



EAB

# Teacher Induction Programs

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District Leadership Forum

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# Table of Contents

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<b>1) Executive Summary</b> .....	<b>4</b>
Key Observations.....	4
<b>2) Program Design</b> .....	<b>5</b>
Structure.....	5
Orientation and Ongoing Synchronous Sessions .....	10
Mentorship .....	14
<b>3) Program Administration</b> .....	<b>15</b>
Staffing.....	15
Assessment and Effectiveness.....	17
<b>4) Research Methodology</b> .....	<b>18</b>
Project Challenges .....	18
Project Sources .....	19
Research Parameters.....	19

# 1) Executive Summary

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## Key Observations

**Tailor induction programs to support district strategic goals in addition to using them to increase teacher retention and teacher effectiveness.**

Administrators at all profiled districts select content for their induction programs using state and district requirements, district instructional practices, student outcomes, and program participant feedback. Administrators use this content to deliver orientation and ongoing professional development opportunities for new teachers in their first year(s) at the district. Doing so provides administrators with an avenue to develop relationships with new teachers. Administrators can leverage these relationships to accomplish district goals (e.g., impressing new teachers with district values, improving instructional quality to ensure student success, etc.).

**Develop specific content to support each component of induction programming.**

All profiled districts develop a curriculum for induction and accompanying resources and materials. To do this, **District B**, **District C**, and **District D** use a combination of third-party services and materials created at the district. For example, administrators at **District C** develop induction lesson plans from instructional strategies in [Marzano Research](#) materials, while induction program staff at **District B** create video demonstrations of effective teaching in their district for induction participants to review.

**Use synchronous sessions to share general information for all new teachers and personalize induction programming based on teacher experience and subject area through one-on-one mentorship.**

Contacts at all profiled districts report that because new teachers bring a variety of experience levels and content area specialization, differentiating induction at the individual level offers more benefit to teachers. As a result, contact districts provide intentionally broad programming in larger group sessions. New teachers use mentor relationships to build skills specific to their subject areas, grade levels, and experience level through coaching sessions, observations, and feedback. For example, at **District D** new teachers attend four general professional development sessions on tier I instruction and spend 45 hours over the course of their first year of teaching with a mentor who provides personalized support.

**Use feedback from program participants and building principals, student outcomes, and human resources data to assess the effectiveness of teacher induction programs.**

Contacts at all four profiled districts report using a combination of anecdotal feedback about teacher satisfaction, student achievement, and retention rates to gain a comprehensive understanding of the impacts of their induction program. Contacts report increased teacher retention rates and feedback from building principals indicating that the content of induction programming influences the quality of classroom instruction for students.

## 2) Program Design

### Structure

#### Select Goals for District Induction Programming to Guide Program Design

At all profiled districts— **District A**, **District B**, **District C**, and **District D** administrators design induction programming for new teachers to increase new teacher retention and effectiveness. In addition, contacts at profiled districts report that their new teacher induction programs accomplish one or more of the following four goals. At profiled districts, the goals of induction programs inform the content and structure of the program.

#### Goals of Induction Programs at Profiled Districts

At all four profiled districts, teachers who join the District After the start of the school year receive orientation information before they teach in the classroom or participate in any induction related activities. Following this accelerated orientation, new teachers participate in induction programming with peers who joined the District At the beginning of the school year.

##### Regulatory Compliance



Use induction programming to ensure new teachers receive required credentials which demonstrate effective and high-quality teaching.

##### Leadership Development



Help teachers grow professionally during the induction program, and incorporate pathways to scale their growth throughout the district.

For example, at **District B** professional development staff offer opportunities for teachers to serve as peer instructional coaches beginning in their fourth year at the district.

##### Competitive Advantage



Leverage induction programs to compete for talent with neighboring districts that might offer higher compensation.

Do so by designing programming that ensures teachers view the district in a positive way, feel supported there, and have opportunities for career advancement. For example, through the induction program at **District D**, classroom teachers can participate in the design and implementation of new instructional practices—a task done only by instructional specialists in many other districts.

##### Teacher Acculturation



Use induction programming to assimilate new teachers into the district's existing network of staff relationships.

To do so, embed relationship-building activities into the induction process. At **District A**, induction staff begin synchronous sessions with informal conversation to allow new teachers and district staff to build personal relationships and create mentors and mentee pairs based on interpersonal compatibility, in addition to subject area and grade level.

