

EFFECTS OF NEW TEACHER INDUCTION PROGRAMS  
ON K-12 TEACHER RETENTION AND SATISFACTION

by

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## Table of Contents

Abstract .....	4
Chapter I: Introduction .....	5
Statement of Problem .....	6
Research Question .....	6
Definition of Terms .....	7
Chapter II: Review of Literature .....	8
Recruitment Strategies .....	8
Why Teachers are Leaving .....	8
Predictors of Beginning Teachers' Burnout .....	10
Importance of Retention .....	12
Retention Strategies and Activities .....	12
Mentor Program vs. Induction Program .....	14
Roles and Responsibilities .....	16
Impact of Successful Induction Programs on Teacher Retention .....	17
Reasonable Expectations .....	19
Chapter III: Results and Analysis Relative to the Problem .....	22
Chapter IV: Recommendations and Conclusion	
Recommendations .....	23
Areas for Further Research .....	23
Summary and Conclusion .....	24
References .....	26
Appendix .....	31

Table 1: Reasons for Mobility .....	32
Retention Strategies and Activities .....	33
Michigan’s Teacher Induction and Mentoring Standards .....	35
Teacher Induction and Mentoring Program Planning Form .....	38
Implementing a Teacher Induction and Mentor Program .....	42
Induction Program Components and Models .....	43
Guidelines for Implementation .....	47
Resources and Contacts and Grants .....	48
Resources and Contacts for Recruitment and Retention .....	50

Abstract

Teacher attrition rates are on the rise as well as the costs for replacing the teachers who have left. School districts need to do something about the escalating rates and costs. An increase in research has shown a link between student achievement and the quality of a teacher's instruction. New teacher induction programs are being implemented into school districts to help lower attrition rates. One of the main goals of induction programs is to ensure professional success and retention of new teachers. Induction programs also improve the educational performance of students through improved training, information, and assistance for new teachers. Every school district is unique, so every induction program should be developed along different goals.

## CHAPTER I: INTRODUCTION

School districts are facing two very difficult problems throughout our nation: attracting new teachers and keeping effective educators in our schools. Many of the initiatives target minority teacher shortages, shortages in subject areas such as math and science, shortages related to gender, and the retention of educators already working in the teaching profession (National, 2003).

The journey teachers must take in becoming teachers is challenging. Teachers must complete a teacher preparation school, become certified, and appointed to a teaching position, not to mention possess passion and commitment. This proves to be too long and rigorous for some making it difficult for the school districts to keep up with the turnover rate (National, 2003).

The National Commission on Teaching and America's Future (NCTAF) referred to teaching as the "revolving door profession." Approximately the same number of teachers that are hired each year is the same when compared to the teachers that leave. The NCTAF reported the high-poverty schools are hit the hardest when it comes to turnover (National, 2003).

When school districts are able to recruit new teachers the school districts sometimes run into another hurdle to jump over, retaining the new teachers. The No Child Left Behind Act (NCLB) of 2001 has made it even more difficult for retaining teachers. The NCLB has required school districts to staff their schools with "highly qualified" teachers in the subject area they teach by the end of the 2005-2006 (National, 2003).

### *Statement of Problem*

Researchers say that 40-50% of new teachers leave the classroom within the first five years (NEA, 2002; *Teacher*, 2007; *Unraveling*, 2002). The financial cost of teacher turnover adds to the already tight budgets school districts face. Besides the financial cost, there is a negative impact on student learning (Glazerman et al., 2006; *Teacher*, 2006).

Researchers have suggested that the better trained the teacher, the better the student achievement in the classroom. Studies done in Tennessee over a three year period showed a difference in approximately 50 percentile points on standardized test for students taught by high-quality teachers versus low-quality teachers (“Education,” 2007). So why aren’t schools training their teachers to be better educators? According to Annette L. Breaux, who wrote the book *New Teacher Induction: How to Train, Support, and Retain New Teachers* with Dr. Harry K. Wong, many school districts believe they are! These mistaken school districts are under the impression the mentoring programs that are in place are the same as induction programs. Unfortunately, these beliefs are misguided (Delisio, 2003).

### *Research Question*

Research has indicated that effective induction programs improve teacher effectiveness and increase teacher retention. I am concerned that schools are not implementing induction programs because they have been shown to be effective in retaining teachers and in return helping students. This paper will answer the following question: “What are the characteristics and implications of effective teacher induction programs?”

*Definition of Terms*

Attrition: A reduction or decrease in numbers, size, or strength.

<http://dictionary.reference.com/browse/attrition>

Mentoring: The process of a more experienced teacher (mentor) guiding a less experienced teacher (mentee). <http://en.wikipedia.org/wiki/Mentorship>

Induction: “This involves ongoing, systematic training and support for new teachers beginning before the first day of school and continuing throughout the first two or three years of teaching.” [http://www.education-world.com/a\\_issues/chat/chat071.shtml](http://www.education-world.com/a_issues/chat/chat071.shtml)

Orientation: “This is for everyone. Everyone gets together for a day to learn about the policies and procedures of the school and district.” [http://www.education-world.com/a\\_issues/chat/chat071.shtml](http://www.education-world.com/a_issues/chat/chat071.shtml)

## CHAPTER II: REVIEW OF LITERATURE

The No Child Left Behind Act passed in 2001 has started a national effort to find highly qualified teachers in every classroom. The turnover rate of teachers is incredibly high. Nearly half of all teachers leave the profession within five years. The attrition rate is roughly 50% higher in poor schools as compared to wealthy schools (*Teacher*, 2005). Besides focusing only on staffing schools with high quality teachers school districts need to focus also on providing effective strategies for these teachers and supporting these teachers during the first two to three years of teaching (*Unraveling*, 2002).

*Recruitment Strategies*

A huge challenge before retention comes into play, particularly for urban and rural schools with large numbers of poor and minority students, is simply the recruitment of teachers. The solution for many school districts facing this problem is to launch a very aggressive campaign (National Education Association [NEA], 2003).

The NEA has provided school districts with a list of specific recruitment strategies. These strategies are common to many of the aggressive recruiting campaigns launched by school districts. Developing a comprehensive recruitment plan, developing a strong marketing and outreach campaign, improving the hiring process, providing nontraditional routes into the profession, and providing financial incentives are strategies outlined by the NEA for successful campaigns (NEA, 2003).

