

# Teacher Induction Program (TIP)



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## COURSE 1

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# Developing A Beginning Teacher Induction Program

**Barbara L. Brock, Marilyn L. Grady**



## **Developing A Beginning Teacher Induction Program:**

*Developing a Teacher Induction Plan* Barbara L. Brock, Marilyn L. Grady, 2005-12-08 Help teachers move past the grind of daily survival to the fulfillment of career long professional development Imagine someone telling you that within three years your new teachers would leave the profession for which they trained so hard That s what is happening to 30% of today s promising new teachers who are not given the mentoring direction and professional development that is so desperately needed to keep them focused and enthusiastic To handle this growing challenge of teacher attrition teacher induction experts Barbara L Brock and Marilyn L Grady offer a comprehensive program crafted with school leaders and staff developers in mind which provides strategies both for supporting beginning teachers and for retaining and developing these promising highly qualified teachers Written in an accessible workbook style format this guide covers Designing a multiyear developmental program including the orientation process mentoring directed activities seminars and workshops The responsibilities of the induction team Assessment of current issues including attrition and past retention efforts Program evaluation from initial assessment to the sharing of results When beginning teachers receive the support they need not only do they truly contribute to their schools but they also set out to do what they chose to do prepare today s students for tomorrow s world

*Evaluating the Impact of the Beginning Teacher Induction Program on the Retention Rate of Beginning Teachers* Adriane Lenette Watkins Mingo, Gardner-Webb University. School of Education, 2012 This dissertation examined the Beginning Teacher Induction Program of a rural school system in North Carolina The effects of mentoring induction sessions administrative support ongoing staff development and other support offered at the system level to beginning teachers were carefully analyzed The researcher used eight themes based on the objectives of the school system s Beginning Teacher Support Program improving beginning teachers skills and performance supporting teacher morale communications collegiality building a sense of professionalism and positive attitude facilitating a smooth transition into the first and second years of teaching putting theory into practice preventing teacher isolation building self reflection and retaining quality teachers All data were categorized into four primary domains personal management instructional and socialization The researcher found that mentoring need based professional development and administrative support are critical for effective induction programs Data were gathered from stakeholders through interviews focus group discussions and surveys and were analyzed for frequency of the themed responses Recommendations for further research are included based on an analysis of the data revealed in this study Disaggregation of the data in this study determined support is successful in reducing the attrition rate for beginning teachers in the school system

**A New Teacher Induction Program** Richard S. Allen, 1996 Teacher induction programs are fundamental to familiarizing teachers with district policies as well as fostering feelings of support and success New teachers need to know where to turn for specific information and they need to know that questions are a normal part of beginning a new position Programs and procedures that ease this transition from student to professional

will make beginning teachers feel more comfortable about their new position and will elicit their best performance A collaborative teacher induction program can be an effective means of strengthening the performance of the beginning teacher The major purposes of the experience are to help beginning teachers develop security and confidence that will improve their teaching to encourage them to remain in the profession and to eliminate the isolation they might experience An accompanying benefit a planned interactive in service program for all participating staff will yield value for the inductees mentors administrators and support staff On a broader scale the experience may be viewed as an effort to improve the teaching profession by retaining the most effective teachers and ultimately to improve the quality of education in the nation s schools The result of this project will be the development of a teacher induction program through which the beginning teacher will make the transition from student teacher to effective educator a less stressful journey Author s abstract *Best Practices in Mentoring for Teacher and Leader Development* Linda J. Searby, Susan K. Brondyk, 2015-10-23 This book the sixth in the Mentoring Perspectives Series examines recent research on mentoring in K 12 settings for new teachers and principals Edited by Linda J Searby and Susan K Brondyk it provides empirical evidence on effective mentoring processes offering insights into strategies that lead to more effective educational leaders *The Development of Eastern Illinois University's Beginning Teacher Induction Program* Beverly J. Ochs, 1987 **Leading the Teacher Induction and Mentoring Program** Barry W. Sweeny, 2007-08-01 Use these step by step strategies to develop and implement a proven program that links to districtwide goals and results in highly qualified teachers and increased student achievement

