

INDUCTION: Helping New Teachers

Reach Maximum Potential

The mission of induction is to
effective

train, retain and create a culture of
teachers

"Your new teacher induction program not only saved my wife as a classroom teacher, but it also saved my marriage. My wife was miserable both at home and at school. Whatever you did at that induction program made her so much more successful as a classroom teacher and a happier person in general."

Received by Annette Breaux, Director of the Induction Program
Lafourche Parish Schools, Thibodaux, Louisiana

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.

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.

With an induction process a principal increasingly retains a cadre of effective teachers and builds a culture of an effective school.

Aging and Enrollment

- Approximately 200,000 new teachers will enter the profession each year for the next decade and the corp 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

Much worse than training people and losing them is not training them and keeping them!

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.

What Is Induction?

Induction is a structured training process that must begin before the first day of school. Induction introduces new teachers to the culture, mission, procedures, and philosophy of their new school or district. Its purpose is to

- provide instruction in classroom and teacher effectiveness.
- promote participation in and implementation of the mission, philosophy, and programs of the school or district.

The induction process needs to begin before school starts with a minimum of two days, preferably, four or five days and sustained for two or more years. Included in this process are all the teachers new to the district or school, even if they have taught elsewhere, as well as any mentors who are a part of the induction process.

Not to provide induction is like asking a pilot to learn how to fly while taking a planeload of passengers up for the first time. Yet, not to provide an induction program is the prevailing practice in education for newly employed teachers.

By default, new teachers have had to figure it out for themselves; do it themselves; and then end up keeping it to themselves. Conversely, there is the North Carolina model that identifies potential teachers as high school students and then nurtures and supports them through college and their first year of teaching.

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 studied 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 919-781-6833, FAX 919-781-6527.

Purpose of Induction

- **Train** new teachers
 - **Support** new teachers
 - **Retain** new teachers
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Results of Induction

1. Reduce the intensity of transition into teaching
2. Improve teaching effectiveness
3. Increase the retention of greater numbers of highly qualified teachers

There is a difference between induction and mentoring.

- ***Mentoring is support.***
 - ***Induction is training, support, and retention.***
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The Induction Process

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

On the next page is a list of exemplary induction programs. These programs, although different because they cater to the cultures and communities they serve, all have some commonalities. They teach the following:

- Effective classroom management procedures and routines.
- Effective instructional practices.
- A sensitivity to and an understanding of the community.
- Life-long learning and professional growth.
- Unity and teamwork among the entire community.

The focus is on training, and the pace is steady. The trainers assume the roles of classroom teachers, and the new teachers become their “students.” The training briskly and firmly shifts to classroom management and instruction. **The primary focus is on instructing teachers with techniques to allow their students to be successful.**

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

A major feature is the use of demonstration classrooms at appropriate grade levels or subjects. A master teacher (many times it’s one of the mentor teachers) simulates how the room is arranged and managed for the first day of school. The new teachers invariably sit in awe as they learn, firsthand, from the experts what it looks like to start school successfully.

At the end of the induction week, there is usually an awards ceremony and a civic function where all the teachers are given a certificate and a welcome bag from community supporters. They have now been introduced to their mentors, and because the induction process stresses life-long learning, the best of these new teacher induction programs continue for several years.

Mentoring Alone Is Not Induction

Just giving a teacher a mentor 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.

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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
- Debriefings
- Assessment
- Social events
- 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.

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

Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States. (1999). A national study conducted by Recruiting New Teachers, Inc., 385 Concord Ave, Belmont, MA 02478.

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.

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 room-mates, 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!

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William Kimball, Superintendent
Port Huron Area Schools, MI

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 Lapeer 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, 760 N. Woods Mill Rd, Manchester, MO 63011

New Teacher Training

Ms. Frances M. Rabinowitz, 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 program 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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<http://nces.ed.gov/> The National Center for Educational Statistics.

www.ncforum.org The North Carolina Public School Forum and Teaching Fellows Commission.

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