

Teacher Educational Quality Assurance**Induction Programs for Newly Trained Teachers****Policy Brief 6****Some Key Questions on Induction Programs for Newly Trained Teachers**

1. What does research say about the effectiveness of induction programs?
2. Why are induction programs needed following a pre-service training program?
3. What are the major models and key components of induction programs?
4. Who should administer an induction program: teacher training institutes and universities; district or provincial education offices; the National Ministry of Education; the local school?
5. What are some of the areas of concern in induction programs?

Executive Summary

- Among the benefits of induction programs, research has found: higher retention in the teaching profession; strengthened teaching repertoire and classroom effectiveness in classroom management; higher student achievement; improved recruitment and placement; improved school climate with other staff; and improved teacher satisfaction.
- Among the teaching skills which induction programs have been documented as strengthening are: practical and organizational skills; motivating students; curricular changes; and parent and community involvement.
- New teacher induction programs provide a systematic structure of support for beginning teachers, particularly where pre-service programs remain overwhelmingly theoretical.
- Two major models of induction programs are: a teacher mentoring program, and school and university collaboration.
- Induction programs include many of the following: a new teacher orientation; mentoring relationships with seasoned teachers; opportunities for new teachers to observe, team-teach, and plan joint lessons; new teacher workshops; and a formal evaluation.
- Key components in structuring induction programs include: a legal framework; length of program; administrative support; inclusion of all new teachers; mentor selection, training, reward and remuneration; teacher interchanges; action research; individualized growth plans; and modified schedules and course loads.
- Among ongoing concerns about induction programs are: perpetuation of the status quo; cost to the schools; isolated rural settings; conflicting educational philosophies; and the almost inherent conflict between mentoring support and evaluation.

Introduction

Despite a long history of new teachers having a semester or year long student teaching experience, few new teachers are given sufficient support during their initial years as full-time teachers. “Sink-or-swim” was the approach practiced in most countries throughout the world until the past two decades. Throughout the developing world, however, even today, induction programs rarely appear, as most educational systems have neither the financial nor human resources to put them into place.

New teacher induction programs provide a systematic structure of support for beginning teachers. The ultimate purpose of any school is to improve student achievement, and there is an overwhelming body of research which provides evidence that the teacher is the most critical factor in this endeavor. The “sink-or-swim” approach for teachers in their initial years has been found to be severely wanting, with many systems suffering from a majority of its teachers leaving the profession within the first three to five years. Quality initial training within a teachers’ college or university setting, along with an extensive student teaching experience, has generally been found to be inadequate to either retain new teachers or to give them sufficient support during their initial years to ensure high quality student outcomes. New teachers need additional support to improve their practice and learn professional roles and responsibilities. This is particularly true in countries where pre-service programs remain overwhelmingly theoretical and unconnected to the real world of the classroom.

1. What does research say about the effectiveness of induction programs?

Retention in the Profession: Given the expense of pre-service training and the fact that in many settings, 50% or more of the teachers leave the profession within three to five years (Anderson, 2000) and over 9 % of teachers do not even make it through their first year. There is comparatively little research on the topic of retention of teachers in the developing world, but given the low salaries and prestige of teaching in most countries, it is likely that there is a significant retention problem in most countries. In urban districts in the United States that formed induction programs for new teachers, the retention rate rose to 93% (Weiss and Weiss, 1999). These urban schools are often those with the greatest challenges for successful teaching and classroom management, making this result even more powerful. The issue of retention, which can be a major reason for induction programs is shown in the following excerpt.

Table 1: Retention Issues in Asia-Pacific Countries

<p>Retention of Qualified Teachers: In many of the countries reporting data for this study, teaching remains a low paying and low prestige occupation. At the same time, teachers receive few monetary or motivational incentives to remain in the workforce. Teacher attrition and difficulties attracting new teachers remain significant problems, but there seems to be a lack of creative thinking to approach this issue. Given the overwhelming trend across countries to recruit new teachers, few countries seemed to have well-articulated plans for retaining teachers who have been trained and shown to be effective in promoting student learning. Since quality teacher education is a time consuming and costly enterprise, national ministries in developing economies especially might be wise to develop such plans to retain veteran teachers State of Teacher Education in the Asia-Pacific Region 5 or to help qualified individuals re-enter the teaching workforce after leaving to raise a family or to try a different career. Other countries reported concern about a “graying” teaching workforce and problems associated with recruiting new teacher candidates. Such concerns underscore the fact that teacher education cannot be simply a numbers game.</p>

Source: International Reading Association (IRA), 2008

Higher Student Achievement: Higher student achievement is perhaps the fundamental goal of any school and induction programs for teachers have been found to lead to higher student achievement and test scores by Goodwin (1999) and other researchers. With many developing countries falling significantly behind on such international measures as the TIMMS, PIRLS and PISA in mathematics,

science, reading and other measures, it is critical that teachers who are effective in helping their students achieve at higher levels be retained and rewarded within the educational system.