#### Create an Induction Program That Meets District And State Requirements, Aligns with District Goals, Effectively Supports Individual Teachers, and Remediate Teacher Skill-Gaps

Administrators at all four profiled districts require at least one year of formal induction programming and continue to offer support beyond the first year through professional

development programming (e.g., presentations, workshops, and Professional Learning Communities) and mentorship from tenured teachers.

Administrators at profiled districts implement programs with multiple different components, such as orientation, synchronous professional development sessions, and mentorship and observations. Contacts report these components serve different functions—orientation streamlines the logistics of onboarding and introduce new teachers to district culture and practices, while mentorship facilitates opportunities for differentiated programming to support new teachers based on subject area and skill level.

### Logistical Components of Induction Programs at Profiled Districts

Program Length	Participants	Classroom Coverage/ Stipends
<b>District A</b>		
<b>1-Year</b> induction program with option to continue mentorship indefinitely on an informal basis	<ul style="list-style-type: none"> <li>Administrators: Director of teaching and learning and induction program coordinators</li> <li>Teacher participants: New to the District And new to the profession</li> </ul>	<ul style="list-style-type: none"> <li>Induction programming occurs outside of regular instructional time (i.e., after school)</li> <li>Teachers do not receive compensation for these hours</li> </ul>
<b>District B</b>		
<b>1-year</b> induction program and 7 voluntary additional years to develop from novice to expert teacher	<ul style="list-style-type: none"> <li>Administrators: Director of professional development, professional development specialists, master teachers</li> <li>Teacher participants: New to the profession and new to the district</li> </ul>	<ul style="list-style-type: none"> <li>Induction programming occurs during the regular school day</li> <li>Substitute teachers cover teacher absences to attend induction program</li> </ul>
<b>District C</b>		
<b>3-Year</b> induction program	<ul style="list-style-type: none"> <li>Administrators: Director of induction programing, district staff presenters from different departments (e.g., IT, communications department, assessments, etc.)</li> <li>Teachers: New to the profession</li> </ul>	<ul style="list-style-type: none"> <li>Induction programming occurs outside of instructional time (i.e., after school)</li> <li>Teachers do not receive compensation for these hours</li> </ul>
<b>District D</b>		
<p><b>4-year</b> induction program for staff new to the District And new to the profession</p> <p><b>3-year</b> induction program for staff new to the district with prior teaching experience</p>	<ul style="list-style-type: none"> <li>Administrators: Chief academic officer, director of student achievement</li> <li>Teachers: New to the profession and new to the district</li> <li>Third-party personnel: Kagan Cooperative Learning Trainers lead workshops on each of the six elements of the Kagan approach (cooperative learning, brain-friendly teaching, emotion-friendly teaching, multiple</li> </ul>	<ul style="list-style-type: none"> <li>Stipend of 25 dollars per hour for participation in induction programming outside of regular work hours</li> <li>Substitute teachers cover teacher absences to attend induction programing during regular working hours</li> </ul>

No profiled school districts include components specifically designed to support BIPOC teachers in their induction programming. **District C** does partner with undergraduate education programs at HBCUs to recruit Black, male teachers who might otherwise overlook their district when applying for jobs.

	intelligences, classroom discipline, and classroom energizers)	
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### Provide Professional Development Programming for Non-Classroom Teachers Separately from Induction Programs

Contacts at all profiled districts report that non-teaching staff (e.g., speech pathologists, nurses, occupational therapists) often have specific requirements for professional development and continuing education to maintain their licenses and credentials. As a result, leadership in these employees’ respective departments facilitate induction and professional development efforts for these staff.

## To Create a Framework for Effective Induction Programs, Create an Induction Program Schedule, Determine Program Components, and Develop Supporting Materials

In accordance with guiding goals and in addition to the logistical components of the induction program, administrators at all profiled districts develop an induction program curriculum which contains all components of induction programming and provides a timeline for program completion.

### Archetypal Sequence of Induction Programs at Profiled Districts

Step	Title	Description and Timing
1	Orientation	<b>Before the start of new teachers’ first school year</b> , provide teachers with logistical information necessary for day-to-day operations
2	Synchronous Professional Development Sessions	Deliver information on instructional strategies at the beginning of the school year and <b>throughout the first year</b> of the induction program.
3/4	Mentorship	During <b>the first and subsequent years of the program</b> , assign each new teacher to a mentor who provides personalized professional development and feedback for the entirety of the induction program.
3/4	Collaboration Opportunities	Offer opportunities for new teachers to work with tenured teachers through PLCs, observations, demonstrations, instructional coaching, etc. This occurs for <b>the entire induction program</b> and in most profiled districts teachers can continue to participate in these activities after induction programming ends.

