools with high poverty and low student achievement. The effort has yielded results. One elementary school that hired 29 new teachers for 1996–97 needed to hire only 11 new teachers for 1998–99. Another school’s new hires dropped from 33 to 7 in the same period. Induction more than pays for itself!

For information on this program contact

Karyn Wright
Clark County
School District
2832 East Flamingo Road
Las Vegas, NV 89121

Members of the Clark County Induction Program team include Heidi Olivé and Kari Bastin, teachers on special assignment to the program, and Karyn Wright, director.
Daniel Goldfarb Elementary School is part of the Clark County School District in Las Vegas. Along with participation in Clark County’s districtwide induction, new teachers at Goldfarb Elementary receive site-based induction training from their principal, Bridget Phillips. The principal provides ongoing after-school sessions during the first year of teaching, focusing on classroom management and instructional strategies. Similar training is also provided for student teachers in the school.

Bridget Phillips
Daniel Goldfarb Elementary School
1651 Orchard Valley Drive
Las Vegas, NV 89122

Killeen’s Excel induction program begins with a four-day structured training session for all new teachers in early August, with ongoing follow-up training sessions throughout the year. Located next to the Fort Hood army base, one of the largest military installations in the world, both the teacher and student populations are highly mobile.

Susan Krals
Killeen Independent School District
200 North W.S. Young Drive
Killeen, TX 76543

This is a four-year program designed to fulfill the Michigan requirement of 15 days of professional development for new teachers. The program combines Charlotte Danielson’s four domains of teaching from her book *Enhancing Professional Practice: A Framework for Teaching* with the locally developed Waterford Instructional Model (WIM). Probationary teachers meet for three days before school begins and at additional times during the school year.

In **Year 1** teachers focus on the classroom environment. Each receives a new teacher notebook with local district information and a set of district curriculum guides and each is assigned a mentor.

In **Year 2** teachers focus on the domain of planning and preparation, receiving in-depth instruction on district expectations for curriculum, instruction, and assessment.

In **Year 3** teachers focus on success for all students through differentiated instruction using the elements of WIM.

In **Year 4** teachers focus on the development and use of standards-based thematic units for instruction. Working with the Michigan Education Association, mentor teachers are trained using the Pathwise System, which was developed by the Educational Testing Service, using Charlotte Danielson’s domains of teaching.

Mike Kehoe
Waterford School District
1325 Crescent Lake Road
Waterford, MI 48237
Singapore Airlines is consistently voted the best airline in the world by business travelers. Their success is based on a structured training program. As part of the same national culture, Singapore's new teachers are trained in a similar exemplary manner.

The Singapore Ministry of Education is analogous to an American school district. With a population of 3.5 million people, this makes them similar to Philadelphia or Miami. With 246 square miles, this is like Dallas, Texas. But the similarities end there.

The professional development center occupies an entire former school campus and is staffed to support a culture of COLLABORATION and SELF-MASTERY. This teaching center is called the Teachers' Network. It has a vision of building a fraternity of reflective teachers dedicated to excellent practice through a network of support, professional exchange, and learning.

Collaboration. The need to work together as collaborative colleagues is critical. Teachers’ Network helps schools form Learning Circles, small groups of teachers, engaged in collaborative research and ongoing learning.

Self-mastery. Self-mastery is an important pillar of a learning organization. Teachers will only be able to cope with and facilitate changes if they are able to master themselves and grow as persons and professionals. The Teachers’ Network provides a variety of workshop activities to help teachers start and continue their journey toward self-mastery.

New teacher induction is a one-year program (the program is in its third year) and is organized by the Teachers’ Network. The objectives of the new teacher induction program are as follows:

- Transmitting the culture of the educational system to beginning teachers
- Reinforcing positive attitudes toward the profession
- Improving teacher performance
- Increasing the retention of teachers
- Promoting the personal well being of beginning teachers

Intranet. The Teachers’ Network continues to support the new teachers through its own intranet homepage. Some features include

- **ICARE (Individual Counseling and Advisory Resource for Educators).** Any individual who needs to correspond by phone, letter, or e-mail will find someone on site who can offer individual help and counseling. This service is not only provided on the intranet but through face-to-face contact as well as the telephone.
- **Teach and Share.** Teachers can share their successful practices and they can download an archive of best practices, lessons, activities, and strategies.
- **Teachers Forum.** Similar in concept to a chat room, this is a site where teachers can post their honest and unedited views without stating their names.
- **Teacher On-Line.** This is used to clarify employment questions where questions are forwarded to the right people for responses.