Increased Teacher Effectiveness: Improved quality of teaching has also been found to be a result of induction programs (Schaffer, Stringfield and Wolfe, 1992). New teachers seldom have a sufficiently large and carefully developed set of teaching strategies, despite student teaching experiences and other school-based aspects of their pre-service teaching programs. Through induction programs, they are mentored by individual or groups of teachers in the broader array of effective teaching strategies.

Recruitment and Placement: While the costs of recruiting and placing teachers is seldom as high as might be true of engineers or medical doctors, there is considerable wastage of time and funds, when teachers leave during or shortly after their first year in the profession. Halford (1999) has found the good induction programs result in less time and money spent on recruiting and hiring replacement teachers. This is of particularly critical importance in those developing countries where it is difficult to find teachers willing to go to and remain in rural, isolated, and conflict zones.

School Climate: Teaching is a notoriously isolated profession. Research on effective schools points to the importance of teachers working together and developing a positive learning environment for their students. Well designed and monitored induction programs do exactly that, particularly those that involve all teachers as part of mentoring teams.

Teaching Repertoire: In many developing nations new teachers are often “better” educated than those with more experience. It is thus important to note that an improved teaching repertoire goes both ways, with experienced teachers providing the “reality” base and new teachers hopefully bringing the latest research and knowledge from their pre-service training sites. Schaffer, Stringfield and Wolfe (1992) found that induction programs lead to larger and more sophisticated teaching approaches.

Continuous Professional Development: Along with the isolation of the profession as noted above, practicing teachers have limited time or opportunities for reflection on their own teaching practices and philosophy. Serving as mentors to new teachers provides experienced teachers with the opportunity to not only provide assistance and advice through induction programs, but also to analyze their own teaching and classrooms.

Personal Satisfaction: Being part of an induction program often leads to greater satisfaction in the profession for all teachers involved. The stress and anxiety which new teachers almost inevitably suffer is alleviated by knowing that assistance is next door in the form of a mentor teacher, whose job is not evaluate teaching performance, but to assist them in the critical transition from being a student to that of a teacher.

Classroom Management: Countless studies have found that classroom management, behavior problems and discipline are the major challenged facing new teachers. Regardless of the many pre-service courses a new teacher might have taken, the reality of facing 20-70 children or more, organizing the learning environment, and keeping them on task, is something with which every teacher must struggle. A range of age, class size, subject matter, family and cultural factors make this more or less easy to do. Mentor teachers who have mastered the skills needed for classroom management are the most important individuals in developing the new teacher’s repertoire of skills.

2. *Why are induction programs needed following a pre-service training program?*

Advocates of induction programs make a strong case that even with a one to four year training program, new teachers still have a wide array of special needs that are difficult to meet. This appears to be true,

regardless of whether those training programs occur within a two to four year tertiary teacher training institute setting, as part of a university program, or in five year post-baccalaureate programs.

Practical Management and Organizational Skills: Unless and until a teacher has complete responsibility for her/his classroom, it is almost impossible to simulate the environment. Even in tertiary training programs in which future teachers have extensive and intensive periods of observation, tutoring, and student teaching, new teachers seldom have full responsibility for a classroom. In addition, since comparatively few teacher training institutions are located in rural, isolated, and poverty sections of a society, practical experiences in urban, often wealthier, schools does not properly prepare students for the many other school settings in which they might be placed. Moreover, each school has its own norms, rules, regulations and procedures, and new teachers must learn these “on-the-job”. While lesson-planning is likely part of every teacher training program in the world, they tend to be mere abstractions, until a new teacher is faced with a full year of lessons (Gordon, 1991). The proper management of students cannot be met through multiple courses, but rather must be tested and tried out in a particular locality and culture, and be made specific to an age group and subject matter. While teacher’s handbooks are helpful, they cannot replace the day-to-day support of a mentor teacher in the next classroom.

Motivating Students: Until a new teacher has a chance to test out their theories and try out lesson plans, it is difficult to know how students will react. In developing countries, teachers are often faced with large classes, little or no instructional materials, few textbooks, small or non-existent libraries, limited or no technology, and many other barriers (DePaul, 2000). Even when a teacher is able to “control” the students and learning environment, they are always challenged to motivate their students to master the curricular standards. Mentor teachers, even those who are not inspirational and motivating in their teaching, can assist new teachers in countless helpful tips on motivating students. In any teaching experience, it is critical to adapt lesson to particular environment, time, place, age group, and culture. That which works in one setting may not work in another, and while videotaped lesson in pre-service training are helpful, they can not possibly replicate the realities of the classroom, or the particular needs of a specific group of students.

Curricular Changes: The reality of many pre-service teacher training programs is that they are preparing students for the previous curriculum, even while the schools themselves have moved into a new curriculum, new textbooks and upgraded standards (Kestner, 1994). Without blaming either the tertiary training institutions or the Ministries of Education, it is still critical for new teachers to be prepared for new school realities. New standards often are tied to new assessment programs and it is critical for the new teacher to master these, if s/he is to be successful early in their teaching career. Mentor teachers have often been part of preparing new curricular materials and setting standards, and thus are critical to the induction process for new teachers.

