

# Induction: How to Train, Support, and Retain New Teachers

## Paper presented at National Staff Development Council New Orleans, LA

Session K01. December 10, 2003. 8:30 to 10:30 AM

**Harry K. Wong.** Describes induction programs from five foreign countries (from a new WestEd book) and five or more successful American induction programs – all replicable and with successful track records going back 18 to 25 years.

**Annette Breaux.** Explains, step-by-step, how to implement her district's induction program. It is so successful that Louisiana has adopted it as a statewide model for all school systems. Over 99 percent of their new teachers successfully completed the performance-based Louisiana Teacher Assistance and Assessment Program, required for teacher certification in the state.

**Tina Klar.** She's authentic. She was asked to start an induction program one year ago. She will describe the structure of her induction program and tell you of her challenges, frustrations, and successes.

If we want our teachers to teach our students well, then we must teach our teachers well.  
Effective school districts have comprehensive, coherent, and sustained  
induction programs that train, support, and retain new teachers.

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References to most all of the authors and statements can be found on [www.NewTeacher.com](http://www.NewTeacher.com), "Published papers."

## Significant Research

**The professional development of new teachers yields the best results when the induction process is systematic and sustained.**

Hiebert, James, Ronald Gallimore, and James W. Stigler (June/July 2002). "A Knowledge Base for the Teaching Profession: What Would It Look Like and How Can We Get One?" *Educational Researcher*; pp. 3-15.

**Teachers learned more in teacher networks and study groups than with mentoring and in traditional classes and workshops. Longer, SUSTAINED, and intensive professional development programs make a greater impact than shorter ones.**

Garet, Michael, Andrew Porter, Laura Desmoine, Beatrice Birman, and Kwang Suk Yoon. (Winter 2001). "What Makes Professional Development Effective?" *American Educational Research Journal*, pp. 915-946.

**A review of 20 years of claims about mentoring reveal that few studies exist that show the context, content, and consequences of mentoring.**

Feiman-Nemser, Sharon. (1996). "Teacher Mentoring: A Critical Review." Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ED 397 060).

**The mentoring component is essential to many induction programs, but is not helpful in and of itself.**

Serpell, Z. and Bozeman, L. (1999). *Beginning Teacher Induction: A Report of Beginning Teacher Effectiveness and Retention.* Washington, DC: National Partnership for Excellence and Accountability in Teaching Available on line: [www.ericasp.org/pages/digets/BeginningTeachInduction.htm](http://www.ericasp.org/pages/digets/BeginningTeachInduction.htm).

***New teachers' needs are so variable and immediate that the appropriate combination of expertise, experience, and cultural background is unlikely to reside in ONE mentor who is available when needed.***

*Mark Schlager, Judith Fusco, Melissa Koch, Valerie Crawford, and Michelle Phillips. (July 1, 2003). "Designing Equity and Diversity into Online Strategies to Support New Teachers." Presented at the National Educational Computing Conference (NECC).*

**What new teachers need is sustained, school-based professional development – guided by expert colleagues. Principals and teacher leaders have the largest roles to play in fostering such experiences.**

Johnson, Susan Moore and Susan M. Kardos. (March 2002). "Keeping New Teachers in Mind." *Educational Leadership*. pp. 13-16.

**After spending \$1/2-billion, the money that delivered the best return was the money invested in giving teachers SUSTAINED opportunities to improve their classroom skills. This activity was the most productive.**

Hendrie, Caroline. Education Week. (June 12, 2002). *Annenberg Challenge Yields Lessons for Those Hoping to Change Schools*,6

**A study of seven urban districts reported that the only reform effort that clearly resulted in student achievement gains had clear instructional expectations, supported by EXTENSIVE (sustained) professional development, over a period of several years.**

Cross, Christopher T. and Diana Wyllie Rigden. (April 2002). "Improving Teacher Quality." *American School Board Journal*.

**What keeps good teachers are structured, sustained, intensive professional development programs that allow new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share together, grow together, and learn to respect each other's work.**

Wong, Harry. (Winter, 2003). "Induction Programs That Keep Working." *Keeping Good Teachers*. Association of Supervision and Curriculum Development (ASCD).

**Every district should offer a multiyear induction program that provides systematic help and support, and this cannot be done adequately by another teacher with a full-time load who drops by when time permits or when a problem arises.**

Lehman, P. (November 26, 2003). "Ten Steps to School Reform at Bargain Prices." *Education Week*.

## The Teacher and Student Achievement

1. **Teacher**. It is the teacher, what the teacher knows and can do, that is the most important factor in improving student achievement.

### Students Achieve When They Have Effective Teachers

#### This We Know

We know outright how to improve student achievement. It all boils down to the teacher. What the teacher knows and can do in the classroom is the most important factor resulting in student achievement – period.

- Over 200 studies have shown that the only way to improve student achievement is with a knowledgeable and skillful teacher.
- The most effective teachers produce as much as six times the learning gains as the least effective teachers.
- Students who have several effective teachers in a row make dramatic achievement gains, while those who have even two ineffective teachers in a row lose significant ground.
- Differences in teacher quality account for more than 90% of the variation in student achievement.
- As the competence of a teacher improves, the first group to profit from this improvement is the lower achieving students.
- Substantial evidence (Greenwald, 1996) shows that teacher qualification is tied to student achievement.
- Studies using value-added student achievement data have found that student achievement gains are much more influenced by a student's assigned teacher than other factors like class size and class composition (Darling-Hammond & Youngs, 2002).
- Effective teachers manage to produce better achievement regardless of which curriculum materials, pedagogical approach, or reading program is selected (Allington, 2003).
- Hanushek, Kain, & Rivkin (2001) found that the magnitude of the teacher effect is striking. Based on research in Texas, the importance of having an effective teacher instead of an average teacher for four or five years in a row could essentially close the gap in math performance between students from low-income and high-income households.
- When he was at the University of Tennessee, William Sanders (1996) concluded that the children who had the most effective teachers three years in a row posted academic achievement gains that were 54 percent higher than the gains of children who had the least effective teachers three years in a row.

