



## Teaching Quality/Induction Programs for New Teachers

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### Induction Programs for New and Beginning Teachers

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This is the last in a series of three StateNotes focusing on induction programs and mentoring for new and beginning teachers. New and beginning teachers are considered teachers with no prior experience teaching in a classroom and do not include teachers who pursue Alternate Routes to Certification. This StateNote applies primarily to traditional route teachers where state policy may or may not include alternate route teachers. The first outlines the differences between induction programs and mentoring for new and beginning teachers, defines these terms that are often used synonymously, and identifies programs in states and districts. The second focuses on new and beginning teacher mentoring. This StateNote focuses on induction programs for new and beginning teachers.

**Induction programs** are comprehensive initiations or introductions to a position that provide inexperienced teachers with the necessary models and tools for beginning their teaching careers, as well as specific guidance aimed at helping them meet performance standards.<sup>1</sup> Induction may include mentoring, assistance in planning, professional development and evaluation.<sup>2</sup> Synonyms for **induction** include: support, orientation, training, internship, assistance or assessment programs, retention programs, beginning new teacher program, transitional program for existing teacher, cohort program, phase-in, professional development and workshops.

The Center for Teaching Quality defines induction as going "...beyond mentoring to provide an extensive framework of support, professional development and standards-based assessments and evaluations." Comprehensive induction programs vary in their particular design, but essential elements include:

- A high-quality mentor program
- Ongoing professional development
- Access to an external network of beginning teachers
- Standards-based evaluations of beginning teachers as well as the program itself.<sup>3</sup>

Research indicates that if teachers have support and training they are much more likely to stay in the profession which ultimately leads to an increase in teacher retention rates. First-year teachers are typically assigned to the same tasks, in and out of the classroom, as a more experienced teacher. Quality programs for all first-year teachers are important and research shows that new teachers who participate in induction programs are nearly twice as likely to stay in the profession as those who don't.<sup>4</sup> Many new teachers state feelings of isolation and lack of support as critical

<sup>1</sup> [The Induction of New Teachers](#). *Promising Practices: New Ways to Improve Teacher Quality*. U.S. Department of Education. (September 1998.) (Last accessed on January 3, 2007.) <http://www.ed.gov/pubs/PromPractice/chapter5.html>

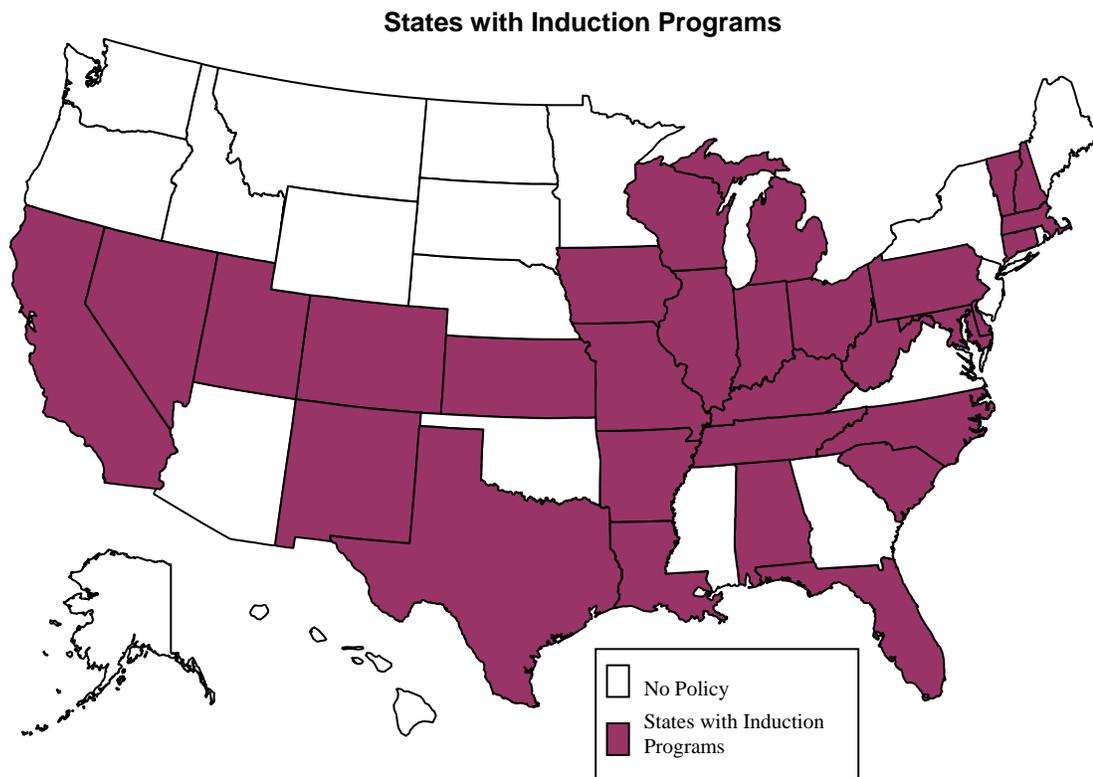
<sup>2</sup> [Teacher Induction Programs: Trends and Opportunities](#). *Policy Matters*. American Association of State Colleges and Universities. Volume 3, Number 10. October 2006. [http://www.aascu.org/policy\\_matters/pdf/v3n10.pdf](http://www.aascu.org/policy_matters/pdf/v3n10.pdf)

