

ASK A REL RESPONSE: TEACHER INDUCTION AND MENTORING

Thank you for talking with me yesterday about your request for research for effective teacher induction and mentoring programs. You indicated that you are interested in what other states (and districts) are doing in these areas, what their results have been, and how they have funded such programs. I conducted a preliminary search of the literature and found the following documents. As you will see, the literature does not seem to address funding. I intend to do a deeper search on that issue.

The following are a few selected links from the New Teacher Center. You can find more of their work on this and related topics here: <http://www.newteachercenter.org/products-and-resources/all/77>)

Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). *Review of state policies on teacher induction* [Policy paper]. Retrieved from New Teacher Center website: <http://www.newteachercenter.org/products-and-resources/policy-reports/review-state-policies-teacher-induction>

This is a summary of the New Teacher Center's analysis of induction and mentoring policies in all 50 states. Built upon 10 critical policy criteria, this paper highlights leading state policies and offers policy recommendations to encourage the design and implementation of comprehensive, high-quality induction and mentoring programs.

New Teacher Center. (n.d.). *Retention*. Retrieved from <http://www.newteachercenter.org/impact/retention>

This page on the New Teacher Center website provides data to support the impact of the center's work on teacher retention. The page highlights success stories from Chicago Public Schools and the Santa Cruz New Teacher Project.

Sun, C. (2012). *Teacher induction: Improving state systems for supporting new teachers* [NASBE Discussion guide]. Retrieved from New Teacher Center website: <http://www.newteachercenter.org/products-and-resources/policy-briefs/nasbe-discussion-guide-teacher-induction-improving-state-system>

The [National Association of State Boards of Education](#) (NASBE) recently partnered with the New Teacher Center to develop a discussion guide for state boards of education and policymakers about new teacher induction. The guide is designed to help state board members and staff—in addition to policymakers—examine the role of teacher induction programs in developing effective teachers and reducing teacher turnover to explore how they can help develop and foster these critical programs. It provides up-to-date research on issues in teacher induction, elements of comprehensive teacher induction, examples of state-level action, and a guiding framework for boards to conduct a meaningful conversation about teacher induction.

Watkins, A. (Ed.). (2012, Summer). Teacher induction program success and sustainability. *Reflections*. Retrieved from New Teacher Center website: <http://www.newteachercenter.org/products-and-resources/reflections-newsletter/summer2012/teacher-induction-program-success-and-sustainability>

The summer 2012 edition of *Reflections* focuses on how districts can ensure the success and sustainability of their teacher induction programs. Key articles show how the most successful programs take a systemic approach that includes rigorous program design, evaluation for continuous improvement, and engaged school leaders who can provide the all-important supportive context and conditions. Exemplary case studies from Hillsborough Public Schools (Florida) and Boston Public Schools discuss and share their experiences. In addition, the article “The More Things Change ... A Formula for Successful Program Leadership” highlights how the New Teacher Center’s partnership with Chicago Public Schools has weathered numerous leadership and budgetary changes over a six-year period to become even stronger. This article provides valuable insight into just what it takes to ensure the continuity and long-term sustainability of an induction program.

The following articles were found in a search of Education Information Resources Center (ERIC), Education Research Complete, and Educational Administration Abstracts.

Brady, P., Hebert, L., Barnish, M.E., Kohmstedt, J., Welsh, H., & Clift, R.T. (2011). Inducting new teachers in Illinois: Challenge and response. *Action in Teacher Education*, 33(4), 329–342.

This article reports on efforts to improve beginning teachers’ induction experiences in Illinois. The authors focus on the role of the Illinois New Teacher Collaborative (INTC), which was created to promote new teacher induction in the state and to supply resources and support for new teachers and for those who support them. The article describes challenges facing the state-funded induction programs and INTC's responses to those challenges, including professional development opportunities and web-based resources and discussion forums. The authors make the case for induction programs, for state funding of such programs, and for the importance of having an independent entity that can provide support and conduct research with such programs.

Bullough, R.V., Jr. (2012). Mentoring and new teacher induction in the United States: A review and analysis of current practices. *Mentoring & Tutoring: Partnership in Learning*, 20(1), 57–74.

This article reviews current practices in teacher mentoring and induction across three large states—New York, Texas, and California—and one small state, Utah. In addition, the article explores national patterns and trends, looks at concrete program results, discusses the evolution and the future of such programs, and identifies gaps in the research literature.

Gilles, C., Davis, B., & McGlamery, S. (2009). Induction programs that work. *Phi Delta Kappan*, 91(2), 42–47.

This article discusses induction programs in the United States that specifically involved collaboration between school districts and universities. Specific topics include an in-depth look at how high-quality

induction programs support teachers by building their confidence, as well as the U.S. Comprehensive Teacher Induction Consortium, which has been a model for success.

