New teacher induction is more a process than a program, involving the period of transition where new teachers evolve from being students of teaching to teachers of students. Induction is a must, not only because new teachers require support and assistance in beginning their professions successfully, but because of the astounding number of new teachers entering into the profession.

### Aging and Enrollment

- Approximately 200,000 new teachers will enter the profession each year for the next decade and the corps of teachers, presently at 3.1 million will increase to 3.3 million by 2003. (AAEE, 1998)
- Up to 50 percent of new teachers will leave teaching within their first seven years. (Wilkinson, 1994)
- School enrollment will peak in 2006 with more than 54 million children, a dramatic increase from the mid-eighties when enrollment was around 38 million. (Walters, 1998; NCES, 1998)

Education will experience a double whammy with the graying of teachers and the expansion of enrollments. Finding qualified classroom teachers won’t be easy, yet the hiring practices of many schools will continue to involve finding warm bodies to fill holes in the schedule—then providing no induction process for these new hires.

The teachers will be hired, given a key, directed to their room, and given no support.

### Teacher Humiliation

The first year of teaching is the most critical in a teacher’s career.

Teachers feel isolated, vulnerable, and deeply concerned with how they will be perceived, yet afraid to ask for help. They are given the worst assignments. They feel frightened. They feel humiliated. They are given no help and mentoring alone is not enough. They want desperately for someone to offer them hope and to tell them when their hardships will end.

There is overwhelming evidence that the first two to three weeks of school are critical in determining how well teachers will succeed for the remainder of the year. (Brooks, 1985)

Unlike most dedicated service professions, education fails to support its newly hired teachers beginning with their very first days. There’s little wonder why the teachers don’t succeed—and why their students don’t succeed, either. So what happens? Administrators who do not know what to do hire yet another unsupported teacher or just assign that teacher a mentor.

As a result many promising new teachers leave the profession after only a few years. The classroom becomes a battlefield and the solution is to keep sending in fresh troops.

### Why Induction?

The research is overwhelming in stating that the only way to improve student achievement is with competent, effective teachers.

Effective teachers can be trained, and once trained, the effective administrator retains them and builds a culture of effective teachers for a school, no different than a coach builds a winning team.

For this to happen, an induction process must have three components:

1. **Training**: Through a series of workshops, demonstration classrooms, visitations, and debriefing sessions, new teachers are taught and shown effective classroom strategies.
2. **Support**: A cadre of mentors, administrators, and staff developers work personally and in regularly scheduled sessions to support and assist the new teacher.
3. **Retaining**: Teachers, especially effective teachers, will be increasingly hard to find. The effective administrator retains these effective teachers and creates a culture of an effective school.

### North Carolina Plan for Creating Effective Teachers

#### Teaching Fellows Program
The program offers $25,000 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.

#### Teacher's 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.

#### Project Induct
A gathering of 45 leaders in public education has been formed and produced this 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. Raleigh, NC: The Public School Forum of North Carolina, 3739 National Drive, Suite 210, Raleigh, NC 27612. Tel: 919-781-8833, Fax: 919-781-6527.

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Please give credit: Harry K. Wong, Ed.D., 943 N. Shoreline Blvd., Mountain View, CA 94043.
Just giving a teacher a mentor alone is not induction. The beginning teacher is at the mercy of the mentor’s philosophy, schedule, competence, and training, if any. There is no uniform mission with individual mentors. Twenty new teachers plus 20 different mentors equals 20 people teaching in 20 different ways.

The airlines do not send a pilot up without training, providing only a mentor for each pilot to call in case there are problems at 33,000 feet.

Just giving a teacher a mentor alone is not induction.

Induction must be a structured training process coupled with an ongoing process of support from the school site administrators, staff developers, mentors, and teachers. During the induction process, the administrators and staff developers provide ongoing training for the new teachers. The mentors then help the new teachers to implement what has been learned. In fact, mentors are often an integral part of the training process, resulting in a more consistent implementation of the district’s vision for effective teaching.

You cannot have mentoring without an induction program. But, you can have an induction program without mentors.

Mentors must be part of a systematic induction process. For new teachers to be effective, there must be a structured training process coupled with an ongoing process of support from the school site administrators, staff developers, mentors, and teachers.