To facilitate these different components, administrators at all profiled districts develop a repository in-house and third party of materials to use during induction programming.

Induction program administrators at **District B** create video recordings of real classroom lessons as models for new teachers, and induction program administrators provide new teachers with guided review of the practices in each video. District contacts report that creating these films offers a cost-effective way to provide new teachers with concrete and comprehensive examples of classroom instruction expectations.

At **District D**, administrators hire third-party training staff from Kagan Cooperative Learning to facilitate synchronous induction program sessions. In addition to these sessions, training staff provide induction program administrators with techniques for facilitating their own professional development initiatives (i.e., mentorship programs) that promote teacher effectiveness. Contacts report that the Kagan Cooperative Learning approach aligns with the district’s instructional practices and goals and outsourcing the training ensures that the District Adopts Kagan’s practices with fidelity.

### Overview of Induction Programs at Profiled Districts


Orientation	Synchronous PD Lessons	Mentorship	Other Components
<b>District A</b>			
<ul style="list-style-type: none"> <li>Meet with induction program staff for introduction to district operational staff and procedures</li> <li>Classroom set-up and requests for any necessary instructional materials</li> <li>Administrative tasks (e.g., receive ID badge, inventory classroom supplies, create log-ins for tech platforms)</li> </ul>	<ul style="list-style-type: none"> <li>Monthly, 1-hour long sessions (Jan-June) with an interactive presentation on specific focus area (e.g., special education, writing report cards, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>30 to 60-minute mentor/ mentee meetings (September – October: weekly, October - December: bi-monthly, January - June: monthly)</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>District B</b>			



<ul style="list-style-type: none"> <li>• Introduction of all new teachers to superintendent, central District Administrators, and building principals</li> <li>• Bus tour of District And walking tours of school buildings and new teachers' classrooms</li> <li>• Culture, classroom management, and procedures (e.g., bell schedules, disciplinary protocols, materials, technology, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Four, quarterly sessions</li> <li>• Overview of district instructional practices</li> <li>• Film study of recorded master teacher video lessons</li> <li>• Visit to demonstration classrooms to observe live master teachers in practice</li> <li>• Voluntary professional development workshops on varying topics (e.g. instructional practices, classroom management, assessment, technology, etc.)</li> <li>• Preparation for standardized assessments of teacher skill and content knowledge (I.e., Praxis Exam).</li> </ul>	<ul style="list-style-type: none"> <li>• Four classroom observations and conferences with professional development staff during the first year</li> <li>• 10 hours of coaching by professional development staff to critique new teacher performance and offer feedback</li> <li>• Ongoing 1:1 mentorship from an expert teacher in a new teacher's same subject or grade level</li> <li>• Access to a team of experienced mentor teachers in each school building for support</li> <li>• Support for preparation for standardized assessments of teacher skill and content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned reading: <i>Your First Year</i> (Whitaker, 2016)</li> <li>• At-home program material reviews</li> <li>• End of year induction program graduation and celebratory luncheon</li> </ul>
<b>District C</b>			
<ul style="list-style-type: none"> <li>• Introduction of new teachers to induction program staff</li> <li>• Administrative tasks (e.g., receive ID badge, inventory classroom supplies, create log-ins for tech platforms)</li> <li>• Introduction to teacher evaluation framework</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to district instructional practices</li> <li>• Monthly 3-hour interactive focused on instructional topics from Marzano</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with assigned mentor for all three years of induction. Cadence and duration of mentor meetings varies based on new teacher professional development goals and licensure requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned reading: <i>The Art and Science of Teaching</i> (Marzano, 2007)</li> </ul>
<b>District D</b>			
<ul style="list-style-type: none"> <li>• Introduction of all new teachers to superintendent and other central District Administrators</li> <li>• Human resources presentation (payroll, financial services, benefits, substitute teachers, health services, discipline, etc.)</li> <li>• Employee conduct expectations and District mission and values</li> <li>• Introduction to IT staff and district-</li> </ul>	<ul style="list-style-type: none"> <li>• Four 90-minute professional development sessions on tier I instruction in a Response to Intervention model of Multi-Tiered System of Support (MTSS) for behavior and academics</li> <li>• Introduction to <i>Better Learning Through Structured Teaching</i> (Fischer and Frey, 2008)</li> <li>• Gradual release of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• 45 hours of 1:1 collaborative work with assigned mentor in the first year (30 hours outside of class and 15 hours in class)</li> <li>• 3 observations conducted by tenured teachers</li> <li>• Six-week coaching cycle with assigned mentor in the second year of induction (required for teachers new to profession, voluntary for experienced)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete new teacher growth portfolio during the first year of induction</li> <li>• Presentation of small group research findings to colleagues</li> </ul>