<sup>3</sup> [Induction and Mentoring](#). Recruitment and Retention brief. Center for Teaching Quality. November 4, 2004. <http://www.teachingquality.org/pdfs/HuntInduction.pdf>

<sup>4</sup> [Attracting and Keeping Quality Teachers](#). Teacher Shortage. National Education Association (NEA). (Last accessed September 2007.) <http://www.nea.org/teachershortage/index.html>

determinants in their decision to leave teaching. According to the American Federation of Teachers (AFT), attrition rates for beginning teachers is from 20-30% and may be as high as 50% in some areas. They also claim that teachers who have no induction programs are twice as likely to leave within the first three years of teaching.<sup>5</sup> Not all states require new and beginning teachers to participate in induction programs or orientations, but trends suggest that such programs have a positive effect on novice teachers and aid in the retention rate.

The following map shows which states and territories have policies establishing induction programs for new and beginning teachers.



**Guam and Puerto Rico have Induction Programs.**  
**Washington, D.C., American Samoa and the Virgin Islands do not have Induction Programs.**

The following table indicates which states and territories have induction programs as defined by the state in statute or code, or by the states' department of education, the definition or components of induction programs, and whether the induction program is voluntary or required for the district and/or the beginning teacher. "No state policy found" indicates that no state policy exists or that no state policy was found on this particular topic.

State/ Territory	Induction Program	Definition of/Components of Induction Programs	Induction Program Voluntary or Required for District and/or Beginning Teacher	No state policy found
AL	X	A <a href="#">resolution</a> adopted by the state board of education outlines nine standards for district induction and mentoring programs to have in order to support the continuous improvement and growth of beginning teachers.		
AK				X

<sup>5</sup> [Beginning Teacher Induction: The Essential Bridge](#). Educational Issues Policy Brief. American Federation of Teachers (AFT). Number 13. September 2001. <http://www.aft.org/pubs-reports/downloads/teachers/policy13.pdf>

<b>AS</b>				<b>X</b>
<b>AZ</b>				<b>X</b>
<b>AR</b>	<b>X</b>	<p><a href="#">Induction</a> is the mentoring, support and accelerated professional development associated with first employment as the teacher-of-record in an Arkansas public school or other Arkansas agency or organization requiring an Arkansas Teaching license.</p> <p><a href="#">Induction</a> concludes at the end of the semester in which the novice teacher successfully completes the state mandated performance assessment, Praxis III.</p>		
<b>CA</b>	<b>X</b>	<p>The Beginning Teacher Support and Assessment (<a href="#">BTSA</a>) program is designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials.</p> <p>The commission and the superintendent establish requirements for local teacher induction programs.</p>	<p>Participation in the <a href="#">California Beginning Teacher Support and Assessment System</a> shall be voluntary for teachers, school districts, and county offices of education and participation by certificated employees shall not be made a condition of employment.</p>	
<b>CO</b>	<b>X</b>	<p>An approved induction program is defined as a program of continuing professional development for initial licensees that meets the standards of the state board of education and that, upon completion, leads to a recommendation for licensure by the school district or districts providing such induction program.</p>		
<b>CT</b>	<b>X</b>	<p>The Beginning Educator Support and Training (<a href="#">BEST</a>) Program established by the state board of education is defined as the support and assessment program for holders of initial educator certificates. The program must be designed to improve the quality of the first school years of teaching and to determine whether holders of initial educator certificates have achieved the level of competency to entitle them to provisional educator certificates.</p> <p>BEST Program Support is designed to complement the local district's induction process and ensure that beginning teachers have minimum levels of school-based support provided by a trained mentor or support team assigned to them during their first year.</p> <p>The Beginning Educator Support and Training (BEST) Program is a two- to three-year induction program for beginning classroom teachers holding initial educator certificates. BEST participation requirements are determined by both the endorsement a teacher holds and his or her teaching assignment. There are two categories of participation in the BEST Program:</p>	<p>Beginning teachers must successfully complete <a href="#">BEST Program</a> requirements in order to be eligible for the Provisional Educator Certificate.</p>	