The Structure of an Effective Induction Program

- An initial four or five days of induction before school begins
- A continuum of professional development through systematic training over a period of two or three years
- A strong sense of support
- A mentoring component to the induction process
- A structure for modeling effective teaching during inservices and mentoring
- Opportunities for inductees to visit demonstration classrooms

Induction programs have such integrated components as

- Classes toward an advanced degree
- Demonstration classrooms
- Mentoring
- Workshops
- Portfolios
- Visitations
- Social events
- Debriefings
- Assessment
- Sharing sessions

The Bridgeport, Connecticut, new teacher induction program includes

- Four days of preschool workshops
- One year of bi-weekly meetings (to be extended to two years)
- Formal meeting with the principal bi-weekly
- Trained mentor and a buddy

Increasing Retention

- 33 percent of all qualified new teachers leave within the first three years.
- 50 percent leave within the first seven years.
- 95 percent of new teachers who experienced support during their initial years remain in teaching after three years.
- 80 percent of the supported teachers remain after five years. (Wilkinson, 1994)

Continually recruiting teachers is expensive and retaining them is a challenge. Only by retaining qualified teachers can a staff build a culture of effective teachers. William Kimball, superintendent of the Port Huron Area Schools in Michigan says, “After seven years, there are more induction teachers now than non-induction teachers in our system and you can see it by the change in our culture.”

Since it takes five to seven years to create a culture of effectiveness in a school, it is imperative to increasingly retain a greater number of highly qualified, effective teachers. The induction process helps to accomplish this.

With a scarcity of effective teachers, it is imperative to have an induction program that will

- Train new teachers
- Support new teachers
- Retain new teachers

Highly Recommended Document

Recruiting New Teachers, an organization devoted to attracting new candidates to teaching careers, has a national study of urban teacher induction programs. Note that they talk about induction, not mentoring programs.

Support from a mentor is important, but far too often it is simply a temporary buddy arrangement. Recruiting New Teachers found that fully 94% of the induction programs they studied were “formal, in-depth, and sustained.”

They found that induction programs are needed

- To staunch the hemorrhage of new teacher attrition, particularly in our nation’s urban schools;
- To eliminate unfit individuals and retain only those who have been deemed competent;
- To extend the preparation period of novice teachers through their crucial first few years upon the job so that they continue to develop as proficient, knowledgeable, and successful teachers of our nation’s children; and
- To improve the climate for teaching and learning, build community between new and veteran teachers, and, in the process, help address urban teaching’s “brain drain” to the suburbs.

Successful Programs

The Flowing Wells School District's induction program is a five-year program with a prime objective of training novice teachers to become expert teachers. Their approach is so widely copied that they have an annual workshop provided for others who want to learn more about the induction process.

The Mesa, Arizona, and Medford, Oregon, induction programs are multi-year programs. The Medford program is a three-year program with year one focusing on classroom management, year two on instructional strategies, and year three on peer tutoring. Both the induction programs in Gaston County, North Carolina, and Henry County, Georgia, have won state awards for their implementation.

The Community Consolidated School District 15 in Palatine, Illinois, has a mandatory four-year new teacher program. The program trains, supports, and prepares each teacher to become candidates for National Board of Professional Teaching Standards certification at the end of the induction curriculum.

The Parkway School District in Missouri has a staff development program called the “Zero to Thirty-Plus Development Plan.” From recruitment to retirement, Parkway focuses its staff development program on building professional growth for 30+ years.

In Port Huron, Michigan, the induction program is a joint effort between the teacher's union and the administration demonstrating that everyone wants to see the new teacher succeed. And, finally, the induction programs in Thibodaux, Louisiana, and Franklin Park, Illinois, have created two of the best induction programs, as repeatedly validated by their teachers.

I belong, I belong,” was an excited comment into their office after all the new teachers had bonded and our district is truly better for it. What a feeling!

Welcomed and Bonded

As part of their induction program, Las Vegas has a New Teacher Welcome Center to assist new teachers with relocation information such as places to live, banking needs, available roommates, how to register their car, and how to hook up utilities. Cathy Lozen of the Port Huron Area Schools describes how she and her colleague walked back into their office after all the new teachers had gone home and found vases filled with flowers and notes saying, “Thank you! From your new teachers.”