wide technology platforms	instructional framework <ul style="list-style-type: none"> <li>• Special education (IEPs and 504 plans) and behavioral supports</li> <li>• Teacher evaluation procedures</li> <li>• One professional development session on continued paths for growth at the end of final year of induction</li> </ul>	teachers new to district <ul style="list-style-type: none"> <li>• Participation in small group cadre to explore area of best-practice through an action-research approach (typically four meetings over two months)</li> <li>• Participation in Professional Learning Communities (PLCs)</li> </ul>	
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For more information on using MTSS to support students in your district, see EAB's [research](#) on the topic.



**Use Third-Party Services to Supplement Induction Programming with Established Effective Practices**

Administrators at **District D** hire trainers from Kagan Cooperative Learning to facilitate large group induction sessions. Alternatively, **District B** administrators integrate techniques from Kagan Cooperative Learning into their own sessions. Similarly, **District C** administrators select Marzano Resources that align with the topics the district will cover in induction program during the year and program facilitators develop activities based on the resources.

## Orientation and Ongoing Synchronous Sessions

### Begin Induction Programming with New Hire Orientation to Ensure All New Teachers Understand the District's Instructional Foundation and Practices

At all profiled districts, administrators begin induction programming by providing new teachers with organizational and logistical information necessary to all staff (e.g., human resources information, facility tours, district technology tutorials, district educational philosophy, etc.) and information on district-wide instructional practices. Contacts at profiled districts report that including orientation as a component of induction allows new teachers to handle administrative tasks in a streamlined fashion, meet District Administrators, and build comradery with one another.



## Recognize Outstanding Induction Program Participants from the Previous Year During Orientation

At **District C**, induction program administrators ask building principals to nominate outstanding new teachers for Induction Teacher of the Year, who addresses the following year’s induction class during orientation to help new teachers understand how to maximize induction programming. Contacts report that the Induction Teacher of the Year promotes buy in among new teachers who may otherwise only participate in induction programming to meet licensure requirements.

At **District B**, administrators require induction program participants to attend four full, consecutive days of orientation during the week before the school year begins. Teachers learn about the district policies, education philosophy, academic goals, meet relevant district personnel, and ensure they have all materials need for their classrooms.

### Example Pre-School Year Orientation Schedule

*Adapted from District B*

Day 1	<p><b>Focus: Community Building and Instruction</b></p> <p><i>Facilitators – Professional Development Director and Professional Development Specialists</i></p> <ul style="list-style-type: none"> <li>• Welcome from superintendent</li> <li>• Introduction of central administrators and secondary school principals</li> <li>• Team building presentation of all new teachers</li> <li>• Instructional practices covered: essential elements of instruction, learning objectives, and task analysis</li> </ul>
Day 2	<p><b>Focus: Community Building and Instruction</b></p> <p><i>Facilitators – Professional Development Staff and Tenured Teacher Leaders</i></p> <ul style="list-style-type: none"> <li>• Introduction of all elementary principals</li> <li>• Analysis of a master teacher video lesson</li> <li>• Instructional practices covered: active participation and anticipatory sets</li> </ul>
Day 3	<p><b>Focus: Instruction, Procedures, and Culture</b></p> <p><i>Facilitators – Professional Development Staff and Superintendent</i></p> <ul style="list-style-type: none"> <li>• New teacher breakfast</li> <li>• Direct instruction in cooperative teaching practices (third-party facilitated)</li> <li>• Overview of the district’s and community’s values</li> <li>• Superintendent-led tour of district</li> </ul>
Day 4	<p><b>Focus: Culture, Classroom Management, and Procedures</b></p> <p><i>Facilitators – Professional Development Director and Professional Development Specialists</i></p> <ul style="list-style-type: none"> <li>• Visit to demonstration classrooms where expert, tenured teachers at the elementary, junior high, and high school levels model the first day of school procedures and routines</li> <li>• Introduction to the district’s discipline practices</li> <li>• New teacher administrative tasks: <ul style="list-style-type: none"> <li>– Develop schedule for ongoing mentorship throughout the year</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>– Prepare individual classrooms for first day of school</li> <li>• Procedures covered: bell schedules, class/ school dismissal, materials management, etc.</li> </ul>
<b>Post-Orientation Sessions to Reinforce and Extend Lessons of Orientation</b>	
Days 5,6 & 7  <i>Quarterly</i>	<p><b>Focus: Instruction and Classroom Management</b></p> <p><i>Facilitators – Professional Development Director, Professional Development Specialists, and Mentors</i></p> <ul style="list-style-type: none"> <li>• Visit demonstration classrooms where master teachers show instructional approaches, strategies for embedding lesson plans with cognitive rigor, assessment techniques, special education supports, and motivation &amp; retention theories for new teachers</li> <li>• Final luncheon with governing board members, central administration, principals, and assistant principals.             <ul style="list-style-type: none"> <li>– Superintendent addresses new teachers and presents new teachers with framed certificates</li> </ul> </li> </ul>