		<ul style="list-style-type: none"> <li>• The Portfolio Induction Program</li> <li>• The Support Only Induction Program.</li> </ul> <p>Both of these programs include school-based support by a mentor or support team.</p>		
<b>DE</b>	<b>X</b>	<p>The <a href="#">New Teacher Mentoring/Induction Program</a> is a three-year induction program for beginning teachers to include mentoring by highly trained and well-qualified mentors and mentor teams.</p> <p>The program includes four cycles to be completed over the three year period: Cycles One and Two: ETS Pathwise™ Induction. Cycle Three: Assessment for Student Learning; Doing it Right, Doing it Well. Cycle Four: Professional Growth Planning.</p>	The <a href="#">New Teacher Mentoring/Induction Program</a> is required for beginning teachers.	
<b>DC</b>				<b>X</b>
<b>FL</b>	<b>X</b>	The department of education shall create guidelines and identify best practices for the mentors of first-time teachers and for new teacher-support programs that focus on the professional assistance needed by first-time teachers throughout the first year of teaching.		
<b>GA</b>				<b>X</b>
<b>GU</b>	<b>X</b>	<a href="#">Project Håtsa</a> is a Guam Public School System Teacher Quality Enhancement Grant. The overall goal of the project is to increase student achievement through improved teacher quality. There are three focus areas which include goals, objectives and timelines. Focus 2 addresses Mentoring and Professional Growth. Goal 4 has two objectives which are to increase the likelihood of teacher retention by providing systemic mentor training and induction support from trained mentors, and revision of professional growth requirements.		
<b>HI</b>				<b>X</b>
<b>ID</b>				<b>X</b>
<b>IL</b>	<b>X</b>	The <a href="#">new teacher induction and mentoring program</a> includes three components: Observation of the new teacher's classroom practice by an experienced teacher; review and analysis of written documentation prepared by the new teacher; reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards.	Each public school, or two or more public schools acting jointly, must develop a <a href="#">new teacher induction and mentoring program</a> to assist new teachers in developing the skills and strategies necessary for instructional excellence, provided that funding is made available by the state board of education. New teachers are also required to participate in order to receive a Standard Teaching Certificate.	

<p><b>IN</b></p>	<p><b>X</b></p>	<p>The Beginning Teacher Internship Program (BTIP) is scheduled to be phased out and replaced with the Indiana Mentoring and Assessment Program (IMAP). Enrollment requirements are the same for both programs. IMAP is organized around DPS standards-based portfolio assessments with related building/district level support, and is linked to the standards and recently adopted staged licensure framework.</p> <p>The primary outcome objective of the Indiana Mentoring and Assessment Program (<a href="#">IMAP</a>) is to ensure that a highly-qualified and competent teacher teaches every Indiana student. Under IMAP, beginning educators are required to participate for two years, three if needed.</p> <p>The IMAP is specifically designed to: ensure that beginning teachers have opportunities to strengthen their knowledge of subject matter and instructional strategies as well as enhance their understanding of students as learners; prepare beginning teachers to successfully develop and demonstrate the foundational skills and competencies as well as content-specific teaching standards as defined by the Division of Professional Standards; assist beginning teachers in understanding the school and district's curricular goals and standards, as well as state standards for student achievement, as defined by the Indiana Academic Standards; and provide the foundation for a process of lifelong learning and professional growth.</p> <p>Ultimately, the goal of the IMAP support is to help beginning teachers improve the effectiveness of their instruction, thereby leading to improved student learning.</p>	<p>Beginning teachers in all content and developmental areas who hold an Initial Practitioner License must successfully complete the portfolio assessment as a participation requirement in the Indiana Mentoring and Assessment Program (<a href="#">IMAP</a>).</p>	
<p><b>IA</b></p>	<p><b>X</b></p>	<p>The beginning teacher mentoring and induction plan must at a minimum, provide for a two-year sequence of induction program content and activities to support the Iowa teaching standards and beginning teacher professional and personal needs; mentor training that includes, at a minimum, skills of classroom demonstration and coaching and district expectations for beginning teacher competence on Iowa teaching standards; placement of mentor and beginning teachers; the process for dissolving mentor and beginning teacher partnerships; district organizational support for release time for mentors and beginning teachers; structure for mentor selection and assignment to beginning teachers; a district facilitator; and program evaluation.</p>	<p>Each school district and area education agency must provide a beginning teacher mentoring and induction program for all beginning teachers.</p> <p>Beginning teachers shall be informed by the school district, prior to their participation in a mentoring and induction program, of the Iowa teaching standards and criteria upon which they will be evaluated and of the evaluation process utilized by the school</p>	