In addition to the Teachers’ Network, other branches within the Ministry of Education provide additional services and programs. The personal development of a teacher does not stop with induction. Each teacher is encouraged to attend 100 hours of training each year. Most exceed the 100 hours!

The results of their culture are evident in the international test scores that appear periodically. Maslow would be happy to know that such a culture of collaboration and self-mastery produces self-actualized professionals.
Virginia
Rappahannock County High School
Induction Program

The Rappahannock County School District consists of two schools, an elementary school and a high school. Jack Raines, the principal at the high school, meets with all of his new teachers for one week before school starts and provides on-site training in classroom management and instructional practices. The induction training is ongoing throughout the first year.

Jack Raines
Rappahannock County High School
12576 Lee Highway
Washington, VA 22747

Oklahoma
Northeastern State University
Induction Course

An induction course has been developed at Northeastern State University to prepare students pragmatically for the experiences they will face during the first few days of teaching. The course was developed when returning students complained that school districts were offering no training or support. In this course students develop an individualized teacher induction notebook to assist with the transition to the reality of teaching. Information on this course is available at www.intellex.com/~eeac/4563.htm.

James Wilhite
Northeastern State University
College of Education
Tahlequah, OK 74464

Teacher Quality And Student Progress

A study of students and teachers in the Cincinnati Public Schools shows a connection between highly rated teachers and gains in student achievement. The district looked at grades 3 through 8 and examined each teacher’s rating under the the detailed evaluation system. It also looked at individual student achievement on proficiency tests in 2000-01.

- Teachers rated “unsatisfactory” under the system had students who scored as much as 13 points under district expectations on science proficiency tests and 9 points under district expectations for math.
- Teachers rated “distinguished,” however, had students whose scores in math and science were both 3 points above the expected averages.

“This study means teacher quality is a key component to determining student success and achievement. There is a correlation between excellence in teaching and raising student achievement,” said Sue Taylor, president of the Cincinnati Federation of Teachers.

Just as Domino’s delivers pizzas, the California State Universities can deliver a college instructor or mentor to your door. You say you live beyond commuting distance to a university, cannot access a university program due to personal circumstances, or have a full time teaching job? No problem. CalStateTEACH is an innovative 18-month program designed especially for non-credentialed elementary school teachers. The curriculum is delivered using a self-study format. Participants use online, print, and CD-ROM materials. They share ideas through web-based class discussions, share ideas via a special Internet website, and get professional feedback through on-site mentor teachers and a California State University faculty member. Information on this program is available at www.CalStateTEACH.com.

See page 114 to read about Cincinnati’s commitment to building effective teachers.
The attrition rate for all Cincinnati teachers has been less than 10 percent over the past five years and only 3 percent of beginning teachers have resigned over the past five years.

The Cincinnati Public Schools have created the Career-in-Teaching program for developing continuous professional growth and teacher leadership. New teachers are recruited as interns in their second year of college to begin their teacher education and do their internship in Cincinnati’s Professional Practice School, which works in cooperation with the University of Cincinnati and the Cincinnati Federation of Teachers.

No longer is there a traditional time-and-degree-model salary schedule. Rather, teachers can continuously improve and assume multiple professional roles as they move through career steps—from “intern” to “apprentice,” “novice” to “career teacher,” “advanced teacher,” and ultimately “accomplished teacher.” Each successive step requires higher-quality teaching performance.

“Apprentices” are first-year teachers, and they receive intensive induction (their description). Through a peer assistance program, new teachers are assigned to consulting teachers—“advanced” or “accomplished” teachers in the same subject area or grade level who are released from classroom duties to work with as many as 14 teachers.

Young teachers who demonstrate excellence in knowledge and skills at any point in their career can move up the salary scale and career ladder quickly, which gives them an incentive to stay with the city schools.

Even when teachers reach the “accomplished” level, the Career-in-Teaching program promotes professional development and expanded roles for them throughout their careers. The Cincinnati Public Schools have changed their thinking about recruitment and retention—they now have a systemwide commitment to teacher career development.17
Principals Need to Be Inducted Too!

I was given a set of keys and told to take over the school. There was no induction program for principals—not even a mentor.

— Name Withheld Upon Request

- More than half of the nation’s 92,000 principals are expected to retire or quit in the next five years.¹⁸

- The average age of principals in the United States is close to 50 and 40 percent of all principals will probably retire within the next decade.

