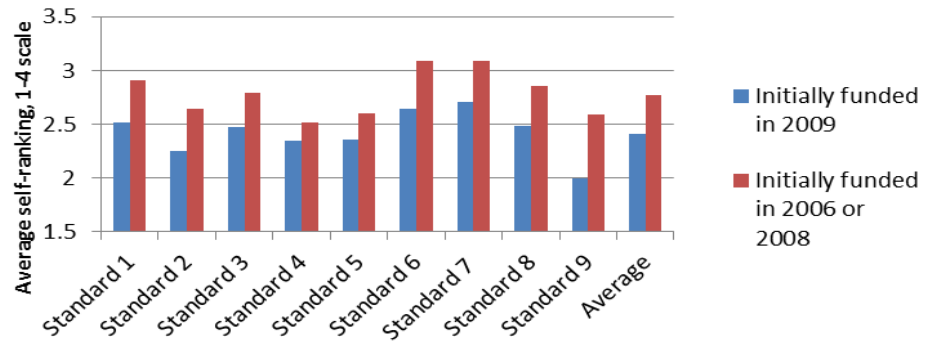


# INTC RESEARCH HIGHLIGHTS October 2011

In Spring 2011, INTC sent a survey to the 46 induction programs which were funded by the Illinois State Board of Education in FY11. Survey results reveal the impacts of funding and time. They also point to differences between groups of programs: older vs. newer, and large vs. small. One central part of the survey asked programs to assess themselves on the nine standards of the *Illinois Induction Programs Continuum*.

## Developing quality programs takes time—and money.

Funded programs were asked to assess themselves using the *Illinois Induction Program Continuum* (details available online at [intc.education.illinois.edu](http://intc.education.illinois.edu)). Older programs—which were funded at a time of more generous budgets—rate themselves higher on every Standard than do newer programs.

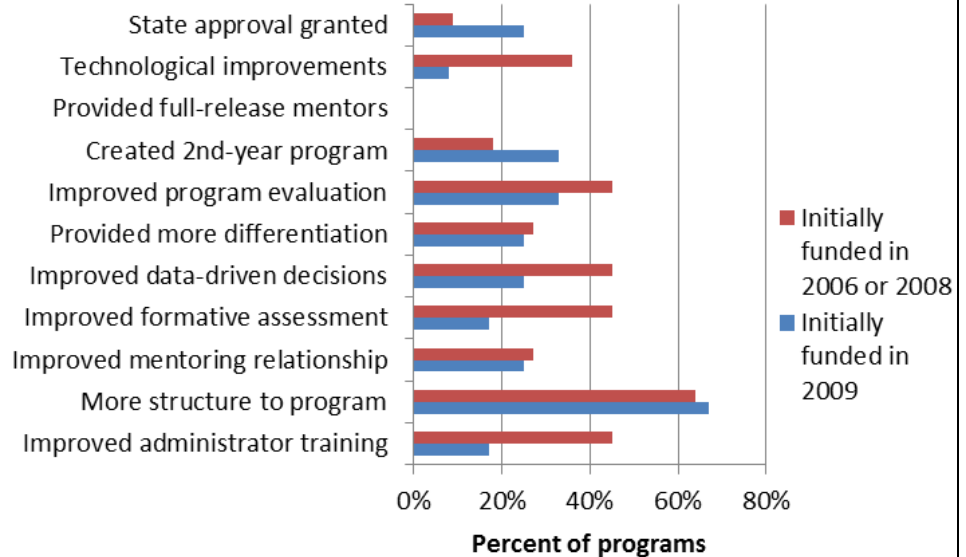


## Older, established programs continue to innovate and improve.

Older programs don't report falling into a rut; in fact, programs initially funded in 2006 or 2008 reported making more improvements than did programs initially funded in 2009.

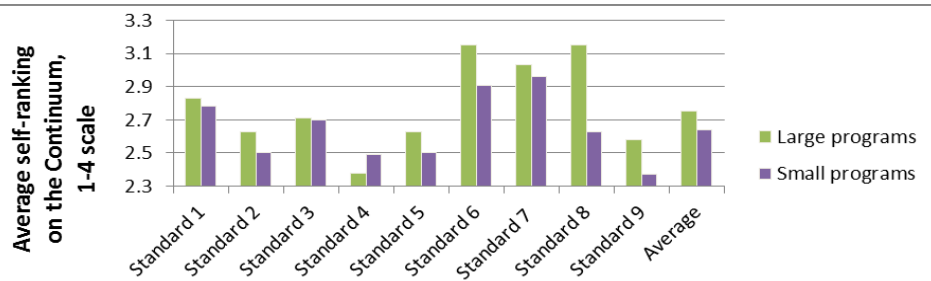
## In lean times, programs make only inexpensive changes.

In 2010-11, programs reported providing more structure to participants and working to increase stakeholder support. None reported making costly improvements like providing full-release mentors.



## Different programs have different challenges.

Larger programs, for example, do have the benefits of economies of scale and potentially more resources (financial and otherwise) to work with, but may have more trouble organizing those resources and coordinating with site administrators.



The Illinois New Teacher Collaborative (INTC) is at the forefront of providing statewide leadership for promoting new teacher induction and mentoring programs and supplying resources for those who support new teachers. INTC Online offers resources for preservice teachers, new teaching professionals, teacher mentors, K-12 school administrators, service providers, and higher education professionals.