*Why Teachers Are Leaving*

Recruiting high-quality teachers into schools is only half the challenge. According to the NEA (2003) almost a third of the nation's teachers leave the profession during their first three years of teaching. After five years, that percentage jumps to almost half.

The National Center for Education Statistics (NCES) conducted a teacher attrition and mobility survey in 2004 and 2005. A Teacher Follow-Up Survey (TFS) was completed in 2004-05 by 7,429 current and former teachers. Of the 7,429 respondents 2,864 were “stayers” (teaching in the same school as the previous year), 1,912 were “movers” (teaching at a different school as the previous year), and those that left the teaching profession in the previous year (“leavers”) made up 2,653 of the respondents (Marvel, Lyter, Peltola, Strizek, & Morton, 2006). Note that the leavers make up roughly 36% of the number surveyed. The results for reasons of mobility are listed in Table 1 in the appendix.

In 2004-2005 retirement was the highest percentage (31.4) for public schools. Other family or personal reasons was rated the highest percentage (30.6) for private schools. The second highest percentage from both public and private school teachers was to pursue a position other than that of a K-12 teacher (Marvel, et al., 2006).

Further in the study was another table from the TFS that declared over 50 percent of public school teachers that had left now had more control in their new positions. Sixty-five percent of the leavers stated having a much more manageable workload in their new positions as compared to their teaching positions (Marvel et al., 2006).

Now that school districts have a clearer idea as to why teachers are leaving the profession they need to find a solution to this problem to help teachers remain in the education field.

#### *Predictors of Beginning Teachers' Burnout*

Burnout is commonly defined as physical, emotional, and cognitive exhaustion that develops from sustained exposure to situations that are emotionally demanding and

stressful (Goddard & Goddard, 2006). Burnout has also been broken down into three stages: stress, strain, and defense coping (Ayalon, 1989). No matter the chosen definition of burnout the researchers show that burnout has consistently been linked to poor physical and psychological health in teachers. The transition from education teacher to professional teacher is often a very stressful and difficult experience, which often times leads to early exit (Goddard & Goddard, 2006).

Ayalon (1989) conducted an exploratory study containing organizational variables (role overload, level of autonomy, etc.) because these factors are most likely to be manipulated by school administrators and policy makers. Two surveys inquiring about current working conditions using a 4-point scale were sent out to 85 first year teachers teaching in a southwest city of the United States during the fall semester. Eighty percent of the surveys were returned. An additional 10% of teachers in each district were interviewed to gain more insight. The teachers who returned the survey the first time were sent a second survey in the spring semester several weeks before the end of the school year. This survey also asked about feelings associated with burnout. Sixty-six percent of the previous respondents returned the second survey. The final sample included 45 first year teachers. Twenty-six (58%) of the 45 first year teachers had mentor teachers. A stepwise multiple regression analysis was conducted. Of the 45 beginning teachers sampled forty-two percent reported “frequently” or “almost always” experiencing emotional and physical exhaustion. At the end of the study Ayalon concluded instructional rewards (i.e. teacher and administrators’ recognition) was the only factor determined to have a significant influence as a predictor of end of year beginning teacher burnout (1989). As a result it seems that positive classroom

experiences and recognition from fellow teachers and administrators is crucial to reduce physical and emotional exhaustion during the first year of teaching (Ayalon, 1989).

However, the study was exploratory in nature so further study needed to be done to determine if other burnout factors play a role. The study was done on a small sample of beginning teachers (N=45). A larger sample of beginning teachers should be tested to find the importance of instructional rewards in predicting teachers' burnout.

An integrated model, which included instructional reward together with another five variables, accounted for nearly one-third of the measured variation in the beginning teacher burnout (Ayalon, 1989). Several important factors in the school environment proved to contribute to new teacher burnout. These factors were: nature of interaction between the novice and other people in the school, task identity, rushed in job, task and skill overload, and too many students in the classroom. Having a mentor teacher did not significantly account for variation in burnout (Ayalon, 1989).

Special education teachers face even more responsibilities in their chosen profession, which can lead to special education teachers leaving their field altogether or moving into general education classrooms. Understanding the Individuals with Disabilities Education Act (IDEA), acquiring knowledge of special education forms and the state and school district accommodations for instruction and testing, developing modifications or accommodations to the general curriculum, and documenting each student's progress toward individualized education program (IEP) goals are just a few of the additional responsibilities of special education teachers. The extent of the additional demands placed on new special educators intensifies the existing frustration and stresses that all new teachers experience (Boyer & Gillespie, 2000).

### *Importance of Retention*

Retention is an important aspect, as is recruitment, in maintaining high standards in K-12 instruction (NEA, 2002). High teacher turnover can have several negative consequences. It is suggested that turnover rate can hurt student achievement, impose a high cost on districts that must recruit, hire, and train replacement teachers, and disrupt school culture and the continuity of the overall school experience (Glazerman, Senesky, Seftor, & Johnson, 2006; *Unraveling*, 2002). Few districts have collected data to link student achievement to teacher induction programs (NEA, 2002). However, well-designed induction programs have shown to have positive effects on teacher effectiveness and a reduction of turnover rates (NEA, 2002).

According to the NEA (2003), the school districts that hurt the most from teacher turnover is typically the low-performing schools. These are the schools with the greatest need for highly experienced teachers but are usually staffed with those least experienced. Teachers from these schools quite often leave after a few years of gaining seniority and enough experience to move to a “better” school or school district.

### *Retention Strategies and Activities*

Wald (1998) obtained strategies through discussion groups, interview, and a written survey. To ensure the consistency of strategies and activities each strategy and activity went through a validation process involving representatives from each domain: an educator, a school-based administrator, and a district-wide administrator. Activities listed were provided by practicing professionals through interview and survey methodologies. The activities listed are meant to correspond to the strategies. The reference found in the appendix is broken into three sections each for different school

personnel to implement: classroom-based personnel, school-based personnel, district-wide administrative level. The strategies and activities were developed for special education teachers, however, the strategies and activities apply to all educators.