**The hallmark of effective schools is a  
sense of community, continuity, and coherence.**

**In schools where teachers work together, student achievement improves.** Working together should be a natural instinct of people, because people crave connection. New teachers, especially, want more than a job. They want hope. They want to contribute to a group. They want to make a difference. Effective school districts have induction programs that provide such a connection. They structure their teaching staff during the induction process around a learning community where new and veteran teachers are treated with respect and their contributions are valued.

A learning community allows new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share together, grow together, and learn to respect each other's work.

Remember, mentoring is a one-on-one event. For mentors to be effective, mentors must be a component of a comprehensive, coherent, and sustained induction process.

Because new teachers want to be part of a team and part of a culture, the focus of induction is on creating a learning community. The major role of the trainers is to immerse new teachers in the district's culture and to unite them with everyone in the district as a cohesive, supportive instructional team. This is best done when there is an induction process so that new teachers quickly become a part of the district's "family" on the first day they join a community of learners.

**This We Must Do!**

It should be self-evident. Invest in a comprehensive, coherent, and continuous professional development program. **Improve the quality of your teachers and they, in turn, will improve student achievement.**

Stop spending millions of dollars adopting programs, philosophies, and fads-of-the-year. What matters is whether schools can offer their students good teachers trained in effective strategies to teach strong academic knowledge and skills.

**Carlsbad (NM) Municipal School District.** Charlotte Neill, assistant superintendent of personnel and director of the Carlsbad, New Mexico, New Teacher Induction Program, says, "We teach our teachers how to teach the required benchmarks and standards, manage the classroom environment, set appropriate procedures, and maximize instructional time. We are a very cohesive district and we want new staff to feel wanted, valued, and respected by the way we support them through the induction process. We want them to be comfortable to take the risks of trying new things and learning from their peers and their coaches." In the school year 2001-2002, Carlsbad hired 30 new teachers and lost only one. The teachers are not only learning in the induction program, they are staying in Carlsbad.

## The Administrator and Student Achievement

**2. Administrator. Student achievement can be improved 10 percentile or one standard deviation in a school with an administrator who demonstrates leadership ability.**

An effective school administrator can move an average school scoring in the 50<sup>th</sup> percentile up another 10 percentile.

“Knowing the right thing to do is the central problem of school improvement.”

Richard Elmore

Tim Waters, Robert Marzano, and Brian McNulty (2003) have published a paper, “Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement.” This working paper from the Mid-continent Research for Education and Learning (McREL) identifies 21 leadership characteristics of an effective principal. It is available from [www.McREL.org](http://www.McREL.org).

They examined 5,000 studies conducted over a 30-year period that purported to examine the effects of leadership on student achievement and finalized on 70 studies that met the criteria for design, controls, data analysis, and rigor. These 70 studies involved 2,894 schools, approximately 1.1 million students, and 14,000 teachers. After analyzing these studies, they identified 21 leadership responsibilities that are significantly associated with student achievement.

**They show that there is a substantial relationship between leadership and student achievement.**

- A good administrator, who works at the 21 key leadership responsibilities, can increase student achievement by 10 percentile points.
- An ineffective administrator, who has no working knowledge of the 21 key leadership responsibilities, can see student achievement decrease by 1 percentile point.
- Exceptional administrators, who demonstrate competence in the 21 key leadership responsibilities, can increase student achievement by 19 percentile points.

**Why?** Effective administrators know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed.

That is, it is not programs; it is people and how they are connected to each other that will produce student achievement.

## **There are two kinds of administrators:**

- **Those Who Buy Programs:** Ineffective administrators defer doing the right things and, instead, purchase programs to govern the direction of their school.
- **Those Who Implement Policy and Practices:** Effective administrators know the right things to do.

## **What Effective Administrators Know**

1. There is no way to create good schools without good teachers. It is the administrator who creates a good school. And it is the teacher who creates a good classroom.
2. There is only one way to obtain student achievement. It is the teacher and what the teacher knows and can do that is the determining factor with student achievement.
3. Successful schools have teachers who have effective classroom management skills so that learning takes place.
4. Effective schools and classrooms have school wide procedures and classroom procedures.
5. Effective administrators have a systematic, sustained staff development program that begins with new teacher induction.

## **Why Some Schools Are Successful**

Ron Ferguson writes in the Harvard Journal on Legislation, "A large-scale study found that every additional dollar spent on raising teacher quality netted greater student achievement gains than did any other use of school resource."

When I speak, the loudest and longest applause I get is when I say, "If they would only take a fraction of the money that is spent on another multi-million dollar program and invest it in continuous professional development (the applause and cheering starts here), we would net a greater gain in student achievement than if we were to waste that money on still another program."

## **The Annenberg Challenge Findings**

Known as the Annenberg Challenge, former U.S. ambassador and publishing magnet, Walter H. Annenberg, gave a half-billion dollars – the largest grant ever to education – and put forth a challenge in 1993. As Yogi Berra said, "It's déjà vu all over again:" Boston tried whole-school change; Chicago tried small learning communities; Houston tried class size reduction; Los Angeles tried improving literacy; New York tried creating small schools of choice; and Philadelphia tried citywide learning standards.

After spending a half-billion dollars, they concluded: The work that delivered the best return was the money invested in giving teachers SUSTAINED opportunities to improve their classroom skills. This activity was the most productive.

A study of seven urban districts reported that “the only reform effort that clearly resulted in student achievement gains had clear instructional expectations, supported by extensive professional development, over a period of several years.”

Effective school districts produce effective teachers with an organized, coherent, and SUSTAINED multiyear staff development program that begins with new teacher induction. They do this because they know that it is the teacher, what the teacher knows and can do, that is the most significant factor in student achievement.

Just think what we could have done with the half-billion dollars if we had spent it originally on the SUSTAINED professional development of teachers.

Programs do not produce achievement; teachers produce student achievement. The major difference between successful and unsuccessful schools is that:

- Unsuccessful schools stress programs. They spend millions of dollars adopting programs, fads-of-the-year, in constant pursuit of the quick fix on the white horse.
- Successful schools stress practices. They wisely invest in their teachers and the effectiveness of their teachers. They don't teach programs; they teach basic, traditional academic content - and they work at improving the pedagogical practices of their teachers.