Profiled districts also include opportunities for teambuilding and general socialization into the induction program. Contacts at profiled districts report this builds relationships between new teachers and gives opportunities for teachers to take a break from stress of work. This demonstrates to teachers the district’s investment in their wellbeing and success.

At **District B**, teachers begin each day with refreshments and receive a catered lunch during full day induction programs. Administrators also schedule two short breaks (i.e., under twenty minutes) throughout the seven-and-a-half hour day.

### Select Topics for Ongoing Professional Developing Sessions Based on State Standards, District Instructional Goals, and Teacher Interest and Feedback

During the first year of induction programs, teachers at all profiled District Attend required synchronous induction program sessions led by induction program staff or third-party facilitators. At **District B**, for example, induction program participants attend these sessions quarterly for one year.

Administrators should ensure that these synchronous sessions cover topics which effectively support professional success for teachers. Administrators at **District C** select induction program topics by identifying subject areas teachers in each year’s induction program need to cover to satisfy the requirements for their desired credentials. **District B** and **District D** use a combination of teacher evaluation results, building principal observations, and teacher survey answers to guide topic selection.

### Origin of Induction Synchronous Session Topics at Profiled Districts

State Standards and District Instructional Goals	Reported Teacher Interest Areas	Feedback from Building Principals
<ul style="list-style-type: none"> <li>• Topics covered in assigned readings (e.g., classroom management, assessment, etc.)</li> <li>• Information all teachers must know (e.g., conduct policies, special education regulations, process for teacher evaluation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results of previous year’s inductees help program administrators identify gaps in topic offerings and identify successful existing topics</li> <li>• Reported areas of interest or specific professional development concerns reported by new</li> </ul>	<ul style="list-style-type: none"> <li>• Informal word -of -mouth feedback from conversations with building principles and induction staff</li> <li>• Results of teacher evaluations conducted by principals (i.e., create programing to cover topics on standards teacher fail to meet)</li> </ul>

	<p>teachers in the interview or hiring process (e.g., a new teacher reports no previous experience with the district's selected elementary school reading curriculum)</p>	
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In addition to district, school, and individual input, all four profiled districts adjust program topics to meet teacher needs that arise in real time (i.e., all districts adjusted programming to include information on effective virtual instruction in response to the Covid-19 pandemic shift to online learning).

### Example Topic Selections for Synchronous Induction Sessions at Profiled Districts

Instructional Practices	Administrative Tasks	Miscellaneous
<ul style="list-style-type: none"> <li>• Classroom and behavior management</li> <li>• Special education, IEP's, and 504</li> <li>• Standards based grading and formative assessments</li> <li>• Tier I instruction in a multilevel support system</li> <li>• Instructional pacing</li> <li>• Effectively using technology in the classroom</li> <li>• Cooperative learning</li> <li>• Active participation</li> <li>• Virtual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Writing report cards and delivering feedback to students</li> <li>• Communicating with parents</li> <li>• Task analysis and lesson planning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher mental health and preventing burnout</li> </ul>



#### Reiterate the Confidentiality of Induction Programs to Encourage Feedback

Administrators at **District A** keep all information shared during induction programing confidential. Contacts report that doing so encourages teachers to openly communicate their areas for growth and allows administrators to provide effective and meaningful professional development sessions.

### To Teach Induction Topics, Model Desired Classroom Instructional Practices for Students

Administrators at profiled districts deliver information on these topics to new teachers during synchronous professional development sessions. To do so, administrators at **District B**, **District C**, and **District D** use the same tactics they wish to see teachers use with students in their own classrooms.