Parent and Community Involvement: Even though many training programs require future teachers to attend Parent-Teacher-Student Association (PTSA) meetings, few new teachers are prepared to be active participants in such meetings, or how to conduct parent-teacher conferences. With a growing international emphasis on tying schools more closely to their communities, induction programs tied directly to a specific community become absolutely necessary. Induction programs with mentor teachers serve a critical role in assisting new teachers to understand and respond to a particular community, the expectations of parents, and the school norms on interaction with the stakeholders in the school. This is another example of something that is almost impossible to simulate in a pre-service training program.

3. What are the characteristics of an induction program?

There are many characteristics of induction programs, but among the most common are:

- a new teacher orientation in which teachers learn key information about the school and profession.
- mentoring relationships with veteran teachers provide opportunities for new teachers to observe, co- or team-teach, and plan joint lessons. While a single “mentor” teacher for each new teacher is perhaps the most common pattern, some schools provide a full support team with whom new teachers can interact for assistance and guidance.
- new teacher orientation workshops are common in many schools, with the most successful programs providing additional workshops and training throughout the teacher’s first years in the profession.
- a formal evaluation is critically important for new teachers to gain an understanding of their strengths and weaknesses, and meeting the standards of the profession becomes the joint work for the mentor and beginning teacher.

4. What are the major models for induction programs?

While induction programs can be broken down into three major models (Brewster and Railsback, 2001), it is important to note there is considerable overlap between them. While some are national models, others are developed at the provincial, local or even school level. Some emphasize the mentor/mentee relationship, while others concentrate on orientation sessions, workshops, and handbooks. Teacher training institutions are key collaborators in some induction programs, while others are developed solely by the schools themselves.

Teacher Mentoring Programs: More experienced teachers (mentors) are paired with a new teacher (mentee) in this model. At times a group of mentors work with all the new teachers in a particular school setting. These experienced mentors assist the new teachers in adapting to the school environment, developing appropriate lesson plans, managing the classroom environment and interacting with the administration, fellow teachers and parents. The basic purpose of the mentor is to maximize the new teacher’s effectiveness in the classroom. Some mentoring programs involve a full range of assigned roles, while others are informal arrangements set up to assist new teachers. In some cases, mentors are paid an extra stipend, while in others they may be given released time, or not incentives whatsoever.

School-University Collaborative Induction Programs: A key to collaborative programs is the desire of both the schools and partnering universities to work together on not just funding the costs, but having mutually shared interest in the success of new teachers. Proximity of the tertiary institution to the schools involved in the partnership is crucial, but with videoconferencing, the internet and e-mail, it is now possible to design such collaboration over greater distances. While universities or other tertiary institutions often see the collaboration as a one-way street, in which better educated faculty pass on new information, research and skills to the schools, in actuality, experienced teachers often have a greater influence, due to their grounding in the reality of the schools.

New Teacher Induction Programs: This model has been cogently described as one which makes “students of teaching into teachers of students (Moskowitz and Stephens, 1997) These programs not only introduce new teachers to the policies and practice of the teaching profession, but as importantly to the culture of teaching. It is also considered the most complete of the models, in that it generally involves a mentoring program and often involves partnerships with teacher training institutions. It is generally more comprehensive than the other models and many programs involve new teachers for up to three years.

The following examples indicate some of the variations in the induction models. Further examples are provided in Annexes 1 and 2.

