Comprehensive New Teacher Induction equals High Quality Teaching equals High Level of Retention

Research indicates that TEACHERS are the single most important influence on student progress and learning.

Increase Teacher Effectiveness

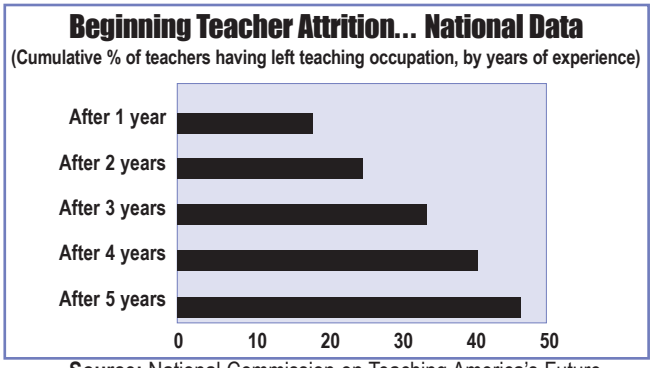
Recent studies conclude that students with well-inducted NEW teachers make the same gains as students with 3rd and 4th year teachers.

–Alliance for Excellent Education, 2005

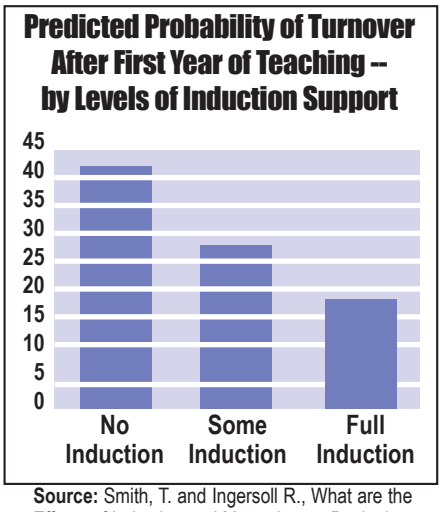
Retain Highly Effective Teachers

High rates of attrition negatively impact BOTH teacher quality and student achievement, costing American schools $2.6 billion a year!

–Sanders & Rivers, 1996; Dolton & Newsom, 2003



Source: National Commission on Teaching America's Future (2003). No Dream Denied: A Pledge to America's Children, Washington, D.C.



Source: Smith, T. and Ingersoll R., What are the Effects of Induction and Mentoring on Beginning Teacher Turnover? American Education Research Journal, 2004

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Comprehensive New Teacher Induction

PROGRAM COMPONENTS:

1 Administrative Leadership

- **Support** for the professional growth of new teachers is shared by the school community.
- **Time** is provided for professional learning and collaboration between new teachers and mentors.
- **Expectations** for program participants are clearly articulated.
- Sufficient **resources** support the induction activities and mentoring relationships.
- **Evaluation** processes are in place to assess effectiveness of program structure, impact on new teacher development and student achievement.

2 Professional Learning

- **Orientation** process introduces the new teacher to the district, school and teaching assignment.
- **Standards of Professional Practice** drive professional learning and promote reflection on practice.
- **Seminars/Workshops** are focused on professional growth and differentiated based on teacher and student needs.
- **A Network of New Teachers** draws teachers out of isolation, providing a community of colleagues for reflection, personal support, learning and collaboration.

3 Mentoring

- Mentors meet **selection criteria** and are trained in their role to improve the new teacher's practice.
- Weekly new teacher meetings provide opportunities for **coaching, collaboration** and **reflection** on practice.
- **Professional Development Plans,** linked to teaching practice and student learning, focus the new teacher's growth.
- Ongoing **formative assessments and observations** measure new teachers' development and are used to improve their teaching.