Contacts report that using classroom instructional practices in professional development sessions gives teachers practical understanding of instructional expectations and fosters an appreciation of the effectiveness of such instructional practices. **District B** and **District D** both use the Five Learning Structures necessary

for cooperative learning from [Kagan Cooperative Learning](#) while **District C** uses [Marzano Research](#) resources (e.g., books, toolkits, webinars, and reports) for instructional strategies.

Additionally, **District D** teach all lessons using the Gradual Release of Responsibility Instructional Framework.

### Gradual Release of Responsibility Instructional Framework Used at District D<sup>1</sup>

Step	Title	Description
Teacher-guided		
"I do it"	Focus Lesson	Teacher demonstrates the lesson
↓		
"We do it"	Guided Instruction	Teacher guides students through the lesson
↓		
Student-guided		
"You do it together"	Collaborative Work	Students work in groups to complete the lesson
↓		
"You do it alone"	Independent Work	Students complete the lesson by themselves

## Mentorship

See **pages 14-17** of EAB's research on **Mentorship Programs** for more information on selecting and training mentors.


### Select Qualified Teachers for Mentors and Provide Mentor Training to Ensure Program Quality

All profiled districts vet mentors and select qualified candidates to participate in the induction program. At **District B**, mentors must demonstrate proficiency or expertise (as evidenced by the district's professional development rubric) in teaching to participate.

Administrators at **District A** also consider mentor/ mentee compatibility when determining assignments. Contacts report that new teachers benefit more from the mentorship when the mentor and mentee have a strong professional relationship.


All four profiled districts require mentors to complete training before working with a mentee in the induction program. Contacts at **District B** and **District D** report that establishing a uniform practice for mentor training helps to ensure mentor effectiveness and allows administrators to embed the district's instructional framework and practices in the mentorship process.

### Components of Mentorship Training at Profiled Districts



**Set expectations for mentor and mentee time obligations**

Give mentors information on the structure of the induction program and their role in it, as



**Review district instructional standards and practices**

Teach mentors to align support for new teachers with district educational goals for student outcomes and to conduct observations that ensure new

1) "Gradual Release of Responsibility (GRR) Instructional Framework," Wisconsin Department of Education, <https://dpi.wi.gov/ela/instruction/framework>.

well as schedules and participation requirements.

teacher comply with district standards.



#### **Provide strategies for effective coaching**

Ensure mentors learn how to effectively coach and deliver meaningful feedback.



#### **Review resources for identifying and remediating new teacher skill gaps**

Provide teachers with materials (e.g., observation checklists) for assessing new teacher development and access to resources for evidenced-based instructional practices for remediating skill gaps.

### **Use Mentorship to Differentiate Induction Programming Based on Teacher Specialties and Experience Levels**

All four profiled districts assign inductees a mentor of the same subject area and grade level. The mentor tailors their support based on the mentee's experience level, strengths and weaknesses, and professional goals.

At **District C**, induction program administrators review the credentials and relevant coursework of new teachers to determine which general areas to cover in professional development and then place each teacher in a cohort with peers based on professional development needs. Administrators select mentors based on their expertise in the topic area of each cohort and assign them to mentees. New teachers at **District B** and **District D** also collaborate with and learn from tenured teachers in Professional Learning Communities (PLCs).

At **District D**, mentors work with teachers to complete action research (i.e., an opportunity for new teachers to pilot a new instructional practice in class with students and report findings to administrators). Mentors assist teachers with identifying practices to pilot, lesson planning, observation, and feedback. Contacts report that this serves as an opportunity for new teachers to gain advance their own skills under the guidance of expert, tenured teachers and create working relationships with administrators.

See **page seven** of EAB's research on **PLCs** for more information on program benefits.

## **3) Program Administration**

### **Staffing**

#### **Maintain Working Relationships with Building Principals and Other School Leaders to Scale Reach of Induction Program**






All profiled districts require collaboration between a variety of teachers, administrators, and building level leaders in induction programs and use some combination of the roles below in their induction programs.