Figure 1: Tamil Nadu-India – induction into a new style of teaching/learning

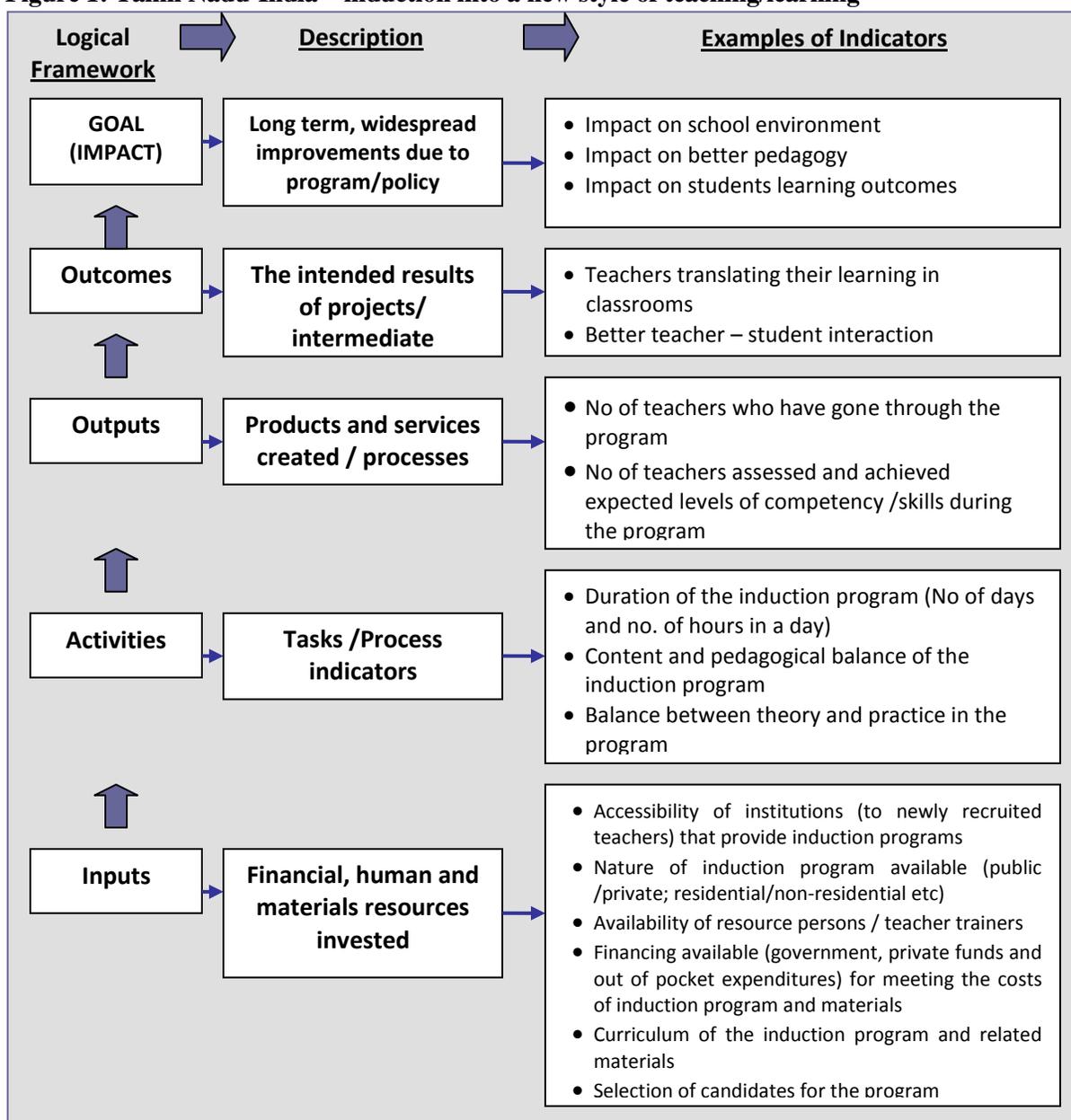


Table 2: Some Examples of Teacher Induction Programs (more examples are in Annexes 1 and 2)

Country	Intervention	Comments
<i>South Asia</i>		
India (State of Bihar)	Some 200,000 new teachers are recruited and required to undergo induction training.	(need to check further details)
India (State of Tamil Nadu)	See Figure 1 above	
<i>Other Countries</i>		
Switzerland	In the Swiss system, teachers are assumed to be lifelong learners . From	Wong et.al., 2005