The NEA (2003) also provided retention strategies for school districts. These strategies are: prepare teachers adequately, nurture new teachers, improve the working environment, and provide financial incentives. These strategies were collected through NEA affiliates and other organizations and a collection of information regarding recruitment and retention initiatives held at an annual national forum.

Teachers need to have a thorough understanding of their students' cultures. New teachers must also be able to deal with the challenges prevalent in low-performing schools, including behavioral and emotional problems (NEA, 2003). New teachers need nurturing. School districts can achieve this by implementing a formal induction program. The induction program should include a mentor, orientation and professional development sessions. New teachers need additional planning time (NEA, 2003). By improving the work environment the NEA (2003) provided the example of school districts including teachers in school-based decision making. Teachers feel respected when asked for professional views.

Financial incentive ideas presented by the NEA (2003) range from bonuses for additional skills and knowledge (i.e. National Board Certification) to housing subsidies and tuition assistance. In some districts it appears that providing a financial incentive is helping to retain teachers. However, there is some debate on how effective these financial incentives are. To attract teachers to low-performing schools the American Association of

School Administrators (AASA) pointed out when used alone the financial incentives offered must have a salary increase of 20% or more (NEA, 2003).

*Mentor Program vs. Induction Program*

According to Kanuka (2005), mentoring programs are meant to help develop and support professional careers and build competence of beginning teachers. Mentoring programs also provide professional development and support in adjusting to new positions. Mentors or experienced colleagues provide guidance to the beginning teachers through this support system.

There are different types of support systems available for school districts to put into action. The buddy system and the experienced teacher-novice system are two examples. Petersen (2007) explained a mentor is assigned to a new teacher at the beginning of the new teacher's employment. The responsibility of the mentor is to orientate the new teacher to the school districts culture, such as policies and procedures. In the buddy system "mentors are neither trained for their new role nor given time to carry out its demands. In other words, new mentors are treated pretty much as new teachers were, allowed to sink or swim, armed with only intuition and good intentions to keep themselves afloat" (Moir, 2003, p. 5).

According to Petersen (2007), an experienced teacher (sometimes someone who has taught a minimum of three years) is assigned as mentor for a new teacher within the experienced teacher-novice system. Some of the experienced teacher's roles could be general orientation and assisting with an array of teaching aspects, such as: observing teaching techniques, providing feedback, and providing opportunities for the novice teacher to observe experienced teachers.

Induction programs differ from mentor programs. Allen (1999) stated the intention of induction programs is to acquaint new teachers with a deeper understanding of the values and responsibilities of the teaching profession and of the school district.

Michigan's Department of Education outlined the characteristics of strong induction programs as being multi-year programs that last over three years, integration of support, development, and assessment of beginning teachers, moving beginning teachers towards more complex understandings and practices, training the mentor to be effective for the beginning teacher and for school improvement, enhance school culture, and on-going evaluation of the program for future improvements.

Allen (1999) added peer-group support, meetings, and informal classes that help new teachers more successfully process and learn from their teaching experiences are frequently apart of induction programs. Induction programs are multi-dimensional.

### *Roles and Responsibilities*

Whether it is a mentor program or induction program a school district is implementing the two are similar in the respect they both have beginning teacher roles and mentor roles. The beginning teacher has many roles and responsibilities. The first role is to interact with the mentor. In this relationship the beginning teacher must identify weak areas in his/her own practice. It is the beginning teacher's responsibility to seek out help. The beginning teacher must also be open to feedback in order to develop into an effective teacher (Massachusetts, 2002). Another responsibility of the beginning teacher is to set up a schedule to observe experienced teachers and adhere to it. Participating regularly in programs organized specifically for beginning teachers is an additional

responsibility of beginning teachers. Programs include peer support groups, professional development seminars and workshops (Massachusetts, 2002).

Sweeny (2008) claimed to have worked with hundreds of mentoring and induction programs and to have trained thousands of mentors since 1985. Through Sweeny's experiences he has provided a list of three roles for mentors to be like in order to be effective. The three roles are helper, colleague, and model. To be a successful mentor the mentor should be a helper. The mentor can do this by being a "resource on methods and teaching options, a giver of time, energy, and support, and a linker to resources and help" (Sweeny, 2008, p. 1). The mentor must also be a colleague by being an "advocate for the child, the profession and the professional, a celebrant to share the joy and build professional self esteem, a confidante by establishing and maintaining the mutual trust and regard necessary for risk-taking and growth, and a listener by caring about the beginner, their ideas, dreams, and concerns" (Sweeny, 2008, p. 2).

Lastly, an effective mentor should be a model by being a facilitator by "enabling the protégé to become an independent, mature professional, a questioner to promote thinking, analysis, diagnosis, problem-solving, and planning, a visionary with a dream for teaching and learning and a belief in the new professional" (Sweeny, 2008, p. 2). Also according to Sweeny (2008, p. 2), in order for the mentor to be a facilitator he/she needs to be "reflective by observing, discussing, giving feedback, and seeking to grow themselves and to be a situational leader" by seizing "teachable moments" and creating growth opportunities by being a teacher, a motivator, a leader, a needs assessor, and being flexible (Sweeny, 2008, p. 2).

*Impact of Successful Induction Programs on Teacher Retention*

Glazerman et al. (2006) stated the main reason that school districts do not offer more support to new teachers is that high-intensity teacher induction is expensive, and there is little empirical evidence on whether investing more resources in a more intensive, and hence more expensive, induction program would help the most needy and hard-to-staff districts attract, develop, and retain their beginning teachers.

However, the New Teacher Center (NTC) conducted a study using payroll data in 1992-1993 on retention rates for new teachers supported by the Santa Cruz New Teacher Project (SCNTP). The study showed after six years 94% of those new teachers were still in the education field. No further information was provided about the study. The SCNTP started in 1988 as a comprehensive new teacher support program, with mentoring at its core. It has now expanded well beyond Santa Cruz due to its effectiveness (Moir, 2003).

In another study, some North Carolina high-priority (those with teacher retention rates lower than the district as a whole) schools implemented the NTC induction model. Beginning teachers received weekly mentoring, using the NTC model. The teacher dropout rates were cut in half. Attrition rates across the school district were 32% as compared to those who received intensive mentoring were at 17.5% despite the challenging assignments (Moir, 2003).