			district.	
<b>KS</b>	<b>X</b>	The successful transition from novice teacher to skilled practitioner demands a comprehensive program for the <a href="#">induction</a> of early career teachers. Such a program orients the novice to the school, the district, and the community. In addition, it links professional development opportunities, school improvement initiatives and appraisal with a mentoring system designed to support the teacher in mastering the many aspects related to teaching and learning.		
<b>KY</b>	<b>X</b>	The Kentucky Teacher Internship Program ( <a href="#">KTIP</a> ) is designed to provide assistance to new teachers. Its main goal is to help new teachers experience a successful first year in the classroom.  There are currently two programs: the regular KTIP program, which will be phased out and the KTIP Teacher Performance Assessment ( <a href="#">TPA</a> ) that links effective teaching practice to student success. Beginning in January 2008, all new teacher interns will be required to complete the <a href="#">KTIP TPA</a> .	All new teachers and out-of-state teachers with less than two years of successful teaching experience who are seeking initial certification in Kentucky must serve a one year internship.	
<b>LA</b>	<b>X</b>	The Louisiana Teacher Assistance and Assessment Program ( <a href="#">LaTAPP</a> ) is a uniform statewide program of assessment for new teachers entering service for the first time in a Louisiana Public School System. LaTAPP has a mentoring component. The program has two basic purposes: to provide new teachers with a planned program of leadership and support from experienced educators during the most formative stages of a teacher's experience; and to provide assurance prior to the issuance of a permanent Louisiana teacher certificate, that the new teacher demonstrates competency in the understanding and use of the Louisiana Components of Effective Teaching, which is the basis for effective professional performance.  <a href="#">Louisiana FIRST Online</a> is a program designed to equip Louisiana school districts with resources to better meet the needs of new teachers. The program will provide extensive support to teachers during their first five years in the classroom. This program includes induction and a mentoring component.	<a href="#">LaTAPP</a> is required for all new teachers and those from out-of-state.  The <a href="#">Teacher Assistance and Assessment Program</a> must be successfully completed by all teachers entering service for the first time in the public schools to retain or acquire a regular teaching certificate.	
<b>ME</b>				<b>X</b>
<b>MD</b>	<b>X</b>	The establishment of comprehensive induction programs for new teachers employed by hard-to-staff schools must include provisions concerning the following: mentoring; professional development training and support; eligibility criteria for teachers to participate in the program; and the standards to determine which schools are considered hard-to-staff schools.	The department of education shall develop guidelines for the establishment of comprehensive induction programs for new teachers employed by hard-to-staff schools.	
<b>MA</b>	<b>X</b>	All <a href="#">induction programs</a> must meet the following	All school districts are	