We dignify the profession when we recognize that student achievement begins when the teacher enters the classroom. Learning begins with and student achievement results in the hands of knowledgeable, skillful teachers.

**Monies are much better spent training and developing teachers than in buying one program after another.** Educational leaders know that what matters is whether schools can offer their neediest students good teachers trained in effective strategies to teach strong academic knowledge and skills.



## Staff Development and Student Achievement

- 3. Curriculum. The school district and the school must provide a curriculum or program that trains and supports teachers and administrators to become effective.**

There is no question that a school and a school district would have an organized curriculum for their students, probably aligned to state or district standards.

**It would seem to be common sense that a curriculum would also exist for the staff, the teachers and administrators, of a school – aligned to a district’s vision for student learning and success.**

The Flowing Wells School District has an organized, lifelong staff development program, they call the “Institute for Teacher Renewal and Growth.” It begins with a new teacher induction phase, the first eight years, of which, can be seen on the attached chart (page 9). The Institute for Teacher Renewal and Growth is their framework of the district’s vision for student learning and success.

Twelve Arizona state teachers-of-the-years have been nominated or selected from the Flowing Wells School District in Tucson, Arizona, more than from any other school district. Their program is so successful and they receive so many requests for information on their program that they hold an annual workshop to explain their approach. This workshop is highly recommended, and information can be obtained from Susie Heintz at fax number, 520-690-2400, or by email at [heintzs@flowingwells.k12.az.us](mailto:heintzs@flowingwells.k12.az.us).

A systematic training program is normal and ubiquitous in the world, where people receive training before being left to perform their new jobs independently. Wal-Mart, Home Depot, and American Airlines train their new employees. Small, local businesses--real estate offices, dentists, and grocery stores--train their new workers. Go to [www.Fleishman.com](http://www.Fleishman.com), the website of the world’s largest public relations company, and under culture-training, this is what you will read,

“The training process begins the first day a new employee comes on board, and it never ends.”

Compare this with schools where training is nonexistent, where new teachers sign some employment papers, receive a key and, maybe, the name of a mentor (who may or may not be willing, able, or available), and then are sent on their way to the classroom, too often doomed to discouragement and failure. **The cycle repeats as administrators scurry and spend more money to hire replacements who also leave within the first few years. Money is being wasted and students are suffering.**



Wang, Coleman, Coley and Phelps (2003) published a paper, "Preparing Teachers Around the World," for the Educational Testing Service. **They observed that the professional development programs in the United States often are sporadic, incoherent in nature, lack alignment, and have no adequate follow-up procedure.** Their paper is available at [www.ets.org/research/pic](http://www.ets.org/research/pic).

They cite a study by Parsad, Lewis, and Farris (2000) which describes the amount of time devoted to professional development on a given topic as, most commonly, about one day during the year for any given teacher. That is, we treat professional development as isolated events, and not as a comprehensive, coherent, and sustained process.

An example of an isolated event is the belief by some people that all a new teacher needs to succeed is a mentor. In a paper for WestEd, "More Swimming, Less Sinking: Perspectives from Abroad on U. S. Teacher Induction," Britton, Raizen, Paine, & Huntley report that currently in more than thirty states, the universal practice seems remarkably narrow: Mentoring predominates and often there is little more. In many schools, one-on-one mentoring is the dominant or sole strategy for supporting new teachers, often lacking real structure and relying on the willingness of the veteran and new teacher to seek out each other. Many mentors are assigned to respond to a new teacher's day-to-day survival teaching tips, functioning primarily as a safety net for new teachers.

In contrast, Britton, Paine, Raizen, & Pimm (2003) have a new WestEd book, *Comprehensive Teacher Induction: Systems for Early Career Learning*. They report on the induction programs of Switzerland, Japan, France, Shanghai (China), and New Zealand. **See page 26** for a summary of their programs. The book is available from [www.WestEd.org](http://www.WestEd.org) and is highly recommended. Wong, Britton, and Ganser have written an article about this book, and interested parties can contact Harry Wong at [harrykrose@aol.com](mailto:harrykrose@aol.com) to **ask for this article**.

They report that although the approach to the induction of new teachers in the five countries is different, they do have three major similarities that can provide staff developers responsible for induction programs with useful ideas from around the world.

**First**, their respective induction approaches are highly structured, comprehensive, rigorous, and seriously monitored. There are well-defined roles of their leadership personnel: staff developers, administrators, instructors, mentors, or *formateurs*.

**Second**, the induction programs of the five countries each focus on professional learning, and delivering growth and professionalism to their teachers. They achieve this with an organized, sustained professional development system using a variety of methods. These countries all consider their induction program to be one phase or part of a total lifelong professional learning process, with many components in the induction and greater professional learning process.

**Third**, collaboration is the forte of each of the five induction programs. Collaborative group work is understood, fostered, and accepted as a part of the teaching culture in the five countries surveyed. There are shared experiences, shared practices, shared tools and a shared language among all colleagues. And it is the function of the induction phase to engender this sense of group identity and treat new teachers as colleagues and cohorts.

In contrast, isolation is the common thread and complaint among new teachers in American schools. New teachers want more than a job. They want to experience success. They want to contribute to a group. They want to make a difference. Thus, collegial interchange, not isolation, must become the norm for teachers.

### **The Most Significant Process**

Belonging, a basic human need, translates into keeping skilled teachers when sustained, structured, intensive training programs are in place that prepare new teachers and renew veteran teachers for the rigor of the classroom.

People crave connection. New teachers want more than a job. They want hope. They want to contribute to a group. They want to make a difference. Induction programs provide that connection because they are structured around a learning community where new and veteran teachers are treated with respect and their contributions are valued.

Research consistently supports the need for systematic induction of new teachers and the ongoing professional development of all teachers. James Hiebert, Ronald Gallimore, and James Stigler, write in the *Educational Researcher* (June/July 2002), "A knowledge base for the teaching profession: What would it look like and how can we get one?" They state there is a growing consensus that **professional development yields the best results when it is long-term, school-based, collaborative, focused on student's learning, and linked to curricula**. For this to happen, it is imperative that ALL new teachers participate in a structured and sustained induction process.