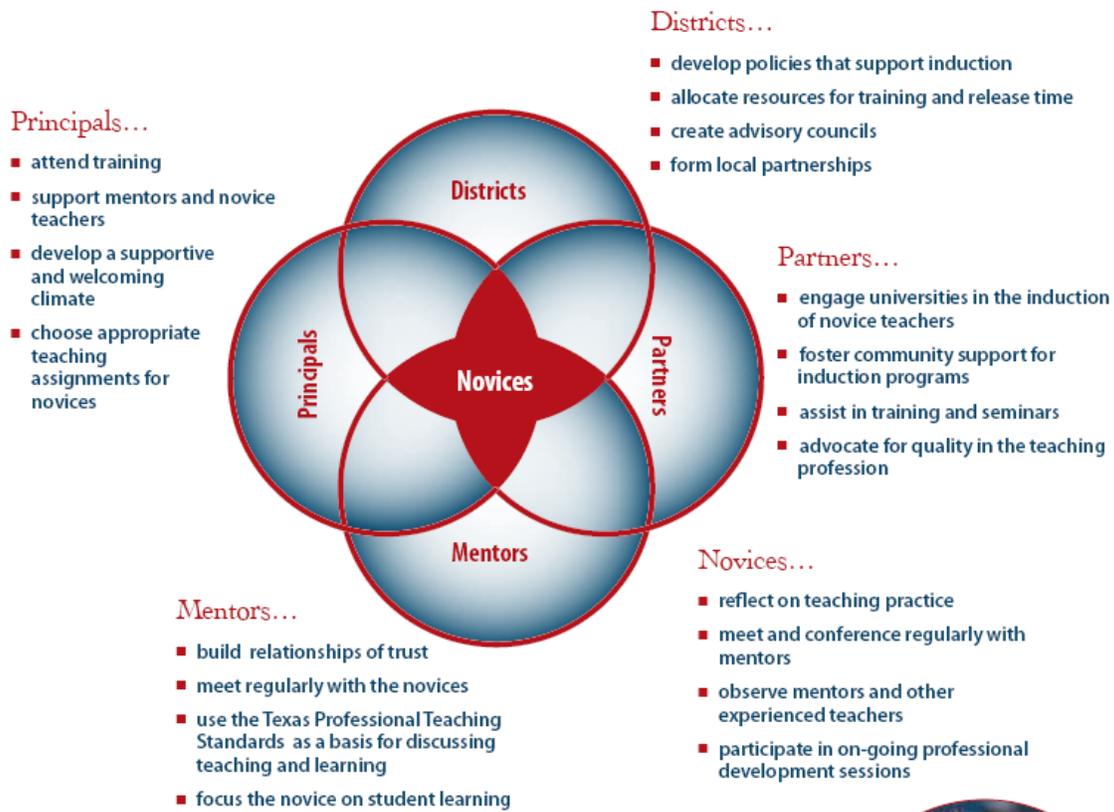
	<p>the start, beginning teachers are viewed as professionals, and induction focuses on the development of the person as well as on the development of the professional.</p> <p><u>Induction begins during student teaching as teams of three students' network with one another.</u> It continues for beginning teachers in practice groups of some half a dozen teachers and is carried forward in mutual classroom observations between beginning teachers and experienced teachers. Thus <u>induction moves seamlessly from a teacher's pre-service days to novice teaching to continuing professional learning.</u></p> <p>The Swiss philosophy explicitly rejects a “deficit” model of induction, which assumes that new teachers lack training and competence and thus need mentors. Instead, in several cantons, there is a carefully crafted array of induction experiences for new teachers, including:</p> <ul style="list-style-type: none"> - <i>Practice groups.</i> These are a form of structured, facilitated networking that supports beginning teachers from different schools as they learn to be effective <u>solvers of practical problems</u> - <i>Standtbestimmung.</i> Practice groups generally conclude with a group - <i>Standortbestimmung</i>— a form of self evaluation of the first year of teaching that reflects the Swiss concern with developing the whole person as well as the teacher. - <i>Counseling.</i> <u>Counseling is generally available for all teachers,</u> but a greater number of beginning teachers take part. It can grow out of the practice groups and can involve one-on-one mentoring of classroom practice. In some cantons, counseling is mandatory for beginning teachers. - <i>Courses.</i> Course offerings range from <u>obligatory courses to voluntary courses</u> available on a regular basis to “impulse courses,” put together on short notice to meet a short-term need. These practices are supported with training for practice-group leaders, counselors, and mentors <p>A professional team heads the whole set of induction activities and is in charge of the practice-group leaders. The <u>group leaders, all active teachers themselves, are the key to the quality of the practice groups</u> and other components of induction, such as classroom visits and individual counseling.</p> <p>These individuals are relieved of some of their teaching duties to make time for their responsibilities as practice-group leaders. They also receive additional pay and are themselves supported by the central team. The group leaders are trained for their responsibilities and take part in a wide range of professional development offerings to increase their competence as leaders.</p>	
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<p>Shanghai, China</p>	<p>The teaching culture in Shanghai features research groups and collective lesson planning. It is a culture in which all teachers learn to engage in joint work to support their teaching and their personal learning, as well as the learning of their pupils. The induction process is designed to help bring new teachers into this culture. There is an impressive array of learning opportunities at both the school and the district level, among them:</p> <ul style="list-style-type: none"> • welcoming ceremonies at the school; • district - level workshops and courses; • district - organized teaching competitions ; • district-provided mentoring; • a district hot line for new teachers that connects them with subject specialists; • district awards for outstanding novice/mentor work; • half-day training sessions at colleges of education and in schools for most weeks for the year; • peer observation, both in and outside of school; • public or “open” lessons, with debriefing and discussion of the lesson afterwards; • report lessons, in which a new teacher is observed and given comments, criticisms, and suggestions; • talk lessons, in which a teacher (new or experienced) talks through a lesson and provides justification for its design, but does not actually teach it; • inquiry projects and action research carried out by new teachers, with support from those on the school or district teaching research section or induction staff; • district- or school-developed handbooks for new teachers and mentors; and • end-of-year celebrations of teachers’ work and collaboration. <p>In keeping with the collective and collaborative focus of the teaching culture in Shanghai, a number of other critical components play a role in the induction process for new teachers.</p> <p>Lesson-preparation groups. The heart of the professional learning culture is the lesson-preparation group. These groups engage new and veteran teachers in discussing and analyzing the lessons they are teaching.</p> <p>Teaching-research groups. A beginning teacher is also a member of a teaching-research group, which provides a forum for the discussion of teaching techniques. Each teacher, new or experienced, must observe at least eight lessons a semester, and most teachers observe more. It is very common for teachers to enter others’ classrooms and to engage in discussion about mutually observed teaching. These conversations help new teachers acquire the language and adopt the norms of public conversation about teaching, and that conversation becomes a natural part of the fabric of any teacher’s professional life.</p> <p>Teaching competitions. Districts organize teaching competitions with the goal of motivating new teachers and encouraging the serious study of and preparation for teaching. The competitions also identify and honor outstanding accomplishment. Lessons are videotaped so that the district can compile an archive for future use. Teaching thus becomes community property, not owned privately by one teacher, but shared by all.</p>	<p>Wong et.al., 2005</p>
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The following graphic provides an excellent visual of the roles played by the various stakeholders in an induction program.

Figure 2: Collaborative Induction Program Source: www.nctaf.org/resources/events

Collaborative Teacher Induction Program



5. What are the key components of induction programs?

Legal Framework: Induction programs throughout the world contain a variety of components, with each being adapted to the specific needs of the country. They also vary on the nature and quality of the pre-service programs found in a particular setting. Some induction programs are nationwide, while others vary by province, state, school district or even individual schools. Some are formally written in to law, while others develop in a more informal manner. It is thus important to say that while the following components have been found to be important in one setting or another, that all of them are not necessary in order to have an effective induction program.