		requirements: an orientation program for beginning teachers and all other incoming teachers; assignment of all beginning teachers to a trained mentor within the first two weeks of teaching; assignment of a support team that consists of, but is not limited to, the mentor and an administrator qualified to evaluate teachers; and release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.	required to provide an <a href="#">induction program</a> for teachers in their first year of practice.	
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<b>MI</b>	<b>X</b>	During the first three years of employment in classroom teaching, the intensive professional development <a href="#">induction</a> into teaching must consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools and regional seminars conducted by master teachers and other mentors.	For the first three years of his or her employment in classroom teaching, a teacher must be assigned by the school in which he or she teaches to one or more master teachers, college professors or retired master teachers, who will act as a mentor or mentors to the teacher. During the three-year period, the teacher must also receive intensive professional development <a href="#">induction</a> into teaching, based on a professional development plan that includes classroom management and instructional delivery.	
<b>MN</b>				<b>X</b>
<b>MS</b>				<b>X</b>
<b>MO</b>	<b>X</b>	<a href="#">Beginning teacher assistance programs</a> include various provisions, including requiring each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience.  The professional development plan includes assistance from a professional development committee established in each school district. The committee works with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serves as a confidential consultant upon a teacher's request; assesses faculty needs and develops in-service opportunities for school staff; and presents to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.	The state board requires holders of four-year initial professional certificates to participate in a beginning teacher assistance program.	
<b>MT</b>				<b>X</b>
<b>NE</b>				<b>X</b>
<b>NV</b>	<b>X</b>	There is no induction program, per se for regularly licensed teachers, however there is a training and orientation requirement for conditionally licensed		

		teachers who are not yet full teachers.		
NH	X	<p>Under <a href="#">The Teacher Quality Enhancement System</a>: Goal III is to develop and employ a consistent system of quality mentoring and on-going professional development across the state to support new teachers' practice and improve teacher longevity in the profession.</p> <p>The <a href="#">induction</a> of educators starts with an information-rich hiring process that matches the knowledge and skills of the educator with the responsibilities of the position. Once hired, the new educator engages in an on-going induction process, the ultimate purpose of which is to promote student learning. Purposeful and effective district and school induction activities include, among other things: orientation to the district and school as well as ongoing induction to the expectations for specific job responsibilities, the resources available to fulfill those responsibilities and the contexts in which job responsibilities are to be completed; mentoring from an experienced educator who is skilled in mentoring beginning educators, the purpose of which is to enhance student learning through ongoing induction and coaching in the instructional practices of new teachers; and on-going professional development as a member of a professional learning community to increase professional skills and to ensure full participation in the professional learning communities of the school and district.</p>		
NJ				X
NM	X	The Assistant Secretary for the Indian Education Division within the department of education must seek funds to establish, develop and implement, among other things, <a href="#">teacher induction support</a> services to increase the number of American Indian teachers and principals and provide continued professional development for educational assistants, teachers and principals serving American Indian students, in conjunction with the Indian education advisory council.		
NY				X
NC	X	The state board of education develops and distributes guidelines that address optimum teaching load, extracurricular activities, student assignment and other working condition considerations that help support new teachers.	A new teacher must complete preservice training to obtain initial certification.	
ND				X
OH	X	<p>A formal <a href="#">program of support</a> for entry year teachers shall be a minimum of one academic year in length.</p> <p>Entry year support for the beginning teacher shall include mentoring that is provided on an ongoing basis and that is congruent with the required performance-based assessment and consistent</p>	School districts, chartered community schools and chartered non-public schools are required to provide a formal structured <a href="#">program of support</a> , including mentoring, to all entry-	

		with guidelines provided by the Ohio Department of Education.	year teachers and principals.	
<b>OK</b>				<b>X</b>
<b>OR</b>		Oregon statute states that the state has a special interest in ensuring the induction of beginning teachers and administrators (principals and superintendents) into their profession enhances their professional growth and development by making a positive impact on student learning. However, there is no induction program, per se, but there is a mentorship program.		<b>X</b>
<b>PA</b>	<b>X</b>	The <a href="#">induction plan</a> must reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.  <a href="#">Induction</a> is defined as a process by which a variety of professional support services are provided to newly employed teachers and educational specialists under the guidance of professional personnel to facilitate entry into the education profession.	Each school must submit an approval plan to the department of education for the induction experience for first-year teachers, long-term substitutes and educational specialists. Newly employed professional personnel with prior school teaching experience may be required by the school to participate in an induction program.	
<b>PR</b>	<b>X</b>	The secretary must establish the standards concerning the operation of teaching admission programs for new teachers.	Schools must establish teaching admission programs for new teachers or for teachers who have not practiced the profession for three years preceding their appointment.	
<b>RI</b>				<b>X</b>
<b>SC</b>	<b>X</b>	<a href="#">Induction programs</a> developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness.  The department of education shall develop guidelines for the <a href="#">teacher induction program</a> , which shall include sustained long-term coaching and assistance. Information on best practices in teacher induction programs must be disseminated to school districts. By July 1, 2000, the state department of education shall adopt criteria for the selection and training of teachers who serve as mentors for new teachers as a part of the induction program.	Each school district shall provide teachers employed under induction contracts with a <a href="#">formalized induction program</a> .	
<b>SD</b>				<b>X</b>
<b>TN</b>	<b>X</b>	The <a href="#">beginning teacher program</a> is an assisted experience whereby employed first year teachers (those with less than one year experience who have completed student teaching but not an	Teacher candidates shall successfully complete an <a href="#">induction program</a> consisting of either a full	