Moir (2003) pointed out the benefits of effective mentoring go beyond the retention of new teachers. Effective mentoring also helps to strengthen veteran teachers. “Mentors often find themselves revitalized by the experience of passing their knowledge onto a new generation of teachers” (Moir, 2003, p. 14). Some mentors become “teacher leaders” in their schools while others go on to administrative positions to become successful principals. According to Moir (2003), mentors in effective mentoring or

induction programs come away with a broader perspective on teaching and learning and enhanced leadership skills.

The Advocating Strong Standards-based Induction Support for Teachers (ASSIST) program through the Michigan Department of Education provided a table to outline the benefits of strong induction programs for beginning teachers, mentor teachers, principals, and students. Induction programs are designed for beginning teachers but have a positive impact on many additional individuals. See table below.

Beginning teachers	Mentor teachers	Principals	Students
Improved knowledge and classroom performance	Renewed commitment to their own teaching and learning	Decrease in student discipline problems	More equitable distribution of learning opportunities
Enhanced competence in managing discipline problems	Renewed commitment to their students' learning	Improved teacher morale and collegiality	More opportunities for racially and ethnically diverse students
Increased awareness of state and local curriculum standards	Renewed commitment to their colleagues' learning	Increased staff stability	Higher learning expectations for all students
Improved ability to relate to parents	Increased job satisfaction	Strengthening of teacher leadership for school improvement	Higher-order instruction and more complex learning tasks for all students
More academically effective use of classroom time	Adoption of school and professional leadership roles	Improvements in student learning	
Enhanced feelings of competency, support and motivation			

(Michigan, *Benefits*)

*Reasonable Expectations*

When designing an induction program it is important to keep the specific goals in mind for the particular school district. The components of the program should reflect the goals of the program. The following goals are provided by Huling-Austin (1986) to assist those that are conceptualizing and designing programs. The goals should help clarify the designers thinking about realistic limitations while setting priorities. Huling-Austin compiled these generic goals from ones that are typically included in induction programs.

Goal 1: To Improve Teaching Performance

Realistic Expectations: Some needs of new teachers are easily addressed in one meeting (attendance book, rules on the playground), however, there is no magic wand for the improvement of instruction. To improve instruction beginning teachers need on-going support and guidance. Induction programs must include components to provide meaningful types of instructional assistance. School districts must also keep in mind the cost of implementing this goal. With enough time and resources it might be possible to shape every new teacher into an acceptable one. However, this is not a realistic goal. Huling-Austin (1986) suggested providing the support and assistance to the new teachers entering the education field who have the abilities and personal attributes to become successful teachers.

Goal 2: To Increase the Retention of Promising Beginning Teachers during the Induction Years

Realistic Expectations: Induction programs need to include appropriate evaluation provisions if the induction programs are to be used as a screening tool to weed out new teachers with the least amount of promise. The school districts must have policies and procedures that make this goal possible and procedures that allow it to happen in ways that conform to due process requirements.

School districts need to keep in mind other factors that influence new teachers to leave the teaching profession such as salary, conditions of the workplace, limited opportunities for advancement within the profession, and status of the profession (Huling-Austin, 1986).

**Goal 3: To Promote the Personal and Professional Well-Being of Beginning Teachers**

**Realistic Expectations:** It is the responsibility of the school districts to help new teachers deal with the shocks of classroom reality and to provide appropriate induction for the new teachers. If new teachers are to be successful school districts need to provide new teachers with basic information about policies and procedures. New teachers need their self-esteem fostered and to feel like a part of a larger team. School districts need to take caution when fostering new teacher's self-esteem however. New teachers need to be supported in ways that foster their development and improvement and not just be made to feel better regardless of their performance (Huling-Austin, 1986).

**Goal 4: To Satisfy Mandated Requirements Related to Induction and Certification**

**Realistic Expectations:** Not a great deal can be said about this goal since mandates must be incorporated into induction programs when they are present. However, facilitators of induction programs must not let the technical aspects of the mandates take precedence over the original intent of the program (Huling-Austin, 1986).

Huling-Austin (1986) also offered a simple list of unreasonable expectations from induction programs. These unreasonable expectations are as follows:

1. Overcome major problems in the school context such as misplacements, overloads, overcrowded classes, etc.

2. Develop into successful teachers those beginning teachers who enter the profession without the background, ability, and personal characteristics necessary to constitute the potential to be acceptable teachers.
3. Substantially influence the long-range retention of teachers in the profession if additional changes are not made in the educational system at large.

Research suggests mentoring and induction programs have a direct effect on reducing teacher turnover rates. Reduced turnover rates have the potential of saving the school districts much needed money student resources, teacher aides, and professional development.

### CHAPTER III: RESULTS AND ANALYSIS RELATIVE TO THE PROBLEM

This paper was written to review the research literature on the effects of new teacher induction programs on teacher retention and satisfaction. Induction programs implemented throughout the country vary greatly in quality (*Unraveling*, 2002). In 2002, 28 states reported having some form of a mentoring program implemented for beginning teachers. Of the 28 states only 10 required mentoring programs. These 10 also financially supported the requirement (*Unraveling*, 2002).

Variations within programs are due partly because there is not a standard definition of what an induction program is or what an effective one looks like. Lack of money and individual school district needs also cause variations. When implemented induction programs can have a beneficial effect on many individuals including beginning teachers, mentor teachers, principals, and students. Though well-designed induction programs vary studies have shown the positive effects on teacher effectiveness and a reduction of turnover rates (NEA, 2002).

All of the literature reviewed supports induction programs rather than mentor-only programs. To maximize the benefits of induction programs all individuals involved need to be committed to improving, assisting, and supporting.

## CHAPTER IV: RECOMMENDATIONS AND CONCLUSION

*Recommendations*

There is no current clear-cut definition for high-quality induction programs or what one looks like in action. High-quality induction programs need guidelines that are easily manipulated to fit individual school districts. These guidelines would provide specific components of induction programs including how to implement the program. In order to create consistency in every school district induction program these guidelines are very important.

After looking at much research induction programs should consist of the following components: mentor, common planning time, new teacher seminars, communication with administration, a supportive network of professionals, a reduction of teaching load, and a teacher's aide.