- Among principals in Iowa who are eligible to retire by 2003, an astounding 93 percent plan to do so.¹⁹

This is my first year in a new job. I am a principal of a building and I am the curriculum director of the corporation. I am finding that I am in need of an induction program for myself. I hired two new teachers this year. They need help, yet I am not able to help them as much as I would like because I am trying to figure out my own job. To further complicate the matter, we have a new superintendent. Guess what? He can’t help me because he is trying to figure out his new role. The domino effect is endless and unnecessary (to a degree) in my opinion. If we had an induction program, it would solve a lot of problems.

— Doug Ballinger
Principal and Curriculum Director
LaFontaine Elementary School, Indiana

New Zealand Induction Course for Principals

New first time principals are taking part in the first principals’ induction course being held in Auckland this year (2002).

Education Minister Trevor Mallard says,

“The principal is the critical factor in the success of a school. From an education standards perspective, if we can help principals do their job better, we will make a huge difference in the quality of education across all our schools. Many experienced principals think back and say, ‘If I had known then what I know now, it would have been a lot easier.’ I believe that if principals are better prepared, we will have better schools and better learning.”

Other aspects of the initiative include these:

- Laptops for principals (starting with the new principals)
- A dedicated portal for principals and administrators providing essential information and services
- A private online network for principals

Trevor Mallard says that the four day residential course is designed to support new principals in understanding their role as educational leaders, clarify how they should monitor school culture, and build strong internal and external relationships.²⁰
All companies have management training classes. Some school districts have seen the light and are now training their own principals to combat a shortage. It’s training, not mentoring. If mentoring is the answer to all of education’s teacher woes, then who will be the new principal’s mentor and what and how will this person mentor when the district does not even have a plan for training administrators?

The National Association of Elementary School Principals estimates that 40 percent of the 93,000 principal positions in the U.S. could be vacant by 2006. School systems nationwide have instituted training programs to groom aspiring principals. For example, North Carolina’s Wake County reimburses teachers who participate in its Leaders for a New Millennium program for 50 percent of their costs to take required school leadership classes.

Effective principals are not born—they are trained. Though successful classroom experiences and a thorough understanding of curriculum and instruction are vital to becoming an effective administrator, they are not enough. Being an administrator requires certain skills that are not acquired even from the most successful teaching experiences. This premise is the underlying thrust of the Louisiana Principal Internship Program, an induction program for principals. The mandatory program, which is a collaborative effort between the state’s Department of Education and Southeastern Louisiana University’s Colleges of Education and Business, provides new principals with two years of ongoing training and support in the areas of leadership and management.

The Louisiana Principal Internship Program is structured to align current state mandates and initiatives, research on leadership development, and the “Standards for School Principals in Louisiana.” The major components of the program focus on school improvement processes and school accountability. The goal is to link leadership more closely to productive schools and enhanced student achievement. The program is designed to do this:

- Nurture, guide, and develop the leadership skills of beginning school administrators
- Lead the interns through best practices and research related to student and school improvement
- Assist in connecting networks and communities of administrators
- Understand the relationship between leadership and learning
- Assist administrators in the development of the school’s improvement plan
- Assist new school leaders in the development of a personal administrative portfolio

During the two-year program for new principals and assistant principals, the main component is participation in a yearlong online professional development course powered by Blackboard, a national e Education software platform.

The Year-1 course is seven modules based on the “Standards for Principals in Louisiana” and the “Interstate School Leaders Licensure Commission’s Standards for School Leaders.” A professor of Educational Leadership from a different state university facilitates each module. Their function is to monitor the Blackboard assignments and discussion board replies and monitor and provide insight to the participants. In addition, each intern is a member of a team, consisting of other new principals and mentored by a practicing experienced principal. The function of the mentor principal is one of support and encouragement and establishing a
virtual network through Blackboard that will be useful long after the internship is over. Each of the modules is designed with guiding questions, readings from texts and web sites, and scenarios common to administrators.

**Year-2 modules** address issues of the principal as the instructional leader. Through the Louisiana Principal Internship Program, a virtual network has been created for all principals in Louisiana that allows them direct contact with their peers throughout the state. One of the strong points of this program is the number of contact hours between new principals and experienced principals, yet principals are not required to leave their schools as often due to the virtual component. As interns complete the online modules, they also begin preparing a professional portfolio, which is presented at the end of the program. The fact that all modules are based on state and national standards for principals has provided interns with core knowledge of the workings of the principalship and a better understanding of the day-to-day duties expected of them. Interns completing the program have given it a 93 percent excellence rating, citing it as a valuable and high quality professional development activity.

Kirk Guidry
Louisiana Department of Education
kguidry@doe.state.la.us

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**Helpful Web Sites**

Induction programs show new teachers that you care about their success. There is a shortage of teachers around the world. Wouldn’t you want to provide some type of support to keep that new teacher?

