**NEARLY** 

40%

OF
NEW TEACHERS

Leave the profession within the first five years of their careers

## INDUCTION PROGRAMS



Help reduce damaging teacher turnover

### What is new teacher induction?

Teacher induction refers to a comprehensive program that is built around on-the-job coaching, aligned to a district's goals and designed to improve the instructional practices of novice teachers, helping them successfully transition seamlessly from a teacher preparation program into the first years in his or her own classroom.

Mentoring is an important component of an induction program. However, assigning a mentor to a new teacher without additional supports does not ensure quality.

# Induction & Mentoring: Fact Sheet

What does research say about the importance of supporting new teachers? What do we know about the impact of induction and mentoring?

### New teachers need support to become effective.

Teacher quality is a significant factor in students' educational achievement, engagement, and academic improvement.<sup>1</sup> Teaching is complex work. We know that teachers in their initial years are, on average, less effective than more experienced educators.<sup>2</sup>

#### Intensive new teacher mentoring and induction helps new teachers become more effective, faster.

Evidence exists that students taught by teachers who receive comprehensive induction support demonstrate learning gains as a result.<sup>3</sup> Systemic, consistent, and fully supported induction programs increase teacher competency and quality, and contribute to new teachers' sense of efficacy and their professional growth.<sup>4</sup>

## Intensive new teacher induction saves money.

Comprehensive induction for new teachers results in a return after five years of \$1.66 for each dollar invested.<sup>5</sup> Meanwhile, each teacher who leaves the profession in a mid-sized to large district costs between \$10,000 to \$18,000, due to recruitment, hiring, and training costs.<sup>6</sup>

#### High-stakes teacher evaluation systems make new teacher induction even more necessary.

If PERA is to accelerate new teacher effectiveness, beginning teachers in Illinois will require more feedback and support than what is provided by this law alone. Policies and systems must not only measure teacher effectiveness but also provide pathways to develop and improve teaching practice.<sup>7</sup>

Reference list at: http://intc.education.illinois.edu/fact-sheet-reference-list-2013

#### Induction makes a principal's job easier.

Induction programs help with recruitment as they make districts more attractive to prospective teachers. They also appeal to parents, who want to know that new teachers are getting the support they need. They help new teachers learn about important initiatives such as Common Core. And induction programs provide distributed leadership to help principals achieve their major goals in teacher effectiveness and student achievement.

Intensive mentoring and induction is not a stand-alone solution, but a critical piece of a comprehensive approach to teacher support and effectiveness. Helping new teachers stay in the profession—and helping them become more effective—requires attention both to their specific needs as well as to the entire school climate and culture.

## Induction programs help reduce damaging teacher turnover.

Up to 40% of new teachers leave the profession within the first five years of their career.8 Such turnover creates a revolving door effect, especially in hard-to-staff districts, which can slow both student achievement and other school reform efforts. Plus, the schools that good teachers leave struggle to function as an organization and sustain teacher quality.9

Recent research indicates students in grade levels with higher turnover score lower in both English language arts (ELA) and math and that these effects are particularly strong in schools with more low-performing and Black students.<sup>10</sup> Comprehensive induction programs can cut attrition rates by as much as half.<sup>11</sup>

#### Effective support for new teachers consists of intensive, high-quality induction—plus a positive school culture and administrative climate.

Assigning a new teacher to a "buddy" experienced teacher is not enough to produce the benefits described above. Instead, new teachers need to be involved in comprehensive induction programs, which include the following<sup>12</sup>:

- Multiple years of support;
- Regular, intensive, well-structured time spent with trained mentors who provide instructional coaching and personal and contextual support;
- Opportunities to observe experienced teachers;
- Ongoing formative assessment, including formal observation cycles in which experienced teachers observe the classroom and provide feedback;
- Ongoing professional development and networking opportunities for both new teachers and their mentors, plus time for new teachers to collaborate with colleagues;

- Administrators who understand the needs of new teachers and make them a priority;
- Shared support and leadership from all stakeholders, including district administration and teachers' unions and associations; and
- School-wide cultures of collegiality and support for new teachers, including policies against giving new teachers the most difficult assignments and timeconsuming extra-curricular duties.

## Most new teachers in Illinois schools do not have access to a high-quality induction program.<sup>13</sup>

Every student in Illinois deserves a highly-effective teacher. Investing in intensive induction programs for new teachers directly supports the Illinois State Board of Education goal: "Every student will be supported by highly prepared and effective teachers and school leaders." 14

Download fact sheet: http://intc.education.illinois.edu/ fact-sheet









For more information on induction and mentoring, contact the Illinois New Teacher Collaborative:

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Free online Illinois Induction Guide: InductionIllinois.com



