

# 1

---

## *The Players*

### TOPICS IN THIS CHAPTER INCLUDE

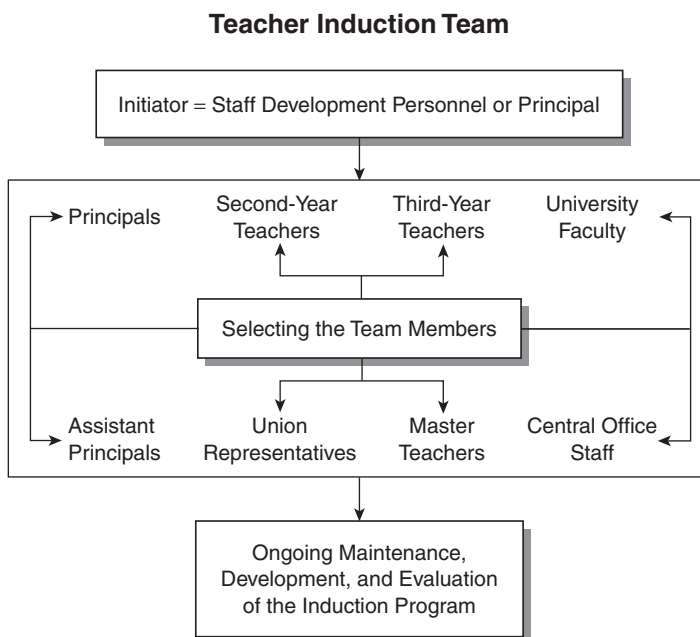
- ∞ The induction team
- ∞ The principal
- ∞ The school community
- ∞ The program recipients

### THE INDUCTION TEAM

The first step in creating a teacher induction program is assembling the team that is charged with designing the induction program. The team should include individuals who understand school and district needs as well as the needs of new teachers. Principals, teachers, union representatives, central office personnel, and university faculty can contribute to the teacher induction program.

The initiators of teacher induction programs may be staff development personnel or individual building principals. Subsequent ongoing management of an induction program might belong to a central office department, such as professional development or human resources, or an individual, such as an assistant superintendent, a consultant, a teacher on release time, or a building principal. The intended size and scope of the induction program often determines who initiates and ultimately who manages the program.

## 2 Developing a Teacher Induction Plan



### The Team's Role and Responsibilities

Regardless of who assumes responsibility for initiation, maintenance, development, and evaluation of an induction program, transforming a vision into an effective program requires committed leadership in each of the following areas:

1. Assessing school needs
2. Generating support from the school community
3. Designing the program
4. Monitoring progress
5. Evaluating the program

An important step is defining the extent of the induction team's responsibilities. Is the team responsible for program design only? If so, it must be decided who, when the program is ready for implementation, will be responsible for each of the following functions:

- Program implementation
- Program governance
- Budget
- Program maintenance
- Program development
- Program evaluation

## THE PRINCIPAL

Building principals play a key role in the delivery, acceptance, and success of the induction program. Principals should be included in the program's design, know how to work with beginning teachers, and become key players in the delivery and evaluation of the induction program (Brock & Grady, 1998, 2001; Johnson, Freedman, Aschheim, & Krupp, 2003).

Principals need to understand the needs of new teachers and know how to assist them. New teachers report the importance of principals who provide encouragement, communicate clear expectations, observe classes, and offer feedback (Brock & Grady, 1998). Principals can remedy conditions that commonly contribute to new teacher failure (Ingersol & Smith, 2003): late appointments to teaching positions, improper teaching assignments, isolated classrooms, inadequate resources, failure to communicate expectations, and inadequate supervision (Brock & Grady 1998, 2001; Egan, 2002).

Critical responsibilities for principals in guiding entry-level teachers include

1. Making timely appointments to teaching positions that allow adequate preparation time
2. Making appropriate teaching assignments
3. Assigning a classroom near a mentor teacher
4. Providing adequate teaching resources
5. Communicating expectations for teaching and learning
6. Interacting with entry-level teachers individually and in small groups
7. Observing classroom teaching
8. Providing feedback and affirmation

## THE SCHOOL COMMUNITY

Successful induction programs require the support and collaboration of the school community. Greater involvement leads to greater ownership of the program and its success. (Brock & Grady, 2001; Ganser, 2003). Invite the input, support, and cooperation of the members of the school community. Identify individuals who will be supportive as well as those who may be willing to provide assistance. Anticipate and curb potential sources of resistance.