		<p>internship) are inducted into the teaching profession.</p> <p>The <a href="#">beginning teacher program</a> experiences shall occur primarily in the school setting and shall include classroom observations, opportunities for informed observations of both experienced teachers and other first-year teaching peers, in-service seminars, and regular and frequent contact with teacher mentors throughout the school year.</p>	<p>school year internship or a student teaching semester.</p>	
<b>TX</b>	<b>X</b>	<p>The <a href="#">Induction Program for Beginning Teachers</a> is for teachers who do not have prior teaching experience. Beginning teachers will be assigned a mentor and participate in teacher orientation, which may include specialized induction-year program activities.</p>		
<b>UT</b>	<b>X</b>	<p>Implementation of progressive strategies regarding <a href="#">induction</a>, professional development and evaluation are essential in creating successful teachers.</p>	<p>Career ladder programs must include a <a href="#">program of evaluation and mentoring</a> for beginning teachers designed to assist those beginning teachers in developing the skills required of capable teachers.</p>	
<b>VT</b>	<b>X</b>	<p>The school's <a href="#">professional development system</a> must, among other things, provide new professional staff with appropriate training and put new professional staff members in contact with the local and regional standards boards to establish an Individual Professional Development Plan (IPDP) for the licensure period.</p>	<p>Each school must develop and implement a school-wide system of appropriate <a href="#">needs-based professional development</a> for all professional staff.</p>	
<b>VA</b>				<b>X</b>
<b>VI</b>				<b>X</b>
<b>WA</b>				<b>X</b>
<b>WV</b>	<b>X</b>	<p>All individuals granted a professional teaching certificate must complete a state-sanctioned, beginning educator internship program of continuing professional development designed to assist the educator during the first year or two of employment by providing a mentor to guide him/her during the transition to a new job assignment.</p> <p>The beginning teacher internship program is a school-based program intended to provide appropriate staff development activities and supervision to beginning teachers to assure their competency for licensure to teach in the public schools of this state. The program shall consist of the following components: a professional support team; an orientation program to be conducted prior to the beginning of the instructional term and supervised by the mentor teacher; the scheduling of joint planning periods for the mentor and beginning teacher throughout the school year; mentor observation of the classroom teaching</p>	<p>All individuals granted a professional teaching certificate must complete a state-sanctioned, beginning educator internship program.</p> <p>Every person to whom a professional teaching certificate is awarded shall successfully complete a beginning teacher internship program.</p>	

		skills of the beginning teacher; weekly meetings between the mentor and the beginning teacher to discuss the performance of the beginning teacher and any needed improvements; monthly meetings of the professional support team to discuss the performance of the beginning teacher; in-service professional development programs; and a final evaluation of the performance of the beginning teacher completed by the principal recommending professional status, continuing internship status or discontinuation of employment.		
<b>WI</b>	<b>X</b>	<p>The initial educator license is a five-year, non-renewable license (unless the individual has not been employed as an educator for at least two years within the five-year period). State regulations for this initial licensure phase establish <a href="#">induction requirements</a> and specific provisions for initial educator support.</p> <p>The employing school district must insure that the initial educator will: receive ongoing orientation from the employing school district that is collaboratively developed and delivered by school boards, administrators, teachers, support staff and parents; be provided support seminars by the employing school district that reflect the Wisconsin Teacher Standards and the mission and goals of the school district; and be provided with a qualified mentor by the employing school district (mentoring period may be less than five years).</p> <p>To move to the professional educator level, an initial educator must design and complete a professional development plan that demonstrates increased proficiency and which reflects the Wisconsin Teacher Standards that have been identified by the initial educator team for improvement.</p>	State regulations for the initial licensure phase establish <a href="#">induction requirements</a> and specific provisions for initial educator support.	
<b>WY</b>				<b>X</b>

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