

## Research Induction Programs

Researchers at the Arizona K-12 Center administered a questionnaire to 225 public school districts in a statewide survey conducted via telephone between August and November of 2000 to determine how many districts provided induction programs for first-year teachers, and how many districts provided high-intensity induction programs.

### Teacher Attrition and Induction

Approximately one-third of new teachers leave the profession within the first two years. New teachers face many difficulties that may contribute to this attrition: difficult students, extracurricular duties, teaching outside fields of expertise, little administrative support, feelings of isolation, discipline, and classroom management issues, parents and community concerns, trouble with colleagues, lack of materials and supplies, reality/culture shock, and low salary. An induction program may alleviate or prevent these problems. The center estimates the cost of supporting a new teacher through an induction program is only one-tenth of the cost to recruit and educate a new teacher. Through a 2001 review of the literature, the center found nine elements common to successful induction programs: (a) orientation, (b) mentoring, (c) the adjustment of working conditions for new teachers, (d) professional development, (e) release time, (f) opportunities for collegial collaboration, (g) new-teacher assessment, (h) program evaluation, and (i) follow-up.

- **Orientation.** A week of orientation is recommended for understanding curriculum and standards, attending workshops in such areas as discipline and management, meeting mentors, and covering policies and procedures. In Arizona, 97.8 percent of districts offer some form of orientation.

- **Mentoring.** More than 87 percent of districts have a form of mentoring. There are three mentoring categories: formal, semi-formal, and informal. Formal programs set specific guidelines and is funded. A semi-formal program encourages mentoring, but there may or may not be funding and there are few guidelines. An informal program

supports mentoring but does little to actively encourage it, with the mentors setting up relationships that are more like “buddy systems.”

- **The Adjustment of Working Conditions.** Existing literature recommends that new teachers not be given the most difficult students, not be asked to serve on committees or perform extra duties, but receive enough resources and materials to teach lessons, and have a reduced class size.

- **Professional Development.** Nearly 52 percent of districts offer developmentally appropriate professional development in-services and workshops during the school year.

- **Release Time.** It is recommended that release time be provided for professional development in-services, conferences, and/or seminars.

- **Opportunities for Collegial Collaboration.** The support of new teachers through collaboration with other professionals can help to reduce the feelings of isolation and can include: (a) instructional planning, team planning and assistance, and grade-level assistance together; (b) computer networking; and (c) study groups that focus on specific topics.

- **New-Teacher Assessment.** Monitoring the performance of the new teacher is best done periodically in formative assessments, relying on feedback to guide and assist them in improving their practice.

- **Program Evaluation.** Of all districts having induction programs, 68.6 percent conduct evaluations of those programs. Evaluations are divided into two categories: formal and informal. Formal evaluations have specific and consistent evaluation conducted on every phase of the program. Informal evaluations include feedback on various aspects of the program, but the method of gathering data is not consistent.

- **Follow-up.** Only 27 percent of districts in Arizona offer any form of follow-up into the teacher's second year.

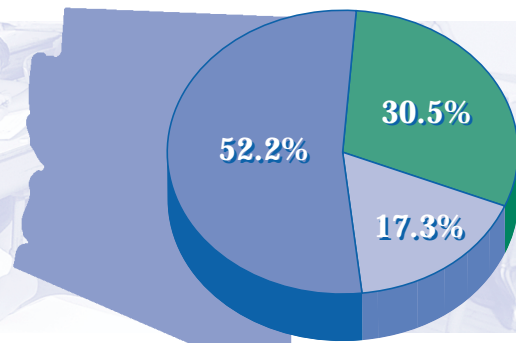
The mission of the **Arizona K-12 Center** is to **improve the quality of K-12 teaching and learning** in Arizona classrooms.