The real beneficiaries of a successful, sustained induction program are the students who reap the rewards of skillful, knowledgeable, effective teachers.

## Professional Development and Student Achievement

### 4. Professional Development. The most effective professional development programs are comprehensive, coherent, and sustained.

Professional development is a process, not an event.

As an Educational Testing Service paper reports (see page 10), professional development programs in the United States often are sporadic, incoherent in nature, lack alignment, and have no adequate follow-up procedure. Professional development typically consists of isolated activities or events, such as a negotiated staff development day, a one-day workshop, a couple of days of orientation for new teachers, or a mentor.

Breaux and Wong (2003), writing in their book, *New Teacher Induction: How To Train, Support, and Retain New Teachers*, found that the most successful induction programs go beyond mentoring. They are structured, sustained, intensive professional development programs that allow new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share with each other and learn to respect each other's work.

These are the characteristics of a high-quality professional development program:

- **Comprehensive** – There is a structured curriculum with many and varied activities and people.
- **Coherent** – The varied activities and people are logically connected and fit together.
- **Sustained** – The program is lifelong and runs for many years to build and maintain a culture.

**Islip (NY) School District.** Linda Lippman, director of the Islip, New York, induction program, says, "Our induction program finds teachers sharing and staying!" During their comprehensive, three-year induction program, team-building activities are included to promote a sense of cohesion and belonging as they build relationships in support groups. Collegial circles meet informally in between formal monthly meetings. Lorraine Knoblanck, a new teacher, says, "The best part of this year was how our relationships with the other teachers developed. We really have developed into a family. We share concerns and triumphs and meet after school on many occasions. What you have done to keep us connected is invaluable." **Islip's evidence of induction and student achievement:**

1991-1992	2001-2002
Before Induction	After Induction
<ul style="list-style-type: none"><li>• 40% Regents diploma rate</li><li>• 80 students enrolled in Advanced Placement classes with 50% achieving 3 or higher</li></ul>	<ul style="list-style-type: none"><li>• 70% Regents diploma rate</li><li>• 120 students enrolled in Advanced Placement classes with 73% achieving 3 or higher</li></ul>

**Ipswich (MA) Schools.** Teachers express more satisfaction in schools when schools give them more time to work and learn together, and when teaching teams can work with groups of students. The Ipswich Schools designed a professional development model where they publish their model lessons and curriculum materials resulting from collaborative action research and workshops. These documented lessons help solidify teachers' knowledge, demonstrate what they learned, and allow that learning to be shared with other teachers in a useful and efficient way. **Professional development is effective when it focuses on student learning, is structured to promote collaboration, and is supported to ensure sustainability.**

### **Effective Professional Development**

A Public Agenda study showed that, given a choice, most new teachers would forgo more money in favor of a good principal, the chance to work with other highly motivated teachers, or an orderly, focused school atmosphere.

Teachers and principals often feel isolated in their jobs and they thirst for more opportunities to network, share and collaborate with their peers. They want a culture that acknowledges, respects and nurtures them as professionals. They want to be involved in decision-making and leadership in their schools. They want time to collaborate with their peers and reflect on their craft. They want increased opportunities to enhance their knowledge and skills and to advance in their careers and they want these opportunities available throughout their teaching career.

### **Student Achievement and Induction**

Retaining effective teachers is important because there is a correlation between teacher effectiveness and student achievement. Teachers stay with a district where they are trained to be successful and effective.

An induction program builds a culture of people working together as a family.

- The era of isolated teaching is over. Good teaching thrives in a collaborative learning environment created by teachers and school leaders working together to improve learning in strong professional learning communities.
- Teachers thrive when they feel connected to their schools and colleagues. This is only possible when there is a strong professional learning community – not with an individual mentor who may be available infrequently.
- Teachers want and need to belong. If they do not belong in a positive way, they will belong in a negative way.
- Effective schools have a high-performance culture, with a trademark of collaborative responsibility for the learning of all students.
- Teachers remain with a district when they feel supported by administrators, have strong bonds of connection to colleagues, and are collectively committed to pursuing a common vision for student learning in a performance-oriented culture as they build capacity and community.
- Administrators, staff developers, and teacher leaders must have the knowledge and skills to direct an induction process that creates and supports a results-driven, team-focused, professional learning and collaborative culture that is part of every teacher's work day.

Only with a structured, sustained, multiyear induction program will we create a professional culture in which teachers thrive and grow throughout their careers – a critical element in reducing the exceedingly high rate of teacher attrition – resulting in quality teaching in all classrooms.

Many new teachers never see another classroom.

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

Port Huron (MI) School District. The Port Huron induction program was developed in conjunction with the Port Huron Education Association, the area teachers’ union. Cathy Lozen, direction of the induction program says, “We model teamwork as a way of achieving mutually desired goals.” At the end of one of the four-day, pre–school induction workshops, Lozen returned to her office to find flowers from all the participants and a card thanking those responsible for the workshop. The card read,

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

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

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

- Meaningful teamwork
- Setting clear, measurable goals
- Regularly collecting and analyzing performance data

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

Schmoker says, “Cultivating and capturing teacher expertise is one of the most grossly underused assets in education. A rapidly growing number of schools have made a momentous discovery: When teachers regularly and COLLABORATIVELY review assessment data for the purpose of improving practices to reach measurable achievement goals, something magical happens.”

And that magic is student achievement. How? By having people working collaboratively as a team. For this to happen, mentoring ALONE will not produce the desired collaborative results. Mentoring is concerned with supporting an individual teacher, whereas induction is a group process, one that organizes the expertise of educators.

**Thus, we know how to ensure teacher success.** Quite simply, by providing them with a comprehensive, coherent, and sustained professional development program.

## New Teacher Induction and Student Achievement

5. **Induction.** An induction program should seamlessly progress into a sustained, lifelong professional development program.

**The teachers we hire today will become the teachers for the next generation. Their success will determine the success of an entire generation of students.**

**The most compelling and successful way to keep good teachers is with a structured and sustained induction program.** Induction is the process of preparing, supporting, and retaining new teachers. It includes all of the things done to support new teachers and to acculturate them to teaching, insuring their success from their very first day of teaching, and introducing them to the responsibilities, missions, and philosophies of their schools and districts.