Gujarati, J. (2012). A comprehensive induction system: A key to the retention of highly qualified teachers. *Educational Forum*, 76(2), 218–223.

Studies have shown that teacher quality is the single greatest factor affecting student achievement. However, it is not simply enough to recruit highly qualified candidates and place them into the schools in which they are most needed the most. The United States also needs a system to support and retain these teachers. This essay posits that school districts need to implement and sustain a comprehensive induction system, which fosters professional learning communities through a network of supports.

Ingersoll, R.M. (2012). Beginning teacher induction: What the data tell us. *Phi Delta Kappan*, 93(8), 47–51.

This article discusses induction programs in general, their extensiveness in the United States, and whether the number of programs has increased over time. The author provides statistics for teacher attrition rates, years of teaching experience, and increases in numbers of teachers. The article includes several charts that show the number of teacher induction programs, the number of first-year teachers involved in induction programs, and the number of teachers at different experience levels.

Kang, S., & Berliner, D.C. (2012). Characteristics of teacher induction programs and turnover rates of beginning teachers. *Teacher Educator*, 47(4), 268–282.

The federal School and Staffing Survey (SASS) and Teacher Follow-Up Survey (TFS) were used to examine the impacts of induction activities on beginning teacher turnover. This study excluded those teachers who moved or left schools for unavoidable and involuntary reasons—a confounding factor in previous research. This analysis revealed that three induction activities are beneficial in significantly reducing turnover rates for beginning teachers: seminars, common planning time, and extra classroom assistance.

Lesnick, J., Jiang, J., Spote, S., Sartain, L., & Hart, H. (2010). A study of Chicago New Teacher Center induction coaching in Chicago Public Schools: 2009–2010. Retrieved from University of Chicago, Consortium on Chicago School Research website: <http://ccsr.uchicago.edu/publications/study-chicago-new-teacher-center-induction-coaching-chicago-public-schools-2009-2010>

To support new teachers during the challenging transition to the profession, schools and districts across the country often establish induction supports, such as professional development, mentorship, and coaching. This report describes the findings of a research study designed to examine how Chicago Public Schools implemented the New Teacher Center (NTC) induction model. As part of this model, Chicago NTC provides beginning teachers with an individual coach who acts as an expert colleague. This study looks specifically at the ways in which coaches supported beginning teachers toward becoming autonomous professionals. The study was designed as a formative evaluation to inform the organizational knowledge and decision making at Chicago NTC; as such, the findings are meant to be reflective and descriptive in nature.

Moir, E. (2009). Accelerating teacher effectiveness: Lessons learned from two decades of new teacher induction. *Phi Delta Kappan*, 91(2), 14–21.

The article discusses induction programs that blend support for first-year teachers with the expertise of veteran teachers to create collegial groups that benefit both teachers and students. The article presents an in-depth discussion of the 10 lessons learned during the New Teacher Center's 20 years of operation. Lessons include what to require in a new teacher induction program to ensure its success, how the induction programs can accelerate the effectiveness of first-year teachers, and the impact of standards-based formative assessment tools.

Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. *ERS Spectrum*, 25(3), 1–17. Retrieved from Chalkboard Project website: <http://www.chalkboardproject.org/wp-content/uploads/2011/01/ment-8.pdf>

This study describes a benefit-cost analysis of a comprehensive mentoring program for beginning teachers, conducted in a medium-sized California school district. Using actual program cost information and data on student achievement, teacher retention, and mentor evaluations, the authors analyzed benefits and costs to determine whether comprehensive mentoring for beginning teachers makes financial sense. The data showed that, contrary to expectations, increases in teacher effectiveness yielded greater savings than the reduction in costs associated with teacher attrition. Overall, the benefit-cost analysis showed that, after five years, an investment of one dollar produces a positive return to society, the school district, the teachers, and the students, and the state almost totally recovers its expenses. Implications are drawn for both education and public policy.

Waterman, S., & Ye, H. (2011). Effects of mentoring programs on new teacher retention: A literature review. *Mentoring & Tutoring: Partnership in Learning*, 19(2), 139–156.

Building on previous literature reviews, this article highlights research and evaluation efforts regarding the effectiveness of mentoring programs for new teacher retention in the United States since 2005. By analyzing the various mentoring program components, the range of research methods used, and the major findings from these studies, the authors discuss the nonlinearity and complexity of both the mentoring process itself and the effect of mentoring on new teacher retention. Based on this review, the authors provide recommendations for researchers and decision-makers to enhance the quality of such studies and maximize the use of the findings.

This Ask A REL response was developed by REL Northwest under Contract ED-IES-12-C-0003 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.