## Roles and Responsibilities of Induction Program Participants

Title	Responsibilities
New Teacher (First year in the profession and/or district)	<ul style="list-style-type: none"> <li>Attend synchronous professional development sessions</li> <li>Attend ongoing meetings with mentors</li> <li>Participate in observations and critique with professional development staff and building principals and leaders</li> <li>Provide induction program director with feedback</li> </ul>
Mentor	<ul style="list-style-type: none"> <li>Complete mentor training before the start of induction program</li> <li>Attend required 1:1 meeting with assigned mentee</li> <li>Provide mentee with personalized support based on new teacher subject area and experience level</li> <li>Allow new teacher to observe own class</li> <li>Conduct classroom observations of new teachers</li> <li>Provide induction program administrators and principals on new teacher growth</li> </ul>
Accomplished/ Master Teacher	<ul style="list-style-type: none"> <li>Teacher who has demonstrated proficiency and can support new teachers in PLCs or lead synchronous professional development sessions (can also serve as mentor)</li> </ul>
Assistant Superintendent for Teaching and Learning/ Chief Academic Officer	<ul style="list-style-type: none"> <li>Carries out the superintendent's plan for academic achievement by overseeing instructional practices and communicates results to superintendent</li> <li>Works with induction program staff to ensure induction program supports the district's instructional framework</li> </ul>
Induction Program Director	<ul style="list-style-type: none"> <li>Oversees the day-to-day operations of the induction program and determines program structure and content</li> <li>Works with central administrators and building principles to identify teacher skill gaps and create strategies for sill remediation</li> </ul>
Professional Development Specialists	<ul style="list-style-type: none"> <li>Lead synchronous professional development instruction</li> <li>Develop specific programming at the direction of the program director</li> </ul>
School Principals/ Building Leaders (e.g., department heads, curriculum specialists, etc.)	<ul style="list-style-type: none"> <li>Provide feedback to induction program staff on effectiveness of program</li> <li>Conduct formal teacher reviews to evaluate teacher competencies</li> </ul>

See **section two** of EAB's research on **Mentorship Programs** to learn more about the components of successful mentorship programs.

## Advantages of Establishing A Multi-Departmental Induction Team

	Allows district leadership to conduct a comprehensive evaluation of new teachers		Sets uniform expectations for district standards and instructional practices
	Helps principals and administrators identify trends in new teacher skill gaps		Increases program buy-in by offering multiple parties a chance to shape district instructional practices
	Provides multiple data sources to help administrators evaluate the effectiveness of induction programs		

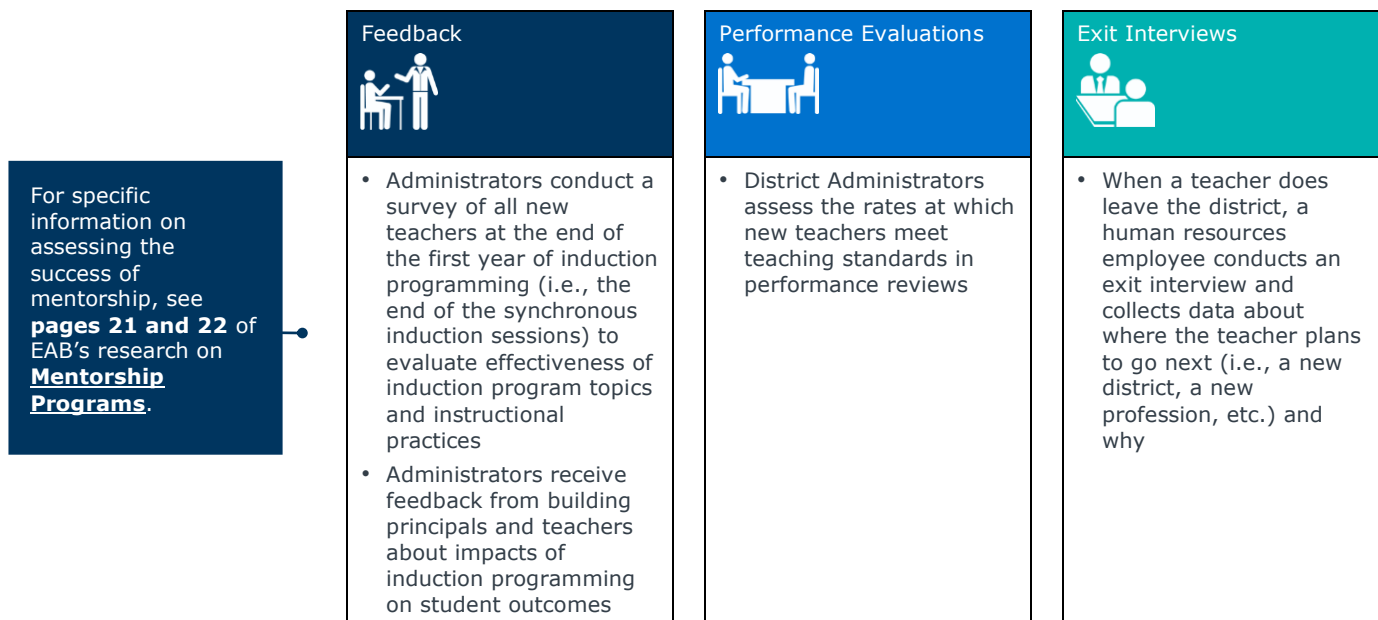


## Assessment and Effectiveness

### Collect Program Feedback Through Surveys, Results of Teacher Performance Evaluations, and Information from Exit Interviews Conducted by Human Resources