Administrative Support: Like almost any other aspect of schooling, induction programs need the support of the principal and department chairs at the local level, in addition to strong support at the district or provincial levels. For a fully developed program, national support must be given in law and fund provided to cover expenses.

Time: New teachers need to be involved in programs which are of sufficient length to learn the skills and competencies needed to be successful teachers. Few teachers can be said to be fully functioning professionals after one year, consequently, programs of 2-3 years are generally more successful

Participation: It is critical that all new teachers are part of any induction programs. This helps to limit the per capita costs, involves many more mentors and mentees, and leads to greater acceptance on the part of participants that this is an on-going, regular component to professional preparation.

Table 3: Induction Programs: Continuing Education and Support

Country	Beginning Teacher Induction	Professional Development
Australia	Required	Required
England	Required	Voluntary
Hong Kong	Voluntary	Voluntary (A)
Japan	Required	Required
Korea	No Program	Required
Netherlands	No Program	Voluntary
Singapore	Required	Voluntary
United States	Varies (B)	Required (C)

A. Required for those teachers seeking promotion.

B. 16 states require and finance induction programs for teachers, and 30 have programs (Education Week, Quality Counts 2003: "If I Can't Learn From You," January 9, 2003)

C. 43 states issue a life credential and all professional development after that is up to the employer and/or the teacher (NASDTEC, 2002)

Source: Wang et. al. 2003.

Mentor Selection and Training: Mentors must be carefully matched with new teachers in the school need training on their new role. Mentoring new teachers is not the same as either teaching students or even teaching workshops for fellow teachers. Nor is it meant to “fix” or “repair” a teacher; rather it must come to be seen as part of one’s role and responsibility in bringing a new teacher from a novice role to one of a fully practicing profession. Teachers often do not understand the concepts of andragogy (adult learning), and thus need training on how to work with fellow adults.

Reward or Remuneration of Mentors: While many programs are run with little in the way of remuneration for mentor teachers, it is important to provide some type of recognition, released time, credit towards advanced degrees, advancement on a salary schedule, or some other type of incentive for the best teachers to be involved in the mentoring process.

School or District Orientation: The first days of a teacher’s career can often set a pattern for success or failure in the profession, and a carefully designed orientation program for new teachers at the beginning of their careers is a necessity.

Continuous Professional Development (CPD): CPD can involve monthly meetings between mentors and new teachers and ongoing professional development for all teachers in the school or district. It is critically important that these activities be on a regularly scheduled basis, not just upon the expression of need by either mentor or new teacher.

Teacher Interchanges and Observations: These may involve released time for both mentor and mentee, but it is critically important for both to have a chance to observe the other in practice. Observation or student teaching experiences in pre-service programs are almost never sufficient preparation for the complexities of the classroom. Interchanges should also involve the exchange of lesson and unit plans, classroom management ideas, student assessment techniques and all the other aspects of a well prepared, fully functioning professional teacher.

Bilingual and Multicultural Education: New teachers in induction programs are seldom sufficiently prepared to work in bilingual or multicultural classrooms. It is critical important that mentor teachers with broad experience in the particular setting are available to help mediate any linguistic or cultural challenges the new teacher may face.

Action Research: Formal educational research is seldom possible or practicable for new teachers, but action research, in which new teachers might collaborate with others to answer basic classroom questions and concerns can be helpful not only in assisting the new teacher, but move them towards to goal of becoming reflective practitioners.

Individualized Growth Plans (IGPs): Schools in the wealthier countries have required the development of Individualized Educational Plans (IEPs) for students with special needs, in recognition that these students, in particular, need specialized attention. New teachers also need individualized growth plans, as they enter the profession with widely differing training and needs. For example, early childhood teachers generally need considerable additional support in the areas of teaching basic literacy and mathematics, a junior secondary teacher might need more work on classroom management skills, and a senior secondary teacher specialized academic and pedagogical knowledge in their subject area.

Teacher Evaluation: Despite the passage of Teacher Standards in many countries, it is only the rare new teacher who can be said to have actually achieved mastery in most of the detailed skills and knowledge. Alternative evaluation procedures by principals, department chairs, or supervisors must therefore be developed, with an eye towards meeting standards at an appropriate level, based on time in the profession.

Modified Schedules and Course Loads: In too many countries, new teachers are given the critically important early grades or low achieving groups of students at the junior or senior secondary level. In addition, when no other teachers can be found to teach difficult advanced courses, these are often given to the “new” teacher. In addition, new teachers are often given not only more classes to teach or multiple subject preparations, but no released time to prepare lesson plans. This is the opposite of what is actually needed, where the most experienced and best teachers should be placed in the early grades to assist in literacy preparation, as well as being given the most difficult junior and senior secondary classes.

Mutuality between Universities and Schools: In programs involving universities or teacher training colleges and the schools, it is critical that these be mutually developed, any costs shared, and that school teachers be recognized as full partners in the program. Classes in pre-service teacher education may be taught by outstanding practicing teachers; teacher trainers can offer course work in the school setting, along with mentoring teachers, action research can be jointly conducted by professors and teachers. Universities can offer academic credit towards degrees or salary advancement.