### **It Costs \$50,000 For Every New Teacher Who Resigns**

First, the good news. In the school year 2000-2001:

- The Lafourche Parish Schools in Louisiana hired 46 teachers and lost 1 teacher.
- The Islip Public Schools in New York hired 68 teachers and lost 3 teachers.
- The Leyden High School District in Illinois hired 90 teachers and lost 4 teachers.
- The Geneva Community Schools in New York hired 67 teachers and lost 5 teachers.
- The Newport-Mesa School District in California hired 148 teachers and lost 5 teachers.

The difference between school districts with high turnover and low turnover is quite simple. The school districts with a low teacher attrition rate have an organized, multiyear, sustained New Teacher Induction program that trains, supports, and retains their new teachers.

Conversely, the school districts with a high new teacher attrition rate do what the great majority of schools do: They hire a teacher, give that teacher an assignment, and expect that teacher to go forth and teach. Many of these districts don't even have a set of curricula to serve as a guide. Can you imagine a company NOT training its newly hired employees or NOT having standards of operations?

*Catalyst* (September 1999), the newsmagazine devoted to school improvement efforts in the Chicago Public Schools, surveyed first year teachers, hired in 1998-99, in June to see if they intended to return.

- Of those who said their principals provided strong support **on instruction**, less than 1 percent planned to leave.
- Of elementary teachers who said their principals provided little or no support **on instruction**, 36 percent planned to leave.

The North Carolina Teaching Fellows Commission (1995) says, "Giving a teacher a mentor 'only' is a convenient and unconsciously foolish way for an administrator to divorce himself or herself from the leadership required to bring a beginning teacher up to professional maturity level."



The greatest tragedy in education today is the annual loss of potential intellectual capacity in new teachers NOT being harnessed. **Retention, not recruitment, is our problem.** **The easiest way to recruit teachers is to retain trained, effective teachers.** The loss of a new teacher is more than an inconvenience and a brain-drain. It's also a serious drain on your school district's limited and shrinking financial resources.

Human resource specialists in high-performance industries know that a bad hire costs a company nearly 2.5 times the employee's initial salary in recruitment and personnel expenditures and lost productivity. Applying this formula, even conservative figures put the cost of each teacher who leaves the profession during the first three years in excess of \$50,000. If 20 teachers are lost, that's \$1 million. Many school districts continue to ignore this fact because direct costs are invisible, hidden in salaries and spread across human resources, business services, and staff development budgets. However, the bottom line is that a million dollars is a million dollars! The indirect costs in extra work for existing employees, reduced teacher effectiveness, and, most importantly, lost student productivity are incalculable.

### **Induction Doesn't Cost, It Pays**

The operating budget for the aforementioned Lafourche Parish Public School's New Teacher Induction program is \$50,000 a year and there's always money left over! The money allocated covers the first three years of the induction process for teachers and includes expenses such as stipends, supplies, refreshments, and equipment. If Lafourche retains only one new teacher a year, it recoups its entire investment. In the school year 2000-2001, they retained 45 of the 46 new teachers hired. Thus, the Lafourche Parish Induction Program not only saved the district money, but rather it actually "made" money.

For their investment in an induction program, the Lafourche Parish schools have seen a staggering drop in the teacher attrition rate. Before implementing its induction program in 1996, the Lafourche Parish schools had a 51 percent annual teacher attrition rate. That rate decreased to 15 percent almost immediately upon implementing an induction program. Today, the district's teacher attrition rate hovers around 7 percent—a decrease of approximately 80 percent since the inception of the induction program. Districts around the country are experiencing similar results as the result of implementing teacher induction programs.

With an attrition rate of only 4.4%, Leyden High School (IL) District Superintendent, Kathryn Robbins, who runs the induction program, says, "Our induction program has proved to be one of our best investments. Every district should absolutely be doing it." The bottom line is that induction saves money!

"At a time of budgetary crises, our Teacher Induction Institute is more critical than ever," says, Kathy McCollum, director of new teacher induction for the Medford, Oregon schools. In the Clark County Schools of Nevada, where they hire over 1,600 new teachers each year and have an attrition rate lower than 10 percent, Karyn Wright, director of the induction program says, "Induction more than pays for itself."

## The Factors for Successful Staff Development

If we want our students to learn well,  
then we must teach our teachers well.

We know how to teach our teachers well. Garet, Porter, Desmoine, Birman, and Kwang, (2001) reported in a paper by the American Educational Research Association on the six components of effective professional development. The first two are: 1) teachers learn more in teacher networks and study groups than with mentoring and 2) longer, sustained, and intensive professional development programs are more likely to make an impact than shorter ones. The other four can be found in [www.NewTeacher.com](http://www.NewTeacher.com), "Collaborating with Colleagues to Improve Student Learning - The Six Factors for Successful Staff Development." This is an Eisenhower Network Clearinghouse document at [www.enc.org](http://www.enc.org).

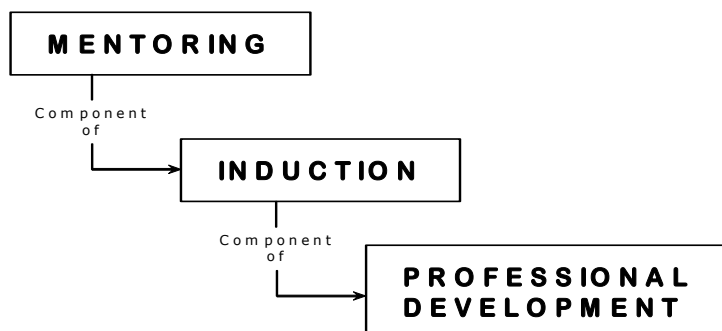
To train and to retain good teachers, this is what successful induction programs include:

- Have networks that create learning communities.
- Treat every colleague as a potential valuable contributor.
- Turn ownership of learning over to the learners in study groups.
- Create learning communities where everyone, new teachers as well as veteran teachers, gains knowledge.
- Demonstrate that quality teaching becomes not just an individual, but also a group responsibility.