#### 4 Developing a Teacher Induction Plan

### Collaboration Resources

On the following form, name the individuals or groups who will be involved in developing the induction plan.

Collaboration Members	Names
Veteran Teachers	
Teacher Educators	
Principals	
Superintendents	
Central Office Supervisors	
School Board Members	
Local Education Association	
State Education Department	
State Education Association	
State Administrator Association	
Educational Service Unit	

## Collaboration Involvements

Collegial support emerges when all participants perceive a need, agree on a purpose, and understand their roles and responsibilities (Sergiovanni, 2006). The leader should identify the participants and establish the framework for identifying the goals that will be achieved. The next step is to identify the roles and responsibilities of the group members. What will be the specific responsibilities of the following participants?

Collaboration Resources	Responsibilities
Veteran Teachers	
Teacher Educators	
Principals	
Superintendents	
Central Office Supervisors	
School Board Members	
Local Education Association	
State Education Department	
State Education Association	
State Administrator Association	
Educational Service Unit	

## 6 Developing a Teacher Induction Plan

### PROGRAM RECIPIENTS

School districts use many terms to describe the recipients of induction programs, such as *novice*, *entry level*, *beginning*, *new*, and *newly hired*. In this book, the term *new teacher* describes both inexperienced beginners and experienced, newly hired teachers. As you examine the following sections, identify the teachers who may benefit from the induction program, such as

Inexperienced, fully certified beginners

Inexperienced beginners in alternative certificate programs

Experienced teachers returning after an absence

Experienced teachers new to the district or school

Experienced teachers who request assistance

Experienced teachers who are on probation

### Deterrents to Success

Research about new teachers identifies the problems that are common during the early years of teaching (Bolich, 2001; Brock & Grady, 1998, 2001). Although not all new teachers experience these problems, the frequency of their occurrence makes them worthy of consideration. Common sources of problems include inadequate preparation for teaching and workplace conditions, such as an inappropriate teaching assignment or a lack of support (Bolich, 2001; Brock & Grady, 2001). Workplace conditions are within the control of the principal, while other issues are candidates for inclusion in induction activities and new teacher assessment. Topics that should be addressed in the induction program include

- Subject knowledge
- Discipline
- Isolation
- Class size
- Teaching assignments
- Resources and/or equipment
- Extra duties
- Time management
- Language differences
- Diversity
- School culture
- School morale
- Working conditions
- Special needs students

New teachers agree that their problems are avoidable if these needs are met:

- An appropriate teaching assignment
- Adequate resources
- A mentor
- Observations and feedback from the principal
- A climate of support among the faculty
- Assistance related to their needs

### Unique Needs

New teachers have varied backgrounds, educational experiences, skills, and learning styles; consequently, their rate of development and needs are different (Brock & Grady, 2001; Ganser, 2003). These differences must be acknowledged throughout the teacher induction program. The content and delivery of the teacher induction program must be tailored to meet these unique needs. Consider how the needs of the following individuals may vary:

A traditional graduate of a teacher education program

A nontraditional graduate of a teacher education program

An individual entering the teaching field after leaving a different career

An experienced teacher returning to teaching

An individual who completed an alternative certification program

An experienced teacher moving to a new school

An experienced teacher changing grade levels or subject areas

There will be needs shared by all of these individuals. There also will be unique individual needs that must be identified. The induction program must address and meet all of these needs.

To keep the induction program content current and relevant, it is important to conduct periodic assessments to identify the needs of the teachers and potential problem areas. Assessments should be completed before school begins and at least once each quarter throughout the year. Although new teachers should be the primary source of data, additional sources might include mentors, veteran teachers, and the principal. Needs shift as new teachers progress from the “survival” stage to more advanced levels of instructional concern. It is important to anticipate and provide advance assistance for situations that routinely arise throughout the school year.

## 8 Developing a Teacher Induction Plan

### KEY IDEAS

A first step is to identify the members of the induction team. Once these players are identified, determine individual roles and responsibilities. Enlist the support and collaboration of the school community so that there is greater ownership of the program. Identify the specific individuals who will be program beneficiaries. Tailor the program to the specific and unique needs of these teachers.