6. What are some of the areas of concern in induction programs?

Perpetuation of the Status Quo: While the research on induction programs is overwhelmingly positive, one of the major cautions raised (Feiman-Nemser, 1996) is that mentor teachers may not always represent the best or most up-to-date teachers when it comes to conceptually oriented, learner centered teaching. Since teachers model their behavior on what they observe or how they are mentored by others, induction programs can easily fall into the trap of perpetuating poor teaching. This is of particular concern in countries which are going through a massive upgrading of their current teaching corps, where new teachers may have considerably more education and training, in addition to more contact with research-based education, than is true of their assigned mentors.

Conflict of Mentoring and Evaluation: It is critically important that the roles of mentor and evaluator be separated. New teachers are unwilling to take risks, try out new ideas, or express their concerns, if their mentors are also involved in the evaluative process (Brock and Grady, 1998). New teachers should not be mentored by department chairs, supervisors or principals, who are generally the individuals ultimately responsible for evaluating teachers for continued employment.

Conflict of Educational Philosophy and Practice between Mentors and Mentees: Given the rapid advances of research on teaching and learning and the fact that pre-service training institutions and continuing professional development programs in schools may differ, it is important for both new teachers and their mentors to be sufficiently close in their knowledge and approach to the classroom to succeed.

Isolated, Rural Settings: It is often difficult to match teachers in multi-grade classrooms with teachers in similar settings. While it is generally helpful to match teachers by grade and subject area, this is much easier in larger, urban schools than in isolated, rural schools. Additional problems concern the time, distance, and cost of travel for rural teachers to be part of well-developed induction programs.

Cost of Induction Programs: Even in programs where neither the new teacher nor the mentor teacher(s) receive any monetary reward for participation, there is the cost in time for all participants. If there is released time for the mentor and/or the mentee for participation, then there is often an actual cost to employ substitutes and pay for workshops, university tuition or other components. In poor nations, even minimal costs make expenditures on an induction program difficult to justify.

Table 4: Cost Factors in Induction Programs

Teachers may be compensated for their participation in induction programs in either of two ways: by payment above their regular salary or by reduced workload. Of the countries with induction programs, only <u>Hong Kong requires teachers to pay fees for participation</u> and, even there, the fees are usually either partially reimbursed. Singapore provides a 2-day workshop before the school year starts. <u>England, on the other hand, mandates first-year teachers to have a 10 percent reduced workload</u> , and <u>Japan mandates a day per week free for 30 weeks</u> . Compensation policies are left up to the individual schools in Australia.
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Source: Wang, et.al. 2003.

Annex 1

[Source: www.ed.gov/PDFDocs/APEC/appc.pdf](http://www.ed.gov/PDFDocs/APEC/appc.pdf)

**APEC MEMBERS' TEACHER INDUCTION PROGRAMS
Highlights and Important Features**

	Organization	Program Type(s)	Participation	Financing	Point of Interest
Australia*	Teacher induction is the responsibility of the territories and provinces. Most have implemented a program, although method varies considerably.	Mentoring, Peer Probation, In-Service Training, Model Classroom Observations, and Team Teaching	Induction is not mandated at the national level. In most systems, 75-100 percent of new teachers participate.	Funding induction is a territorial responsibility, hence funding practices vary considerably.	Teacher induction in the Northern Territories, in particular, focuses on teacher retention — for schools which are more isolated with a large Aboriginal population.
Brunei Darussalam	There are teacher induction programs which are informal and school-run.	Informal guidance, Observations and Orientations by the principal of the school	All beginning teachers participate in informal induction, to varying extents.	Neither the national government nor the local schools allocate any of their budget for induction activities, as the activities conducted are informal in nature.	A National Task Force highlighted teacher induction as an area of critical need and is assessing methods of establishing a more systematic in-service education for new teachers.
Canada**	Teacher induction is the responsibility of the various provinces. Not all provinces have established teacher induction programs.	Mentoring and Model Classroom Observations	Participation varies across the provinces and localities. In Quebec, all beginning teachers are mandated to participate in a probationary period.	Provinces, localities, and schools fund their induction programs.	Several provinces are seeking to reform their induction systems. In Quebec, a one year clinical training is being considered to replace the probation system.

	Organization	Program Type(s)	Participation	Financing	Point of Interest
Chinese Taipei	The 1994 Teacher Training Act mandated a one-year teacher intern-ship following four years of pre-service education and preceding graduation. Students work as full-time teachers, receiving assistance and evaluation.	Internships (main component), Workshops, and Guidance from university professors	All fifth year teaching students are mandated to serve one year in the full-time teaching internship.	Not Available.	Chinese Taipei is transitioning to an intern-ship model. Future re-forms may include more methods of assistance (such as mentoring) and greater connections to higher education.
Japan	Japan has an extensive formal program which has been gradually implemented since 1988. The program is run jointly by prefectural boards, municipal boards, and the Ministry of Education.	Mentoring, Seminars and Meetings, Model Class-room Observations, and Outside Training including 4+ day excursion and "Onboard Training" in harbor locales for recommended teachers	All newly employed teachers in elementary, secondary, and special education schools — about 18,000 in 1994 — participate in induction.	Except for "Onboard Training," which is exclusively funded by the Ministry of Education, the prefectural boards and the national treasury split the cost of induction activities.	Teacher induction program is marked by a strong guidance component and infused with the national commitment to professional development of teachers.
Indonesia	There are no formal programs particularly for new teachers, although programs exist which benefit new teachers.	Not applicable.	Not applicable.	Not applicable.	Officials are considering reforms which would establish a teacher induction program and up-grade the level of pre-service education.