## FINDINGS:

### Induction Programs Across Arizona

(N-197; 87.5% response rate)

- No Program
- High Intensity Program
- Low Intensity Program



- **Funding.** Eighty percent of induction programs operate on the Maintenance and Operations budgets; therefore, many districts claim that there is not enough money for quality programs.

intensity induction programs. The amount of monies available needs to increase.

- K-12 districts need to increase funding at the local level to implement high-intensity induction programs.
- Policy makers need to dedicate specific funds for high-intensity induction programs.

### What Our Research Tells Us

**High-intensity** induction programs were defined in the 2000 survey as those programs having four of these five components; orientation, mentors, professional development, program evaluation, and follow-up. **Low-intensity** induction programs had fewer than four of the components. The Center is currently evaluating the 17.3% high-intensity programs defined in the 2000 survey according to the nine common elements identified in the literature published in 2001.

★ Policy makers at all levels need to adopt the nine common elements as the standard for high-intensity induction programs.

#### Solutions:

- Each K-12 district can compare local induction programs with the nine common elements to determine strengths and needed improvements.
- Each K-12 district can seek funding to implement the nine common elements for local induction programs.

### Policy Implications

★ With 82.7% of the K-12 districts not offering high-intensity induction programs, the state will continue to lose teachers within the first three years of entering the profession. Given the increasing shortage of teachers and the increasing number of new teachers entering the teaching ranks, it is important to implement the nine common elements of high-intensity induction programs in more schools to ensure that new teachers' needs are met.

★ Policy makers can encourage the 17.3 percent districts that have high-intensity induction programs to apply to the Arizona K-12 Center as a best-practice induction model.

#### Solution:

The Arizona K-12 Center can showcase K-12 Best Practice Induction Models on the Center's Best Practices Clearinghouse web site.

[www.azk12.nau.edu](http://www.azk12.nau.edu)

### References

- Arends, R. I., & Regazio-DiGilio, A.J. (2000). *Beginning teacher induction: Research and examples of contemporary practice.* (ERIC Document Reproduction Service No. ED 450 074).
- Dagenais, R. (1996). *Mentoring program standards.* (ERIC document Reproduction Service No. ED 419776).
- Darling-Hammond, L. (2000). *Solving the dilemmas of teacher supply, demand, and standards: How we can ensure a competent, caring, and qualified teacher for every child.* New York, NY: NCTAE.
- Feiman-Nemser, S. (1996). *Teaching mentoring: A critical review.* Washington, D.C.: ERIC Digest, ERIC Clearinghouse on Teaching and Teacher Education, AACTE.
- Fideler, E. F., & Haselkonr, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States.* Belmont, MA: Recruiting New Teachers, Inc.
- Gold, Y. (1996). *Beginning teacher support: Attrition, mentoring, and induction.* In J. Sikula, T.J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed.) (pp. 548-594). New York, NY: Association of Teacher Education. Also, Lemke, J.C. (1994). *Teacher induction in rural and small school districts.* (ERIC Document Reproduction Service No. 369 589).
- Huling-Austin, L. (1992). *Research on learning to teach: Implications for teacher induction and mentoring programs.* *Journal of Teacher Education*, 43(3), 173-180.
- Lemke, J. C. (1994). *Teacher induction in rural and small school districts.* (ERIC Document Reproduction Service No. 369 589).
- National Commission on Teaching & America's Future. (1996). *What matters most: Teaching for America's future.* New York, NY: National Commission on Teaching & America's Future.
- O'Connell, C. E., Gillett, T., & Halkett, K. (1999). *Career in teaching: Mentor teacher-intern program.* Rochester, NY.
- Stansbury, K., & Zimmerman, J. (2000). *Lifelines to the classroom: Designing support for beginning teachers.* San Francisco, CA: WestEd.
- Yopp, R.H., & Young, B.L. (1999). *A model for beginning teacher support and assessment.* *Action in Teacher Education*, 21 (1), 24-36.



Northern Arizona University is an Equal Opportunity/Affirmative Action Institution  
Creative Communications/A46745/3000/02-02