**Teacher Induction** Judy Reinhartz, 1989 The following articles are included in this publication on beginning teacher induction 1 The Teacher Induction Process Preserving the Old and Welcoming the New An Introduction Judy Reinhartz 2 A Synthesis of Research on Teacher Induction Programs and Practices Leslie Huling Austin 3 School Building Level Variables and the Induction of New Teachers James D Greenberg and Maurice C Erly 4 Characteristics of Beginning Teachers in an Induction Context Sandra J Odell 5 Providing Effective Induction Program Support Teachers It s Not as Easy as It Looks Louise Bay Waters and Victoria L Bernhardt 6 Independent Action Case Studies of Its Role in Beginning Teachers Induction Carol P Etheridge 7 Multiple Support A Promising Strategy for Effective Teacher Induction Marvin A Henry 8 Beginning Teachers Sink or Swim Leonard J Varah and others and 9 The Effects of a Planned Induction Program on First Year Teachers A Research Report Alvah M Kilgore and Julie A Kozisek Teacher Induction An Annotated Bibliography John M Johnston is appended JD *Mentoring to Support Teacher Candidate Development* Clayton Smith, Geri Salinitri, Xuan Tai Nguyen, 2025-11-13 This book explores the variety of ways in which mentoring can be used to support teacher candidate development It provides an overview of how mentoring can be used in teaching practice and specifically how it can be employed to support the development of a range of student types including in risk students additional language students and international learners It focuses on the soft or generic skills that enhance employability and the ability to work comfortably

with others such as communication skills critical thinking problem solving life long learning ethics and leadership This book is designed to be used in pre service teacher education programs in service teaching and beginning teacher induction

Evaluating the Impact of the Beginning Teacher Induction Program on the Retention Rate of Beginning Teachers Monica Lynn Shepherd, 2009 This dissertation examined the Teacher Induction Program of a rural school system in North Carolina The effects of mentor assignment ongoing staff development master teacher observation opportunities structured reflection and self assessment and other support offered at the system level to beginning teachers on the retention rate of beginning teachers in the school system were analyzed The researcher determined ten themes based on the objectives of the school system s Beginning Teacher Support Program improving beginning teachers skills and performance supporting teacher morale communications collegiality building a sense of professionalism and positive attitude facilitating a smooth transition into the first and second years of teaching putting theory into practice preventing teacher isolation building self reflection and retaining quality teachers Data were gathered from stakeholders through surveys focus group discussions and interviews and were analyzed for frequency of the themes Analysis revealed that the Beginning Teacher Support Program was successful in reducing the attrition rate for beginning teachers in the school system *Handbook of Research on the Educator Continuum and Development of Teachers* Zugelder, Bryan S., L'Esperance, Mark, 2022-06-24 In light of recent sociological events and the COVID 19 pandemic education has undergone an incredible change in both policy and delivery As a result many educators have sought different career paths It is essential to maintain a concentrated effort to retain educators however recruiting teachers into the profession is only one area of focus there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles The *Handbook of Research on the Educator Continuum and Development of Teachers* expands on the body of research related to the educator continuum with a holistic view of teacher development This book combines theory concepts and research studies that pinpoint facets of the educator continuum providing researchers with scholarly contributions that advance the profession Covering topics such as instructional coaching special educator career development and teacher retention this major reference work is a valuable resource for educational faculty and administration teacher colleges educators of K 12 and higher education pre service teachers government officials teacher education administrators libraries researchers and academicians Comprehensive Mentoring Programs for New Teachers Susan Villani, 2009-06-17 The author has done an excellent job of highlighting the key aspects of a comprehensive induction program and offers rich examples across urban rural and suburban setting Anyone interested in developing induction programs that both support and accelerate beginning teacher development should read this book Ellen Moir Executive Director New Teacher Center University of California Santa Cruz State level policy makers can take a positive step forward by providing every district and school leader with a copy of this book Expertly organized and written Villani s work provides answers to school leaders key questions regarding