	Organization	Program Type(s)	Participation	Financing	Point of Interest
Republic of Korea	Korea has a mandated induction program which is provincially-run and essential for permanent teaching assignment.	Seminars and Meetings, Model Classroom Observations, Advice from principals, and Teacher Meetings	All beginning teachers are mandated to participate in a pre-appointment induction program of 60 hours.	Provincial governments choose and fund teacher induction programs.	Korea's teacher induction system is fairly structured and focused on educating and inspiring teachers to their roles and responsibilities. There are plans to introduce a Master Teacher System.
New Zealand	Teacher induction in New Zealand is school-run, according to national guidelines, and used for licensure.	Mentoring, Observations, and In-Services	All beginning teachers participate during their first two years of provisional teaching.	Teacher training institutes help fund schools and their induction programs.	New Zealand's mentoring program is fairly extensive, with guidance over 2 years, and focuses mainly on classroom issues.
Papua New Guinea	Teacher induction consists of an Inspection Program which is mostly school-run and required for full certification of teachers.	Mentoring, Seminars and Meetings, Class Visitations, and "National In-Service Week"	All new teachers (defined as new to teaching, the school or the level) are mandated to participate in induction during their first year.	Schools pay for induction programs. Administration of Inspection Program is nationally funded.	In Papua New Guinea, reforms are in place to formalize the mentor program and to more fully involve the National Department of Education.

	Organization	Program Type(s)	Participation	Financing	Point of Interest
Singapore	The national government requires that schools prepare for new teachers, but schools organize their own induction program.	Mentoring, Seminars and Meetings, and Ministry of Education handbook	Most beginning teachers participate in induction programs which are mostly during the first few days or weeks of school.	Schools fund programs, which are seen as the responsibility of the school to accommodate and instruct the newcomer.	In Singapore, teacher induction focuses on issues related to the particular school community, and focuses of the programs include welcoming the teacher, building his or her confidence, and integrating the new teacher into the school.
United States	Teacher induction is a state responsibility, and there are programs in 26 states. Some programs are state-run and others are school district-run.	Mentoring (most prominent), Seminars and Meetings, Model Classroom Observations, and Internships	Participation varies state to state. In some states, such as Florida or Connecticut, participation is mandated.	Method of financing varies considerably; some states and districts allot from their budgets; others use competitive grant procedures; others provide no assistance, and in others school districts are the sole funders.	In the past 15 years, teacher induction programs have become more common and induction is being recognized as a critical period for professional growth.

* Note that Australia submitted responses compiled from several territories. These responses have been generalized, except in the case of the Northern Territories.

** Note that Canada submitted responses from two provinces, therefore information presented is not representative of the country as a whole.

COMMON STANDARDS*

Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Standard 3: Resources

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit

determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experience and Clinical Practice

The unit and its partners design, implement, and regularly evaluate a planned sequence of field based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Annex 3
California Induction Content Standards for Teachers
In the professional teacher induction program
http://drb.lifestreamcenter.net/workshops/ca_ind_stand.htm

Standard 15	<ul style="list-style-type: none"> • Each participating teacher grows and improves in his/her ability to reflect on and apply <i>The California Standards for the Teaching Profession</i>, beyond what was demonstrated for the preliminary credential. • Each participating teacher also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. • Each participating teacher delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. • Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment.
Standard 16	<ul style="list-style-type: none"> • Each participating teacher builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. • Each participating teacher is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. • Each participating teacher makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. • Each participating teacher integrates these technology-related tools into the educational experience of students, including those with special needs.
Standard 17	<ul style="list-style-type: none"> • Each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. • Participating teachers identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. • The program provides opportunities for each participating teacher to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999 1. • Each participating teacher examines and analyzes personal and institutional

	<p>biases that impact student learning and seeks to eliminate them from professional practice.</p>
<p>Standard 18</p>	<ul style="list-style-type: none"> • Each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students’ physical, cognitive, emotional and social well being. • Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. • Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. • Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. • Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents’ rights.
<p>Standard 19</p>	<ul style="list-style-type: none"> • Each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. • Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. • Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students’ access and achievement in relation to state-adopted academic content standards and performance levels for students. • Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. • Each participating teacher uses knowledge of students’ backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.
<p>Standard 20</p>	<ul style="list-style-type: none"> • Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. • Each participating teacher knows the statutory provisions of the Individuals

	<p>with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements.</p> <ul style="list-style-type: none">• Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented.• Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities.• Each participating teacher demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels.• Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.
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