*Areas for Further Research*

It is apparent more rigorous testing needs to be done simply to define what a high-intensity, effective induction program [i.e. NTC program and Educational Testing Service (ETS) model] looks like when implemented. In addition, research needs to be done on what would have been if a high-intensity induction program had not been implemented (Glazerman et. al., 2006). Funding should be used to study what features of mentoring and induction programs are the most effective and not whether mentoring and induction are worthwhile. Future studies also need to be done on student achievement and the development of teaching practices. In addition, these studies should look at estimating and comparing the costs and benefits of expensive comprehensive mentoring programs and induction programs.

Glazerman et. al. (2006) provided an extensive design for research on high-intensity programs. A random assignment of 17 school districts around the country would be studied.

“The districts selected for the study do not form a nationally representative sample; they are drawn from 13 states with a variety of regulatory, administrative, and demographic contexts” (Glazerman et. al., 2006, p. 4). About half of the 17 districts would implement NTC and ETS high-intensity induction programs. The study is designed to compare the impact of high-intensity induction programs with prevailing programs offered at hard-to-staff schools. Data collection will occur for the intervention year and three follow-up years. Teacher surveys, observations of experimental group, additional surveys of induction experiences from both groups, and student records will be collected the first year of intervention. In the following three years, “surveys will be conducted about career satisfaction, teacher position, and reasons for transitions. In addition, surveys, student records, and observations will be used to estimate impacts on teacher induction” (Glazerman et. al., 2006, p. 5).

Limitations to this study would include: Principals do not play a role in this study; community involvement is not considered; study does not indicate when the surveys would be conducted (time of year may affect teacher attitude towards career satisfaction).

### *Summary and Conclusion*

Teacher induction programs appear to be helping slow down the turnover rate and in effect benefiting the students. Induction programs have the potential to reduce the number of teachers quitting the profession and enhancing the teaching of those that commit to the programs if the induction programs are implemented. The induction programs guidelines need to be clearly stated first.

More research needs to be done to show empirical evidence of the effectiveness of high-quality induction programs. The research needs be taken into account at the national level when writing laws. If empirical evidence shows positive effects on teacher retention, career

satisfaction, and student achievement then school districts should have to implement a proven effective high-quality program.

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Appendix

Table 1 - Reasons of Mobility (Marvel, Lyter, Peltola, Strizek, and Morton, 2006)

Retention Strategies and Activities

Michigan's Teacher Induction and Mentoring Standards (2004)

Teacher Induction and Mentoring Program Planning Form (Michigan, 2004b)

Implementing a Teacher Induction Program: A Three Phase Process AT-A-GLANCE (Michigan, 2004a)

Induction Program Components and Models

Guidelines for Implementation

Resources and Contacts and Grants

Resources and Contacts for Recruitment and Retention

Table 1

**Reasons of Mobility**

**Percentage of public and private school teacher leavers who rated various reasons as very important or extremely important in their decision to leave the position of a K–12 teacher: 2004–05**

Reason for leaving	Public	Private
Changed residence	11.2	17.4
Pregnancy or child rearing	18.7	24.6
Health	11.8	13.2
Retirement	31.4	10.2
School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)	14.6	17.7
Better salary or benefits	14.2	21.8
To pursue a position other than that of a K-12 teacher	25.3	29.5
To take courses to improve career opportunities within the field of education	8.9	9.8
To take courses to improve career opportunities outside the field of education	5.3	7.3
Dissatisfied with teaching as a career	14.6	10.8
Dissatisfied with previous school or teaching assignment	16.0	18.1
Other family or personal reasons	20.4	30.6

NOTE: Leavers are teachers who left the teaching profession after the base year (2003–04). Respondents were asked to rate the importance of various reasons in their decision to leave the teaching profession, although some reasons may be involuntary. Response choices were based on a 5-point scale, and included the following: "Not at all important," "Slightly important," "Somewhat important," "Very important," and "Extremely important." This table includes the percent of leavers who responded "Very important" or "Extremely important."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Former Teacher Data File," 2004–05.

### *Retention Strategies and Activities*

#### Section I – Classroom-Based Personnel (Wald, 1998):

1. Get involved in professional development opportunities offered by school administration.
  - a. Volunteer to attend an in-service on behalf of your department.
2. Be an advocate for yourself and your profession.
  - a. Participate in local career fairs.
3. Read literature and the latest research. Be informed.
  - a. Subscribe to publications available through professional organizations and keep up with the current trends in your field.

#### Section II – School-Based Personnel (Wald, 1998):

1. Principals need to be supportive of teacher decisions.
  - a. Encourage open communication among administration, faculty, staff, and students. Meet with staff on a structured basis to discuss the school mission and the role that each person has in fulfilling the mission.
2. Provide opportunities for special and general educators to collaborate through teams and cooperative teaching opportunities.
  - a. The scheduling of joint planning time is a key to the success of collaboration.

#### Section III – District-Wide Administrators (Wald, 1998):

1. Provide opportunities for teacher networking outside of the school building – have a retreat for professional development and social activities, explore the possibility of teacher exchange programs.
  - a. Provide financial support to teachers to participate in professional development programs.

2. Ensure that school districts match grants that principals and school-based personnel receive.
  - a. Create a matching funds program within the local district whereby any moneys that individuals or teams receive from external funding sources is matched.

## **Michigan's Teacher Induction and Mentoring Standards\***

**Standard 1:** The teacher induction and mentoring program is designed and implemented to specifically meet local and state standards for teaching and learning.

*The Teacher Induction and Mentoring Program:*

- Provides a clearly stated vision, mission, and set of purposes and goals;
- Articulates selection criteria and a support process for mentor teachers;
- Connects the teacher induction and mentoring program, as adopted by a locally agreed upon representative group of stakeholders, with identified local context reflected in the school setting;
- Identifies the roles and responsibilities of participants and stakeholders;
- Focuses on assistance and support of the new teacher;
- Articulates a program that is a multi-year effort and part of a continuum of learning;
- Builds on a vision and philosophy of teacher growth and development that addresses unique teacher needs and learning styles; and
- Focuses on the teaching and learning standards as reflected in Michigan's documents.

**Standard 2:** Professional development opportunities for new teachers and mentors meet quality professional development standards.