All four profiled districts administer a survey to program participants at the end of the first school year to gauge teacher satisfaction as a district employee and satisfaction with the induction program. Administrators use quantitative survey data, teacher performance scores, and qualitative feedback from participants and building principals to gain a comprehensive understanding of induction program impacts.

#### Assessment Methods at Profiled Districts



EAB research on mentorship programs for new teachers suggests survey questions for evaluating mentorship programming. Administrators can use similar questions to evaluate induction programming. Survey questions should seek to surface the following information from program participants:

- Was the information covered in the synchronous sessions helpful?
- Were the selected synchronous session topics address relevant for classroom instruction?
- Were the materials used in synchronous sessions helpful?
- Did the synchronous sessions build strong relationships between you and your colleagues?
- Did synchronous sessions adequately establish district expectations for standards new teachers must meet to align with district goals and practices?
- What can administrators change to make future synchronous sessions more beneficial for new teachers?

## At Profiled Districts, Contacts Report Induction Programs Increase Teacher Retention and Effectiveness

Contacts at all profiled districts report induction programming contributes to increased retention rates and teacher effectiveness. Contacts attribute these increased rates to the comradery teachers develop with their colleagues and a sense of support from their administrators, as well as improved instructional strategies that lead to increased student achievement.

Contacts at all four profiled districts reported that HR employees manage hiring and employee retention data. Therefore, while contacts at all districts reported that the induction program positively impacts teacher retention rates, researchers could not collect precise percentage increases.

Induction staff at **District A** strategically use induction programming to foster a sense of community and strong working relationships among district staff. Contacts report high retention rates and attribute this in part to the emphasis placed on supporting teachers personally and professionally through its induction programming.

At **District B**, which receives Title I funds from the federal government, administrators report increases in teacher retention despite the high turnover rates usually seen in Title I districts.

Administrators at **District D** use induction programming to incentivize teacher retention despite neighboring districts having higher teacher salaries. District contacts report that induction helps to keep teachers in the district because it provides professional development opportunities that allow teachers to develop leadership skills and contribute to decisions about the district's instructional, thus making them more competitive candidates for career advancement.



### Continue to Support Teachers After They Have Finished the Induction Program

Contacts at **District C** report that teachers' attrition rates can begin to rise between six and eight years after the conclusion of induction programs. Contacts suspect teachers losing the support offered by induction programming contributes to this trend.

## 4) Research Methodology

### Project Challenges

Leadership at a partner District Approached the forum with the following questions:

1. For how many years do newly-hired teachers participate in induction programs at contact districts?
2. What are the main components of teacher induction programs at contact districts?
3. How do administrators at contact districts differentiate programming for new-to-the-profession teachers versus teachers who are just new to the district?
4. How do contact districts use induction programs to support newly-hired BIPOC teachers?

5. How much time do administrators at contact districts allocate to the different components of teacher induction programs?
6. How do contact districts ensure teachers hired after the start of the school year meet the minimum number of required participation hours in the teacher induction program?
7. Which staff members oversee the induction programs at contact districts?
  - a. What is the role of each of these staff members?
8. How do contact districts evaluate the success of teacher induction programs?
9. What effect does teacher induction programming have on (a) teacher effectiveness and (b) teacher retention at contact districts?

## Project Sources

The forum consulted the following sources for this report:

- EAB’s internal and online research libraries
- National Center for Education Statistics (NCES)
- Wisconsin Department of Education. Gradual Release of Responsibility (GRR) Instructional Framework. <https://dpi.wi.gov/ela/instruction/framework>.

## Research Parameters

The forum interviewed administrators at districts with teacher induction programs recognized at the district, state, or national level.

### A Guide to Institutions Profiled in This Brief

Institution	Location	Approximate Enrollment
District A	Northeast	2,000
District B	Mountain West	6,000
District C	South	4,000
District D	South	4,000