

BB 3619 Task Force
Summary of information on U.S. and international teacher education
program
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This summary contains information on commonalities of high quality induction as described in articles on both U.S. and international programs, including school-university partnerships as well as district and state programs. "Induction" is defined here, as in Howe (2006), as "the process of becoming a professional teacher," including "acculturation through preservice, inservice, formal, informal, and nonformal teacher education" (p. 295). Articles summarized here include those posted on the HB 3619 Task Force webpage, as well as others; all articles are included in the reference list at the end of this summary.

General Features of Induction Programs

- are characterized by "comprehensive" induction - more than technical advice, emotional support, or survival strategies - includes include subject/grade specific strategies and support
- are flexible enough to foster "fitting in" to particular settings
- emphasize collaborative teaching models and communities of peers/colleagues
- include teacher participation in goal development with mentors, teacher choice
- are supported by administrators, including principal support, common planning time, other structural supports
- provide support for development of reflective teaching practices
- include standards, with regular formative assessments and support to meet them
- are not built merely for compliance or assessment, but for development
- are characterized by a culture of openness and collaboration
- seek accountability through clear expectations, good mentor training, adequate time and tools, and support
- collect data around teacher retention, student achievement, job satisfaction, student engagement, and evidence of student learning from teachers, peers, mentors, and administrators

Mentoring

- mentors should be given comprehensive training
- mentors should be given full, or at least ample, release time
- mentors should, if possible, be matched to mentees by grade level/subject area
- mentoring should be formalized, with supported time, formative assessments, set standards, and administrative support
- mentoring can provide a mid-career boost for experienced and motivated professional educators
- mentors act as coaches for professional development, not as evaluators

School-University Partnership Features

- train first year teachers, though induction may run first through third years
- need shared school-university visions of what is important in induction
- can include shared faculty, with K-12 educators teaching through the university, and university teacher educators working in K-12 schools
- include access to university resources
- include supportive cohort models constructed as communities of learners
- may include teacher residents as graduate students, paid at a reduced rate through school-university financial arrangements

Results of High Quality Induction Programs

- reflective teaching
- new teachers learning the "right" lessons
- better retention rates
- benefits for students and mentors as well as new teachers

International Programs (a summary across programs - not all programs share an features)

- induction includes personal and professional development, practices, content knowledge, and acceptance into the professional community
- induction is a matter of culture and attitude even more than of mandate and policy - acculturation
- teaching is an esteemed profession, with high barriers to entry
- preservice teachers are trained in teacher-practice schools where school and university faculty work together and peer collaboration is modeled and practiced

- formal structures greatly influence the professional atmosphere, add to its cooperative nature
- programs focus on assistance, rather than assessment and monitoring, and on guidance rather than on control - a supportive environment, with teacher choice
- focus on development, as opposed to psychological and technical support for retention purposes
- induction includes not just mentoring and observation but also collaboration, counseling, in- and out-of-school workshops and classes, and release-time options
- there is an emphasis on the development of collaborative, reflective professionals and "action research"
- wide support for implementation, including mentor training and beginning teacher release time

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