*The Teacher Induction and Mentoring Program:*

- Focuses teacher's learning toward and supports student learning;
- Offers a variety of effective professional development strategies used to meet a teacher's continuous learning cycle;
- Demonstrates a connection to the best teaching and learning practice and research on effective teacher induction, including a developmental approach to the coaching and support of teachers; and
- Provides an Individual Professional Development Plan through a coordinated record-keeping and accountability system.

**Standard 3:** Administrative policy is explicit in providing time, equity of responsibility, and personnel to design, implement, and maintain the local teacher induction and mentoring program.

*The Teacher Induction and Mentoring Program:*

- Implements essential and effective policy and practice at the building and district level to support mentoring and induction programs;
- Provides oversight of adequate time, equitable responsibility, and experienced personnel at the building level to ensure the success of the mentoring program;
- Assures all policies recognize and respect the confidentiality essential to the mentor/mentee relationship.

**Standard 4:** The teacher induction and mentoring program is comprised of, and functions through, a well-informed community of learners.

*The Teacher Induction and Mentoring Program:*

- Identifies roles, responsibilities, and expectations of all stakeholders;
- Articulates and promotes the benefits of teacher induction and mentoring support to all stakeholders;
- Describes a plan for continuous learning, reflection, and dialogue that occurs throughout the learning community; and
- Provides assurance that all interaction between mentor and new teacher is held in confidence.

**Standard 5:** Cultural proficiency, which means esteeming cultures, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments, is a program component.

*The Teacher Induction and Mentoring Program:*

- Encourages the adaptation of an individual's values and behaviors and the organization's policies and practices to acknowledge, accept, and respect differences;
- Assesses one's own and the organization's (district, school, classroom) culture; and
- Attends to and manages the dynamics of difference.

**Standard 6:** Initial and ongoing evaluation of the teacher induction and mentoring process is a program component.

*The Teacher Induction and Mentoring Program:*

- Presents a well-defined evaluation plan inclusive of multiple data types;

- Provides a timeline for preparation and presentation of evaluation reports; and
- Describes the process for gathering, reviewing, and analyzing evaluation data and providing timely program adjustments.

\*Adopted by the Michigan Board of Education (January 13, 2004)

(<http://assist.educ.msu.edu/ASSIST/school/together/michiganstandards.html>)

## Teacher Induction and Mentoring Program Planning Form

<b>Creatively Allocating Resources</b>					
Teacher Induction and Mentoring Standard	Time 7am – 4pm	People	Space	Relationships	Easily implemented within existing structures
<p><b>Standard 1:</b></p> <p>The teacher induction and mentor program is designed and implemented to specifically meet local and state standards for teaching and learning.</p> <p>The Teacher Induction and Mentor Program:</p>					
<ul style="list-style-type: none"> <li>• Provides a clearly stated vision, mission, and set of purposes and goals connected to student achievement.</li> </ul>					
<ul style="list-style-type: none"> <li>• Articulates a selection criteria and support process for mentor teachers.</li> </ul>					
<ul style="list-style-type: none"> <li>• Connects the teacher induction and mentor program as adopted by a representative group of stakeholders with identified local context reflected in the school setting.</li> </ul>					
<ul style="list-style-type: none"> <li>• Identifies the roles and responsibilities of participants and stakeholders.</li> </ul>					
<ul style="list-style-type: none"> <li>• Focuses on assistance and support of the new teacher</li> </ul>					
<ul style="list-style-type: none"> <li>• Articulates a program that is a multi-year effort and part of a continuum of learning.</li> </ul>					
<ul style="list-style-type: none"> <li>• Builds on a vision and philosophy of teacher growth and development that addresses unique teacher needs and learning styles.</li> </ul>					
<ul style="list-style-type: none"> <li>• Focuses on assistance and support of the new teacher.</li> </ul>					

<ul style="list-style-type: none"> <li>• Focuses on the teaching and learning standards as reflected in Michigan's documents.</li> </ul>					
<p><b>Standard 2:</b></p> <p>Professional development opportunities for new teachers and mentors meet quality professional development standards. Professional development within <i>The Teacher Induction and Mentor Program</i>:</p>					
<ul style="list-style-type: none"> <li>• Focuses teacher's learning toward and supports student learning.</li> </ul>					
<ul style="list-style-type: none"> <li>• Offers a variety of effective professional development strategies used to meet a teacher's continuous learning cycle.</li> </ul>					
<ul style="list-style-type: none"> <li>• Demonstrates a connection to best teaching and learning practice and research on effective teacher induction and mentoring including a developmental approach to the coaching and supervision of teachers.</li> </ul>					
<ul style="list-style-type: none"> <li>• Provides an <i>Individual Professional Development Plan</i> through a coordinated record-keeping and accountability system. .</li> </ul>					
<p><b>Standard 3:</b></p> <p>Administrative policy is explicit in providing time, equity of responsibility, and personnel to design, implement, and maintain the local teacher induction and mentor program. <i>The Teacher Induction and Mentor Program</i>:</p>					
<ul style="list-style-type: none"> <li>• Implements essential and effective policy and practice at the building and district level to support mentor and induction programs.</li> </ul>					
<ul style="list-style-type: none"> <li>• Provides oversight of adequate time, equitable responsibility, and experienced personnel at the building level to ensure the success of the mentor program.</li> </ul>					
<ul style="list-style-type: none"> <li>• All policies recognize and respect the confidentiality</li> </ul>					

essential to the mentor/mentee relationship.					
<b>Standard 4:</b> The teacher induction and mentor program is comprised of and functions through a well-informed community of learners. <i>The Teacher Induction and Mentor Program:</i>					
• Identifies roles, responsibilities, and expectations of all stakeholders					
• Articulates and promotes the benefits of teacher induction and mentor support to all stakeholders.					
• Describes a plan for continuous learning, reflection, and dialogue that occurs throughout the learning community.					
• Provides assurance that all interaction between mentor and new teacher is held in confidence					
<b>Standard 5:</b> Cultural proficiency, which means esteeming cultures, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments, is a program component. <i>The Teacher Induction and Mentor Program:</i>					
• Encourages the adaptation of individual's values and behaviors and the organization's policies and practices to acknowledge, accept, and respect differences					
• Assesses one's own and the organization's (district, school, classroom) culture.					
• Attends to and manages the dynamics of difference.					
<b>Standard 6:</b> Initial and ongoing evaluation of the teacher induction and mentor process is a program component. <i>The Teacher Induction and Mentor Program:</i>					