### Mentors are a Component of Induction

The term "mentoring" is often misused. It must be clarified that induction and mentoring are not the same. Induction is an organized, sustained, multiyear process structured by a school or district, of which mentoring may be an integral component. Induction is a group process, one that organizes the expertise of educators within the shared values of a culture, whereas mentoring is a one-on-one process, concerned with supporting individual teachers.

Mentoring is a component of the induction process, which, in turn, should flow seamlessly into a sustained, lifelong professional development program.



It takes 5 to 7 years to develop an effective teacher. A mentor may be helpful in a neophyte teacher's first year, but professional development is a life-long experience. Therefore, we must stop trying to portray mentoring as the effective stand-alone method for supporting and retaining teachers.

In far too many instances, a mentor is simply a veteran teacher who has been haphazardly selected by the principal and assigned to a new teacher, resulting in a "blind date," as Jon Saphier (2001) calls it in his book, *Beyond Mentoring*. Sharon Feiman-Nemser (1996), in her ERIC Digest article writes that after 20 years of experimenting with mentoring as a process for helping new teachers, few comprehensive studies exist to validate its effectiveness.

In a Washington State Institute for Public Policy survey conducted on beginning teachers in 1999, 75 percent of mentors observed their beginning teachers only two times or fewer last year, and almost half never saw their novice teach.

Ted Britton, at WestEd, reports that many mentors are assigned to respond to a new teacher's day-to-day crises and provide survival teaching tips. Mentors are simply a safety net for the new teachers. Mentoring, in and of itself, has no purpose, goal, or agenda for student achievement. If mentoring is a non-sustained, one-shot buddy system offered to provide survival skills, it will fail to provide evidence of the connection between well-executed professional learning communities and student learning.

However, mentors are important, but they must be carefully selected and highly trained, have a clear understanding of their purpose, and serve as contributing members of an overall comprehensive induction program.

### **The Difference Between Mentoring and Induction**

Mentoring	Comprehensive Induction
Focuses on survival and support	Promotes career learning and professional development
Relies on a single mentor or shares a mentor with other teachers	Provides multiple support people and administrators -- district and state assistance
Treats mentoring as an isolated event	Treats mentoring and induction as part of a lifelong professional development design
Limited resources spent	Investment in an extensive, comprehensive, and sustained induction program

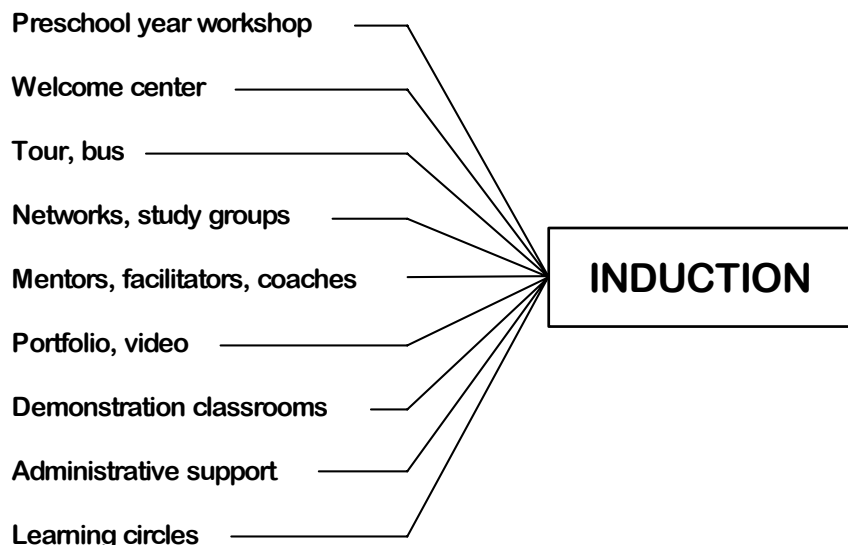
The Prince George’s County Schools of Maryland, the nineteenth largest school district in the country, provides 40 hours of training for the mentoring component of its larger three-year induction process. Antoinette Kelleher, supervisor of New Teacher Programs, affirms the effectiveness of a sustained induction program when she says, “I just returned from a school visit and watched a second-year teacher work her magic with a group of active middle school students. It made me realize that running a long-term induction program is the absolute way to go.”

### **Elements of Successful Induction Programs**

Induction is a comprehensive, multiyear process designed to train and acculturate new teachers in the academic standards and vision of the district. No two induction programs are exactly alike; each caters to the individual culture and specific needs of its unique school or district. However, there are several common components that underlie the most successful induction programs.

- Begin with an initial four or five days of induction before school starts.
- Offer a continuum of professional development through systematic training over a period of two or three years.
- Provide study groups in which new teachers can network and build support, commitment, and leadership in a learning community.
- Incorporate a strong sense of administrative support.
- Integrate a mentoring component into the induction process.
- Present a structure for modeling effective teaching during in-services and mentoring.
- Provide opportunities for inductees to visit demonstration classrooms.

### **Some Components of Induction Programs**



Hiebert, Gallimore, and, Stigler (June/July 2002) report in an *Educational Researcher* article, "A Knowledge Base for the Teaching Profession: What Would It Look Like and How Can We Get One?"

- There is a growing consensus that professional development yields the best results when it is long-term, school-based, collaborative, focuses on students' learning, and linked to curricula.
- In such programs, teachers examine student work, develop performance assessments and standards-based report cards, and jointly plan, teach, and revise lessons.
- Teachers report favorably on programs that bring them in close contact with colleagues in active work on improving practice

Effective districts connect their teachers' professional development to district goals and student needs. These districts have a coherent and organized set of strategies and have a vision that guides instructional improvement. It is basic: students learn what they are taught; students will learn more if they are taught well. **Thus, how well teachers are prepared to be effective in the classroom determines student achievement.**

### **How to Determine How to Teach Students Well**

Three-time winner of the National School of Excellence award, the Homewood-Flossmoor High School District calls its professional development plan "Homewood-Flossmoor University," their euphemism for all the components that make up a lifelong, collaborative learning academy.