“I belong, I belong,” was an excited comment shared by one of the new teachers on the afternoon of the last day of induction. They had become a cohesive and caring group in four days. We all bonded and our district is truly better for it. What a feeling!

Exemplary Induction Programs

| Institute for Teacher Renewal and Growth |
| Ms. Susie Heintz, Flowing Wells School District, 1556 West Prince, Tucson, AZ 85712 |
| New Teacher Induction Program |
| Ms. Cathy Lozen, Port Huron Area Schools, 1925 Lake Ave, Port Huron, MI 48060 |
| (F.I.R.S.T.) Framework for Inducting, Retaining, and Supporting Teachers |
| Ms. Annette Breaux, Lafourche Parish Schools, 110 Bowie Rd, Thibodaux, LA 70301 |
| Growing and Sharing Together |
| Dr. Nancy Fiandach, Mesa Public Schools, 549 North Stapley Dr, Mesa, AZ 85203 |
| Teacher Induction Program for Success |
| Ms. Linda Rader, Gaston County Schools 236 Eighth Ave, Cramerton, NC 28032 |
| Teacher Induction Program |
| Ms. Wendy Hughes, Henry County School System, 396 Tomlinson St, McDonough, GA 30253 |
| Leyden University |
| Dr. Kathryn Robbins, Leyden High School, 3400 Rose St, Franklin Park, IL 60131 |
| The Medford Induction Program |
| Ms. Kathy McCollum, Medford Unified School District, 500 Monroe St, Medford, OR 97501 |
| Helping Teacher Induction Program |
| Mr. John C. Conyers, CCSD 15, 580 North First Bank Dr, Palatine, IL 60067 |
| Zero to Thirty-Plus Professional Development Plan |
| Ms. Barbara Moore, Parkway School District, 780 N. Woods Mills Rd, Manchester, MO 63011 |
| New Teacher Training |
| Ms. Frances M. Rahinowitz, Bridgeport Public Schools, 948 Main St, Bridgeport, CT 06604 |
| New Teacher Welcome Center |
| Ms. Karyn Wright, Clark County School District, 4212 Eucalyptus Ave, Las Vegas, NV 89121 |

Maslow’s Theory of Motivation

Maslow’s theory of motivation (1954) postulates that individual needs are arranged in a hierarchy. You must satisfy the needs of the lowest level before a person will move to the next higher level. His five levels are:

- Self Actualization Needs
- Esteem Needs
- Love and Belonging Needs
- Safety Needs
- Physiological needs

Some people give the simplistic formula that all a new teacher needs is a mentor to provide a forum for reflection. The last thing a new teacher wants is a forum of mentors glaring down waiting for reflection. They have more immediate needs.

Physiological Needs: Where are the restrooms; what will the cafeteria cost; how can I find food, shelter, medical and dental care, auto servicing, and insurance?

Safety Needs: Will my car be safe in the parking lot; what parts of town do I need to be careful in; should I stay after school late, weekends?

Love and Belonging Needs: Will there be an induction ceremony to welcome me, to introduce me to people at the school and help me meet new friends? Will there be an induction ceremony at the end of the week to make me part of the family of professionals?

Esteem Needs: Will I be told of my importance and the role I have as part of the staff? Will there be a lunch during the induction process with local business and civic groups so that I know of my importance to the community?

Self Actualization Needs: I am eager and I want to contribute to the work of the staff. I may be ready to reflect after a couple years of experience.

A Message of Love and Care

An induction program sends the message to new teachers that you value them—that you want them to succeed, to stay with you, grow, and thrive. It is an invitational message of love and care.

Perry Rodrigue, an assistant superintendent in Thibodaux, Louisiana, excitedly says, “All of our new teachers returned the following year. This had never happened until we implemented an induction program.” Port Huron, Michigan, teacher, Cheryl Rogers exclaims, “I attribute much of my success to my district’s induction program. The program made me warmly feel like a part of the district family of colleagues.”

The most cost-effective, efficient, and proven successful way of reaching our students is with confident, supported, effective teachers. This can be done with an induction training process.

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REFERENCES:


Induction: Helping New Teachers Reach Their Maximum Potential, Harry K. Wong