<ul style="list-style-type: none"> <li>• Presents a well-defined evaluation plan inclusive of multiple data types.</li> </ul>					
<ul style="list-style-type: none"> <li>• Provides a timeline for preparation and presentation of evaluation reports.</li> </ul>					
<ul style="list-style-type: none"> <li>• Describes the process for gathering, reviewing, and analyzing evaluation data and providing timely program adjustments.</li> </ul>					

## Implementing a Teacher Induction and Mentor Program: A Three-Phase Process AT-A-GLANCE

### **Phase 1: Getting Started: Focused Planning and Implementation**

Implementing a successful mentoring and induction program requires purposeful design to meet the needs of a local context and can be done well when key steps are followed to high levels of quality.

### **Phase 2: Program Evaluation and Revision**

Once in place, effective mentor and induction programs require planned reflection, data gathering and analysis, and program revision to enhance positive results.

### **Phase 3: Building Capacity to Sustain Your Program and Enhance Results**

Resources in effective mentor and induction programs should be invested for both short-term results and enhancing leadership capacity across roles at the local level to achieve long-term gains.

#### **Key Ideas for GETTING STARTED in a Successful Teacher Induction and Mentor Program:**

##### **Year one:**

- Assessing local setting against mentor and induction program standards and benchmarks
- Clarifying program goals and desired results
- Identifying selection criteria and process for mentor teachers
- Gaining involvement of key stakeholders
- Establishing supporting policies and procedures including incentives
- Ensuring effective mentor and new teacher matches
- Providing professional development and other support for all participants
- Celebrate and acknowledge work of program participants

##### **Year two:**

- Providing professional development for all participants
- Designing and implementing mentor program evaluation

#### **Key Ideas for PROGRAM REVISION of a Successful Teacher Induction and Mentor Program**

##### **Year one:**

- Identification of long- and short- term program goals and desired results
- Gathering of essential baseline data
- Definition of what will be considered as credible evidence of progress toward program goals
- Identification of person responsible for gathering and analyzing data
- Celebrate and acknowledge work of program participants

##### **Year two:**

- Gathering and analyzing evaluation data across multiple levels
- Preparation and presentation of evaluation reports
- Review of evaluation reports
- Use of evaluation data for program revision
- Celebrate and acknowledge work of program participants

#### **Key Ideas for BUILDING CAPACITY to Sustain Your Teacher Induction and Mentor Program**

##### **Year one:**

- Identify and support a leadership structure to oversee program
- Celebrate and acknowledge program participants

##### **Year two:**

- Provide opportunities for local leaders to co-design and co-facilitate PD sessions for mentors and beginning teachers
- Establish line item for mentor program in annual budget
- Continue to broaden the pool of trained mentors available to work with beginning teachers
- Share program results with stakeholders and decision makers
- Celebrate and acknowledge work of program participants

##### **Year three and beyond:**

- On-going implementation of above activities

**MICHIGAN STANDARDS AND BENCHMARKS  
FOR QUALITY TEACHER INDUCTION AND MENTOR PROGRAMS**

## Induction Program Components and Models

Induction programs are widely varied depending on the different goals that are emphasized. However, most induction programs consist of similar components. These components are “orientation, assessment, professional development workshops, mentoring, peer coaching, small group activities, and classroom observation (Glazerman et. al., 2006).”

Michigan’s Department of Education believed in many of the same components that make up strong induction programs. Orientation activities including the school’s mission, goals, philosophies, and policies, professional development opportunities, mentoring program assisting not only the beginning teacher but the veteran teachers in learning and developing mentoring skills, and utilizing multiple sources for information to improve teaching and learning are components of strong induction programs.

Moir and Gless’s (2001) the essential components of induction programs differ slightly in wording, however, the components are basically the same. The components are program vision, institutional commitment and support, quality mentoring, professional standards, and classroom-based teacher learning.

Program vision means “program leaders must aspire to more than just retention; instead, they must seek to promote the highest quality of instruction possible (Moir and Gless, 2001).”

Institutional commitment and support is described as making teacher learning a priority. New teachers are often given the most demanding placements with inadequate resources. Hence, collaboration between teacher organizations and administration needs

to be done in order to place and support new teachers with appropriate assignments (Moir and Gless, 2001).

Moir and Gless (2001) said clearly-articulated standards of professional practice define professional standards. Standards are essential to keep the novice teacher and mentor focused on effective communication, high quality teaching, and increased student learning.

Moir and Gless (2001) pointed out that classroom-based teacher learning is arguably the most significant form of professional development. This is teacher learning that involves on-going “joint work”. Observation, collaborative lesson design, model teaching, veteran teacher observation, reflections, analysis of student work, goal-setting, and assessment against professional standards are all apart of the novice and mentor “joint work”.

Examples of promising induction programs are the New Teacher Center (NTC), Pathwise Framework Induction Program, and Teachers for a New Era Project of the Carnegie Corporation of New York. In addition, two model programs in Michigan will be described: Port Huron Area Schools and Grand Rapids Public Schools.

Teacher (2006) noted the NTC Induction Model as leading the field in effective induction models. “NTC Induction Model is one-on-one mentoring by a carefully selected and highly-trained mentor. All first- and second-year teachers must participate in the program and are supported by a network of mentors. The NTC Induction Model also provides “release time for mentors to assist new teachers, formative assessment, linkages to pre-service education, program evaluation, and other elements. This model promotes

the expectation that teaching is collegial and that learning is a lifelong process (Teacher, 2006).”

The Pathwise Framework Induction Program was developed by the Educational Testing Service and consists of a comprehensive mentoring and support program for beginning teachers. “This program provides training and support for mentors and structured tasks through which beginning teachers, with the assistance of a mentor, can develop and hone their skills. An online component, including discussion boards, courses, mentor refresher, and resource pages, enhances communication (Teacher, 2006).”