Many organizations are addressing the national teacher supply crisis. The following websites provide information on this crisis:

- **Education Resource Information Clearinghouse (ERIC)**
  http://ericir.syr.edu/

- **National Association for Alternative Certification (NAAC)**
  www.alt-teachercert.org/index.asp

- **National Center for Alternative Teacher Certification Information (NCATCI)**
  www.altcert.org

- **National Center for Education Information (NCEI)**
  www.ncei.com

- **National Council on Teacher Quality (NCTQ)**
  www.nctq.org

- **Recruiting New Teachers, Inc. (RNT)**
  www.rnt.org

- **Teach for America (TFA)**
  www.tfanetwork.org

- **Troops to Teachers (TTT)**
  http://voled.doded.mil/dantes/ttt
New Leaders for New Schools (NLNS) is a national nonprofit organization devoted to improving education for all children by attracting and preparing the next generation of outstanding leaders for urban public schools. NLNS aggressively recruits and provides rigorous hands-on training (including course work and a yearlong internship with an exceptional mentor principal) for extremely talented people to become urban school principals.

NLNS has three central goals:

1. To recruit and develop talented, dedicated individuals who will become successful principals in urban public schools and who will provide a strong commitment to the success of each graduate.

2. To create a pathway for principal recruitment, preparation, and ongoing support that will serve as a model for school districts, universities, and nonprofit organizations.

3. To provide school districts and charter schools with the effective school leaders they urgently need, to accomplish the mission of educating all students at high levels.

The components of the induction process include the following:

- **Recruitment:** NLNS rigorously screens and selects extremely talented individuals with diverse, proven skills and successes to become New Leaders Fellows. Each fellow receives a fully funded fellowship and living stipend to participate in the program.

- **Training:** Drawing on the best practices from the country’s finest education and business schools, NLNS training begins with intensive preparatory summer course work in the foundations of leadership. These courses are taught and developed by leading practitioners and academics. Fellows then use these skills during a yearlong residency, under the guidance of an experienced mentor principal, during which they participate in the daily leadership responsibilities of a school.

- **Support:** NLNS graduates receive intensive support and professional development for two years after graduation. Graduates become lifelong members of an active support network of peers, mentors, academics, and other educational and business leaders.

NLNS (www.nlns.org) is devoted to making the American dream possible for every child. It is dedicated to providing leaders with the necessary skills to create and lead schools that will prepare all students for the challenges of the future.
Do You Have a Success Story to Share?

The districts and the people represented in this section embrace the philosophy of Somerset Maugham’s quote that began this chapter. To paraphrase this quote on behalf of these educators:

It’s a funny thing about education; if you refuse to accept anything but the best from your administrators, teachers, and students, you very often get it.

And, how do they get it? By using their best people to train all members of the organization to be their best.

The primary purpose of this book is to share information so that school districts can help their new teachers succeed by becoming effective teachers who will impact the lives of every student they teach. Thus we have shared a variety of exemplary new teacher induction programs used by various schools and school districts.

Please share your induction program with us. If you have a comprehensive induction program and would like to have it added to future editions of this book, please send information to either of the authors. (See “About the Authors” on page 221.)

We ask that you send information about your induction program only if it meets the following three simple criteria:

1. There must be a minimum of two days of workshops held before the beginning of school with emphasis on effective teacher training and an introduction to the school or school district’s culture.

2. There must be regularly scheduled meetings held during the first year and a structured program of learning that continues into the second year of new teachers’ employment.

3. There must be some form of structured, personal support provided for each new teacher, at least during the first year.

Thank you for sharing. We look forward to hearing from you.
More Induction Programs

Summary and Implementation

Planting the Seeds
Information We’ve Shared

- Rural, urban, and suburban schools and districts across the country and beyond have increased the retention of more qualified, capable, competent new teachers by offering induction training.
- Louisiana has an induction program for principals.
- A school district in Illinois prepares its new teachers for national board certification.
- North Carolina offers high school seniors generous scholarships to become teachers.
- School districts are teaming with local universities to induct prospective teachers.

Nurturing Growth
What You Can Do to Make a Difference

- Make contact with schools and districts just like yours that are successfully inducting prospective teachers, new teachers, and even principals.
- Share your successes with us so that we can share them with others.

Reaping the Harvest
Benefits to Your School System

- Induction is one of the best investments any school district can make.
- Collaboration between school districts and universities is invaluable.
- New teachers stay and succeed with districts that train and support them.