



Planning an Induction Program

The following recommendations are for school districts offering induction programs for new teachers and service providers.

These recommendations reflect required criteria established by the State Board of Education in its rules for approving induction programs, and contain suggestions compiled from CDE sponsored Y.E.S. (Year of Educator Synergy) workshops held in Colorado, and from additional sources.

RECOMMENDATION: It is highly recommended that induction program development and implementation be differentiated depending on whom they serve. The needs of beginning teachers and veteran teachers who may just be beginning a new assignment in a school are very different.

Plan, Policy, Structure

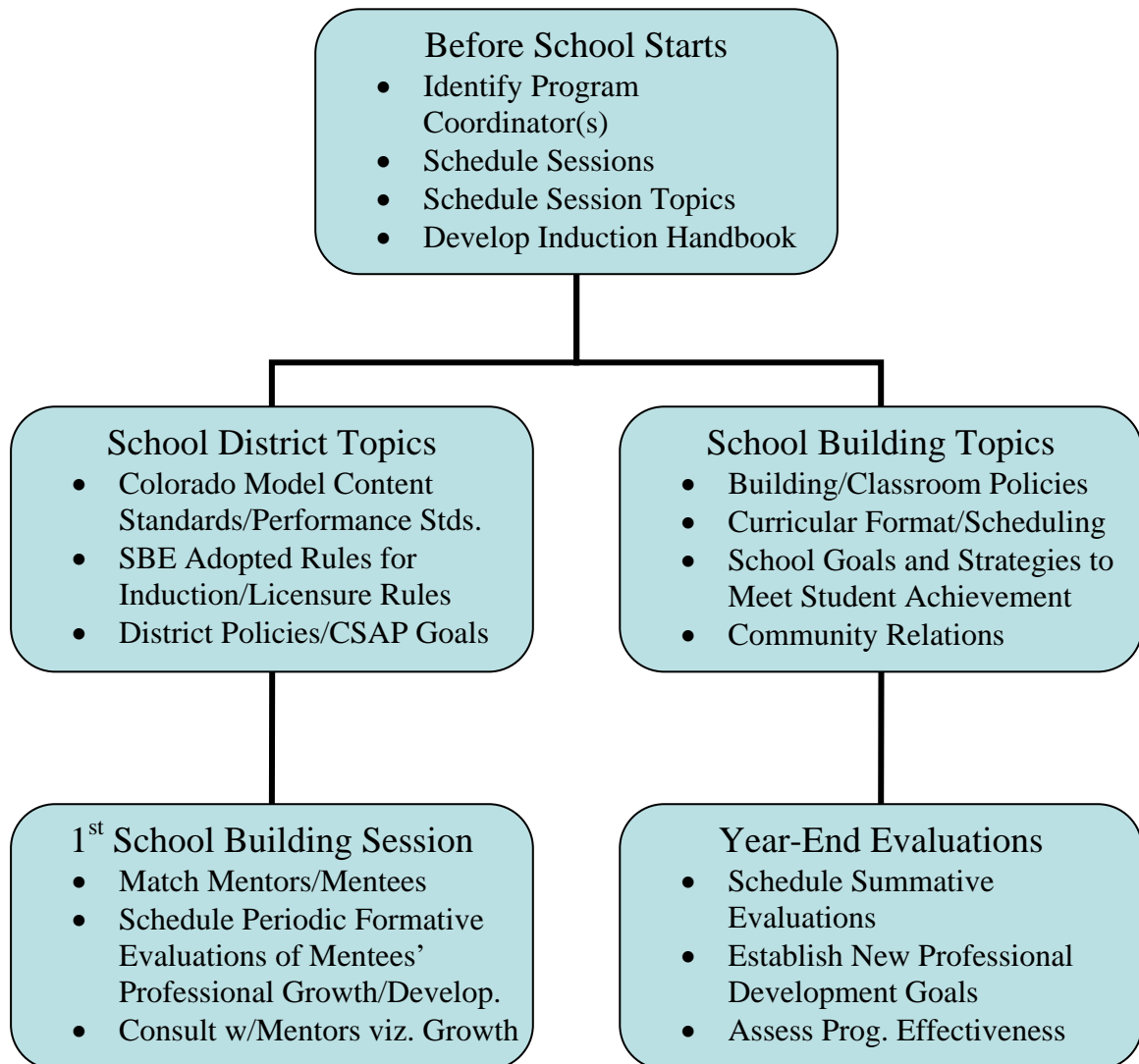
These three words summarize well three essential ingredients of a sound induction program. In Colorado, good induction programs:

- are formalized by adopted school district policies, and follow appropriate SBE and district requirements;
- tie the new professional's development and goals to Colorado's performance standards;
- are planned, organized, systematic programs;
- are offered separately to new teachers/service providers, and veteran teachers/service providers new to a school;
- are sustained, on-going processes that guide new teachers and service providers for at least two years of professional experience;
- do more than help new teachers survive; they are an integral part of a school district's staff development programs;
- offer workshops/seminars in the district and/or building;
- are administered by well trained, skilled staff and mentors;
- provide opportunities for additional networking and collaboration;
- require periodic evaluations of the program itself.

A Checklist for Induction Program Development and Guidelines

✓	Establish Overall Program Goals, Objectives, and "Curriculum"
✓	Decide on Responsibility/Accountability for Program: Who Oversees and Implements?
✓	Identify Program Strategies and Tasks for Program Coordinators
✓	Develop Timeline for Induction Sessions and Tasks to be Accomplished
✓	Identify and Commit Resources(i.e., costs of program – materials and personnel)
✓	Put Together a <i>Handbook</i> for Induction Coordinators and Inductees: Define Terms, Goals, Tasks and Methods of Evaluation to be Used
✓	<i>Conduct Training for Induction Coordinators</i>
✓	Differentiate Program Approaches for Beginning Teachers/Service Providers and Continuing Teachers/Service Providers New to the District/Building
✓	Set Requirements for Completing Induction Program
✓	Evaluate the Program to Determine Effectiveness/Possible Modification

Induction Flow Chart



Planning Mentoring Activities

Effective mentoring depends on several key elements:

- The use of qualified mentor teachers and service providers;
- A clear set of established requirements for qualifying potential mentors;
- Responsibilities made clear to mentors;
- Incentives to reward good mentoring;
- A tracking system for mentors and mentees to measure progress; for example, using portfolios or logs, and, above all, **checklists** documenting progress;
- Satisfactory evaluations for both mentors and mentees.

A Checklist for Developing Mentoring Activities/Guidelines

✓	Choose Mentors (choosing the <i>right people</i> to be mentors and matching mentors to mentees – according to style, content area, grade level, etc.)
✓	Identify the Activities of Mentors (differentiating depending on whom is being mentored, e.g., beginning teachers or veteran teachers new to school, etc.)
✓	Train the Mentors (establishing who trains, who develops the materials for training, who will best meet district qualifications, etc.)
✓	Determine Reward/Remuneration, if any, or incentives for attracting well qualified mentors
✓	Implement the program – possibly running a pilot program first to work out kinks, before implementing it full steam ahead
✓	Evaluate the process, duties, training – using feedback to improve mentoring

Additional Resources

Where can I find additional information about Induction Programs?

Check out these websites:

Inspiring Teachers is a resource for new teachers and mentors:
www.inspiringteachers.com/home/newteachers.html

The New Teacher Center in Santa Cruz, California is a great resource:
www.newteachercenter.org/teacher_induction.php

The Department of Education of Massachusetts offers a useful set of Guidelines for Induction Programs:
www.doe.mass.edu/eq/mentor/teachers.html

Bank Street College of Education, NY, NY: Induction Research:
www.bankstreet.edu/tne/induction_references.html