The North Central Regional Educational Laboratory defines **professional development as the process of improving staff skills and competencies needed to produce outstanding educational results for students.** Using the North Central Regional Educational Laboratory's professional development plan, *Professional Development: Learning From the Best* (Hassel, 1999), they determine their professional development needs with the following formula:

What are our student educational goals? - What are our actual student performances? = What are our student learning gaps?

What staff skills are needed to close student gaps? - What are our actual staff skills? = Our Professional Development Needs

The Homewood-Flossmoor High School District (Martin, 2003) uses this model to formulate a clear plan of what kind of instructional practice they want to promote, from which they design a structure with a clear plan for improvement. They determine which leadership and instructional skills are needed to improve and then engage in sustained and continuous progress toward a performance goal over time. The Homewood-Flossmoor New Teacher Induction Program (Wong, 2002) immediately transmits and acculturates the newly hired teachers into the educational goals, mission, and beliefs of the district. The Homewood-Flossmoor new teacher retention rate has improved dramatically with the advent of an induction program. They have improved from a loss of 64 percent of those hired in 1999 (many went to teach in other districts) to a zero net loss of those hired in 2002. See [www.teachers.net/gazette/MAR03/wong.html](http://www.teachers.net/gazette/MAR03/wong.html).

The teachers we hire today will become the teachers for the next generation. Their success will determine the success of an entire generation of students. Thus, to acculturate the next generation of new teachers into a school, the school or district needs to ask:

- Is there a clear plan that includes a professional development needs assessment process?
- Is there a clear plan that includes professional development goals and the long-term plans of the school and district?
- Is there a clear plan that includes professional development to build teacher skills that will result in student achievement?
- Does the professional development program build upon the induction program?

### **A Seamless Component of Professional Development**

It is essential to have a comprehensive and sustained induction process that is a seamless component of a lifelong, district-wide professional development program.

Just as a mentor is a component of induction, induction is a component of professional development. The seamless process must be designed to train and retain effective teachers, because effective teachers represent the most significant factor in improving student achievement. Effective teachers will remain in a district, continue to improve, and become part of a learning community, but they can only continue to improve if there is a comprehensive and sustained professional development program.

New teachers want more than a job. They want to experience success. They want to contribute to a group. They want to make a difference. To do this, teachers want training; they want to fit in; and they want their students to achieve. For the most part, education has failed to recognize what other industries have recognized almost from the start – training matters. Formalized sustained training matters. It should be apparent that without training —carefully thought out professional development programs — school districts will not have effective teachers who can produce student achievement results.

The best induction programs provide connection, because they are structured within learning communities where new and veteran teachers interact and treat each other with respect and are valued for their respective contributions.

This does not happen when a new teacher must seek out an isolated mentor after school for survival help. Teachers remain in teaching when they belong to professional learning communities that have, at their heart, high quality interpersonal relationships founded on trust and respect. Thus, collegial interchange, not isolation, must become the norm for teachers.

**Professional development is effective when it focuses on student learning, is structured to promote collaboration, and is supported to ensure sustainability.**

In summary, we know how to ensure the success of our new teachers. Provide them with a comprehensive, coherent, and sustained professional development program.

## Effective Administrators and Student Achievement

6. **Sustained**. A district must have a set of leaders such as an assistant superintendent, staff developer, or principal to organize and oversee a professional development program that will produce a culture of student achievement.

**The district staff developer and the site principal are the key to establishing the commitment to teacher improvement and student achievement.**

### The Two People Most Responsible for Producing Effective Teachers

The Site Principal and  
The District Staff Developer

In their examination of and writing about over 30 new teacher induction programs, Breaux & Wong (2002) discovered the inevitable presence of a leader.

- They do not usurp their leadership role by giving each new teacher a mentor, with no directions or accountability.
- Outstanding administrator-leaders have a deep understanding of the teachers and students they lead.
- They work with a firm conviction that all teachers have the potential to become effective teachers.
- They are eager to collaborate with their teachers and even teach them.
- They are active learners themselves, cultivating their own professional growth throughout their careers.
- Finally, they are role models, instilling a passion for learning in their teachers.

Breaux and Wong found that these leaders have created comprehensive, coherent, and sustained induction programs that stress collaboration and the delivering of growth and professionalism to their teachers. These programs can be seen in such places as the Flowing Wells Schools of Tucson and their Institute for Teacher Renewal and Growth, the Lafourche Parish Schools of Louisiana and their Framework for Inducting, Retaining and Supporting Teacher program, and the Dallas Public Schools with their New Teacher Initiatives: New Teacher Support and Development Programs and Services.

### This Is What Effective Administrators Know

- Effective administrators produce effective teachers with an organized, comprehensive, and multiyear professional development program that begins with new teacher induction.
- A study of 50 years of research on student learning, encompassing 11,000 statistical findings found that the #1 factor governing student learning is classroom management. Effective teachers manage with procedures and routines, not with discipline.
- The most successful schools have teachers who have effective classroom management skills so that learning takes place.

- The most effective schools have school wide procedures and classroom procedures.
- There is no way to create good schools without good teachers. It is the administrator who creates a good school. And it is the teacher who creates a good classroom.

### **This We Can and Must Do**

- Successful teachers, especially in hard-to-staff schools, must have strong leaders. Good teachers do not choose to remain at schools where principals perform poorly.
- Effective leadership means involving teachers in key instructional decisions and providing opportunities for teachers to learn from each other.
- Good teachers know that they must have colleagues who have similar standards and expectations. Accomplished teachers are more likely to choose to work in schools when there will be a “critical mass” of like-minded colleagues who share their commitment to student achievement and where the principal is the key to establishing this commitment to teacher improvement and student achievement.
- The bottom line: Good teachers make the difference. Trained teachers are effective teachers. Districts that provide structured, sustained training for their teachers achieve what every school district seeks to achieve – improving student learning.

Reflect: Journal articles consistently talk about mentoring and almost never mention the role of the principal, which is one key to why mentoring programs never succeed. The role of the principal is reduced to that of someone who assigns veteran teachers to new teachers, and then never oversees the process to see if the new teacher is successful and the resultant students are achieving.

For a new teacher to become effective and be able to affect student achievement, the new teacher must be part of a comprehensive, coherent, sustained induction program with mentoring as one component. The induction program must be under the leadership of an administrator, such as a staff developer or a principal.

