



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

Teacher Induction: A National Perspective

Prepared for the Wisconsin Department of Public
Instruction 2008 Initial Educator Data Seminar:
Using Data to Support Initial Educators

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TQ Center Mission

The National Comprehensive Center for Teacher Quality (TQ Center) serves as a national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for students with special needs.

Teacher Quality: What Does the Research Tell Us?

- The #1 factor influencing student achievement is a high-quality teacher
 - As teacher effectiveness increases, lower-achieving students are the first to benefit
 - The effectiveness of teachers has long-term consequences for students
- The #2 factor influencing student achievement and teacher quality is leadership
- One of the strongest methods to create high-quality teachers is through induction

The National Dialogue

- The evidence base suggests that supporting and promoting high-quality teacher induction is a national imperative
 - New teacher attrition is considered a problem
 - Teacher induction has been found to improve teacher attrition and effectiveness
- Emerging research suggests financial benefits as well as student achievement improvements

Federal Policy

- The Teacher Excellence for All Children (TEACH) Act
- The School Improvement through Teacher Quality Act
- The Innovation Districts for School Improvement Act
- U.S. Department of Education Research Grants

State Approaches to Supporting Teacher Induction

- California: Beginning Teacher Support and Assessment (BTSA)
- Illinois: Beginning Teacher Induction Pilot Program
- Maine: The Transition From Pilots to Ch. 118

Six Essential Components From Teacher Induction Research in the Midwest

- Is sufficiently funded
- Is data-driven
- Starts before the academic year begins
- Aligns with related teacher policies
- Focuses on the professionalization of teaching
- Promotes a professional learning community

Source: Study of Teacher Induction in the Midwest (<http://policyweb.sri.com/cep/projects/displayProject.jsp?Nick=teachinduct>)

Impact on Veteran Teachers

- Expanded repertoire
- Increased efficacy
- Broader perspective on teaching
- Greater likelihood of leadership
- Increased appreciation for collaboration
- Heightened commitment to the profession
- Renewed professional vigor

Source: Ellen Moir, New Teacher Center, INTC Conference, 2008

Moving Teacher Induction Forward

- Rigorous mentor selection
- Ongoing professional development and support for mentors
- Sanctioned time for mentor-teacher interaction
- Multiyear mentoring
- Intensive and specific guidance moving teaching practice forward

Source: *High Quality Mentoring & Induction Practices* (http://www.newteachercenter.org/pdfs/Cap_Hill_HQM_final.pdf)

Moving Teacher Induction Forward

- Professional teaching standards and data-driven conversations
- Ongoing beginning teacher professional development
- Clear roles and responsibilities for administrators
- Collaboration with all stakeholders
- Accountability and standards-based induction

Source: *High Quality Mentoring & Induction Practices* (http://www.newteachercenter.org/pdfs/Cap_Hill_HQM_final.pdf)



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