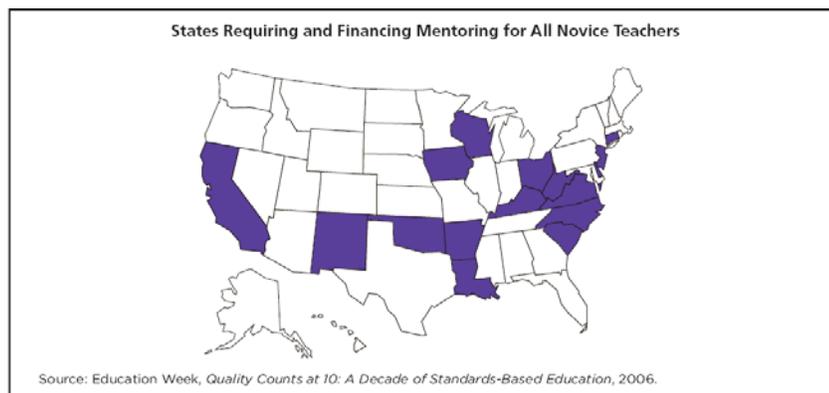
The last model presented by Teacher (2006) was the Teachers for a New Era Project of the Carnegie Corporation of New York. This program is developing state-of-the-art programs at schools of education. “One guiding principle is the establishment of teaching as a clinical profession. Exemplary teacher education programs will consider the first two years of teaching as a residency period requiring mentorship and supervision. During this induction period, faculty from the higher education institution will confer with, observe, and provide guidance to the new teacher to improve practice (Teacher, 2006).”

Port Huron Area School’s personnel developed an induction program in collaboration with the Port Huron Education Association. The team developed a plan with three components: four-day orientation, monthly seminars, and building level support teachers. Every new teacher must attend a four-day orientation prior to the start of the school year, attend monthly seminars, and are paired with a support/mentor teacher

based on grade level, building, expressed desire to commit time and attention, and competency in teaching position.

Grand Rapids Public Schools mentor project came from an evolution of involvement in creating a “buddy system” mentoring program, working with the Middle Cities Education Association’s New Teacher Academy, and the Michigan Education Association PATHWISE mentoring program. The Grand Rapids Public School mentor project has five elements: mentor coordinators, new teacher mentor notebook, teacher support series, mentor training, and mentoring written into the contract between the education association and the school district. The mentor project supplies helpful information and support to new teachers as well as veteran teachers, such as: more intensive assistance is available than what school-based mentors are not able to supply and workshops are conducted on topics ranging from curriculum alignment and classroom management to engaging the urban learner (Michigan, *Induction*).

As of 2006 according to *Teacher* 16 states were requiring and financing mentoring for all novice teachers. “Five of the 16 states provide a minimum of two or more years of state-financed mentoring, down from eight in 2003 (Teacher, 2006).” Limited and uncertain state funds challenge the progress of more states developing comprehensive induction programs (Teacher, 2006). Note the map below.



### Guidelines for Implementation

The Massachusetts Department of Education provided a list of guidelines for induction programs. An induction program plan needs to include “program goals, a communications strategy for informing the school community about the program, roles and responsibilities of the key participants, orientation and training programs for beginning teachers and mentors, processes for mentor selection and matching, a confidentiality policy, reward and recognition of mentors, and evaluation of the effectiveness of the program (Massachusetts, 2001).”

The ASSIST program for the Michigan Department of Education provided a web site which addressed information for principals, mentor teachers, and beginning teachers on how to implement the program. The web site is rich with information if a school district is looking to put an induction program to work. However, those implementing the ASSIST program have to be trained before putting the program into action. Although the web site is rich with information the web site did not provide clearly stated guidelines for implementation such as the Massachusetts Department of Education had.

### Resources and Contacts and Grants

Most districts have some form of induction or mentoring program in place. However, the school districts typically have put the programs in place do to an unfunded state mandate and with little local assistance (Glazerman et al., 2006). Glazerman et al. concluded there is little evidence on whether investing more resources in a more intensive and expensive induction program would help those most in need.

The number of states mandating and funding induction programs has increased, however, the funding is often inadequate and unstable. The lack of consistent state or local funding causes a lack of ongoing support, and mentors that may be under-trained and over-extended (Teacher, 2006). School districts turn to grants to help create new programs and/or support existing programs. For example, the National Education Association (NEA) awarded five Teacher Partnership Grants to state and local affiliate partnerships in 2001. The grants were designed to assist in developing, supporting, and sustaining projects for districts in high need areas. Ten thousand dollars was awarded to each recipient (National, 2003). Below is a list of websites that supply grant information available to school districts interested in seeking funds for induction programs.

- <http://assist.educ.msu.edu/ASSIST/assishomeset/fundingsources.htm>
- <http://www.nea.org/grants/archive.html>
- <http://www.lib.msu.edu/harris23/grants/2educat.htm>

The NEA (2003) also provides a list of induction/mentoring programs:

- <http://assist.educ.msu.edu/ASSIST/assishomeset/aboutAssist.htm> - Michigan Department of Education ASSIST program

- [http://coe.unm.edu/CenterTeacherEd/tp\\_aps.cfm](http://coe.unm.edu/CenterTeacherEd/tp_aps.cfm) - Albuquerque (NM) Public Schools Resident Teacher Program and Teacher Induction Program
- <http://www.btsa.ca.gov> – California Beginning Teacher Support and Assessment (BTSA) Program
- <http://www.fcps.edu/DIS/OSDT/GreatBeginnings/orient.htm> - Great Beginnings Beginning Teacher Induction Program
- NEA-Saturn/UAW Partnership Awards for mentoring
- New Teacher Academy
- [http://www.newteachercenter.org/NTP\\_SCoverview.shtml](http://www.newteachercenter.org/NTP_SCoverview.shtml) - New Teacher Center at the University of California Santa Cruz
- <http://www.rcsdk12.org> – Rochester (NY) Career in Teaching Plan

### Resources and Contacts for Recruitment and Retention

A list of national organizations who deal with recruitment and retention issues is provided by the NEA (2003). Below is a short list taken from the NEA resources.

- <http://www.aft.org> – American Federation of Teachers
- <http://www.ers.org> – Education Research Service
- <http://www.nctq.org> – National Council on Teacher Quality