### **Students Achieve in a School with a Culture**

There is only one way to create an effective school. An effective school has a culture – a place where the practices and beliefs of the staff and administrators are on the same coherent page.

Effective schools have a culture, a place with a set of shared practices and beliefs. It operates as a learning community with a mission of fostering student achievement.

Principal, Brigette Phillips, has not lost a teacher in six years.  
Her school is governed by a set of shared procedures. Read about her at  
[www.teachers.net/gazette/JAN02/wong.html](http://www.teachers.net/gazette/JAN02/wong.html).

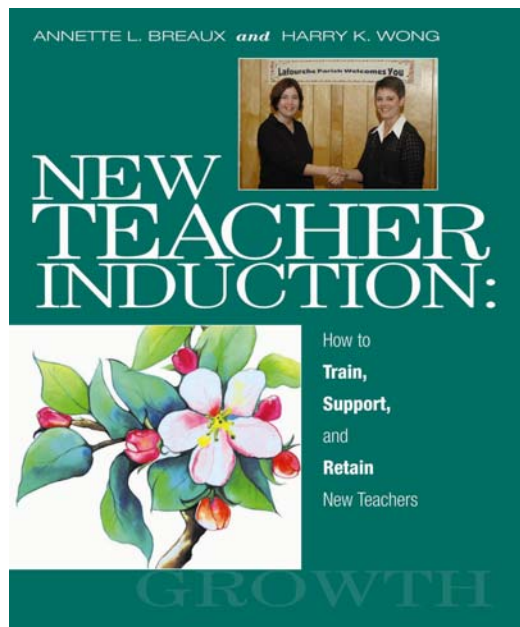


Ineffective schools have no culture. Shared practices, values, and leadership are lacking. It is just a place where individuals work in isolation and their mission is personal survival.

Rejection: “On my very first day as a brand new teacher, I was not introduced to the staff. I was not shown to my room. I was not told how to get supplies. I was not told how I would fit into the staff and how I could contribute. I was not even shown the bathrooms! Needless to say, I left after my first year. Looking back, the reason is obvious. There was no culture at this school, so I could not ‘fit in’ to something that did not exist. It was simply a place where people worked—and I use that word loosely—behind closed doors.”

**Effective schools and school districts have an induction program that trains, supports and acculturates new teachers by introducing them to the responsibilities, missions, and beliefs of their schools and districts, insuring their success from their very first day of teaching.**

The bottom line: Good teachers make the difference. Districts that provide structured, sustained induction training and support for their teachers achieve what every school district seeks to achieve – improving student learning through improved professional learning.



**Packed with solutions from real induction programs – their plans and activities mapped, step-by-step, for easy replication.**

**Contacts provided for over 30 induction programs – all willing to share their program with you.**

**Over 80 pages of references that include schedules and handouts from some of the most effective induction programs.**

**Learn from a district that has a four-year induction program and prepares its teachers to apply for national board certification.**

For information on this book, go to [www.NewTeacher.com](http://www.NewTeacher.com) (online books) or call the publisher at 1-650-965-7896.

## Six Factors for Successful Staff Development

The American Institute for Research (AIR) identified six factors that make professional development effective and improve instruction in math and science.

**Form:** Teachers learned more in teacher networks and study groups than with mentors or in traditional classes and workshops.

**Duration:** Sustained, intensive programs are better than shorter ones.

**Collective Participation:** Activities designed for teachers in the same school, grade, or subject are

better than programs that target groups of teachers who do not work together.

**Content:** Programs that focus on how to teach and also what to teach—content knowledge—are key.

**Active Learning:** Teachers need to observe and be observed, to plan for classroom implementation, to

review student work, and to be involved in cohort groups where they are actively writing, presenting, and leading.

**Coherence:** Teachers need to perceive professional development as a coherent part of other activities at their schools, such as meeting state standards or adoption of new textbooks.

These findings were reported in the winter 2002 issue of the *American Educational Research Journal*. The study was based on responses from a nationally representative sample of 1,027 public school math and science teachers in kindergarten through grade 12. The

project was conducted at the American Institute for Research (AIR) with funds from the U.S. Department of Education's Planning and Evaluation Service. It was carried out as part of the National Evaluation of the Eisenhower Professional Development Program.



<b>DOMINANT INDUCTION ACTIVITIES</b>	
<b>Switzerland, Japan, New Zealand, Shanghai and France<sup>1,2</sup></b>	<b>United States<sup>2</sup></b>
<b><u>STRUCTURE</u></b>	
Highly structured, comprehensive, rigorous, seriously monitored	Sporadic, incoherent, lacks alignment no adequate follow-up
Teacher joins a culture/a community of practice/ a larger system of teacher learning	New teacher typically treated as second-class citizen
Organized induction team with a leader	
Sustained process for 2 to 5 years	
A pervasive culture committed to assisting beginning teachers	
Well-defined roles of leadership personnel	
<b><u>PROFESSIONAL LEARNING</u></b>	
Preservice, induction, and professional development flow seamlessly from one phase to the next	Respond (reactive, not proactive) to new teacher's day-to-day survival
Involves many people and components	Principal defers support to a mentor
Formal public lessons where lesson (not teacher) is criticized	
Variety and range of induction activities	
Out-of-school training components	
Open classroom visitations	
<b><u>COLLABORATION</u></b>	
Collaborative (group) work	One-on-one mentoring
New teachers treated as colleagues and cohorts	New teachers operate in isolation
Teaching is community property, shared by all	
Practice groups	
Research groups/collaborative lesson planning	
Lesson preparation groups	
Teaching research/action research groups	

<sup>1,2</sup> Britton, E., Paine, L., Raizen, S., and Pimm, D. (2003). *Comprehensive Teacher Induction: Systems for Early Career Learning*. Kluwer Academic Publishers and WestEd. Available: [www.WestEd.org](http://www.WestEd.org).

<sup>2</sup> Wang, A., Coleman, A., Coley, R., and Phelps, R. (2003) *Preparing Teachers Around the World*. Princeton, NJ: Educational Testing Service. Available: [www.ets.org/research/pic](http://www.ets.org/research/pic).