establishing a comprehensive induction mentoring program Readers will keep the book within reach as a most valued resource Stephanie Hirsch Executive Director National Staff Development Council A significant addition to the literature on mentoring in the education profession This book provides various models of comprehensive programs implemented in school districts around the country and confirms the importance of mentoring to retain teachers maintain consistency in academic programming and develop a culture of continuous improvement in professional practice Gail Connelly Executive Director National Association of Elementary School Principals Susan Villani presents comprehensive mentoring programs as catalysts for school improvement and reflective practice With a wealth of tools and models for establishing effective programs this book addresses cultural competence peer coaching and retention of math science and special education teachers Villani s framework will strengthen professional learning communities and improve the effectiveness of our most valuable resource teachers Mary Forte Hayes Executive Director Massachusetts Association for Supervision and Curriculum Development Establish a quality comprehensive mentoring program and improve teacher retention rates This updated edition of Mentoring Programs for New Teachers outlines mentors roles mentor preparation and the ways comprehensive mentoring programs support new teachers and educators Readers will find Descriptions of 18 successful real world comprehensive mentoring programs on the state district regional and national level A list of 5 factors to consider when developing a comprehensive mentoring initiative A rubric based on seven components of comprehensive mentoring programs New material for supporting special education math and science teachers Resources to use in program development or revision

**Resources in education** ,1991 Teacher Induction, a New Beginning Douglas M. Brooks,1987 **Study of Induction Programs for Beginning Teachers** ,1980 **Beginning Teaching in California** ,1995 Mentors in the Making Betty Achinstein,Steven Z. Athanases,2006 In response to a growing interest in mentoring and new teacher induction the authors offer a unique view of developing quality mentors Drawing on empirical research practitioner action inquiry and field tested practices from induction programs they explore effective mentoring in diverse educational contexts With richly contextualized and thoughtfully analyzed excerpts from actual mentoring conversations and powerful examples of practice the volume offers educators researchers and policymakers a reform minded vision of the future of mentoring Challenging conventional wisdom this essential resource Argues that mentors are not born but developed through conscious deliberate ongoing learning Provides a needed link between research and practice in the field of new teacher mentoring to define a knowledge base for effective mentoring Documents induction and mentoring practices that focus new teachers on individual learners equity oriented curriculum and pedagogy and the educator s role in reforming school culture Highlights problems and complexities of enacting mentor knowledge and learning in diverse contexts Learning the Ropes Elizabeth F. Fideler,David Haselkorn,Recruiting New Teachers, Inc,1999 Cultivating High-Quality Teaching Through Induction and Mentoring Carol A. Bartell,2004-08-14 This indispensable handbook focuses on new teachers needs while emphasizing high

quality teaching through the use of standards based teaching teacher assessments and reflective practice **Assisting the Beginning Teacher** Leslie Huling-Austin,1989 **Induction Programs for the Support and Development of Beginning Teachers of Science. National Science Teachers Association Position Statement** National Science Teachers Association (NSTA),2007 The National Science Teachers Association NSTA recommends that schools and teacher preparation programs provide new teachers of science with comprehensive induction programs Research suggests these programs should address specifics for teachers of science involve trained mentors provide adequate time to support continual learning of new teachers of science and support teachers during their induction period defined as the first two to three years of teaching Induction programs not only provide new teachers with the support they need during the critically important early years of teaching these programs can set practices and beliefs that last throughout a teacher s career Luft Roehrig and Patterson 2003 NSTA supports the development of science specific induction programs with a strong mentoring component for all preK 12 new teachers of science Such a program focuses on the content of science science teaching and includes a robust mentoring component The science specific programs described in this paper are structured and comprehensive and identify goals and desired outcomes

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