A Program for Teacher Induction

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Abstract

Even though many novice teachers are prepared academically to deal with subject matter, many of them enter the teaching field unprepared for many of the other aspects of teaching such as dealing with grading programs, insurance claims, inventory and various other matters that differ from school-to-school. Often these new teachers feel isolated and unsupported and possibly do not realize what they do not know or the proper questions to ask. This results in nearly 29% of them leaving the field within their first three years and around 39% leaving within their first five years. This project proposes creating a teacher induction for new teachers that could and should be implemented at each school and spans the novice teacher's first year and possibly into the second year.

Introduction

Patricia Lager graduated from South Dakota State University in 1989 with a secondary education/political science/English major and a history minor. She has spent the last 22 years teaching primarily language arts in the Emery School District which became the Bridgewater-Emery School District in 2010. Prior to that, she spent two years teaching social studies in the Plankinton School District. Currently, she serves as 9 -12 Language Arts teacher, Senior Experience Coordinator and school play director at Bridgewater-Emery High School. She is also working towards her master's degree in Curriculum and Instruction at South Dakota State University.

Lager was an integral member of the Emery School District's *High Schools That Works* (HSTW) grant which gained around $ 125,000 for the school. This money was mostly awarded for professional development and school improvement opportunities. With the acquisition of the *HSTW* grant, a featured program adopted was the *Senior Experience.* Lager and her colleague, Jean Clarke, developed the framework for the South Dakota Senior Experience and have had the opportunity to present at other school districts across the state. In addition, the Emery School District was one of the first in South Dakota to adopt the *Writing to Win* program so she had the opportunity to work closely with the program's creator, Dr. Warren Combs, and served as his co-presenter on several occasions and has also presented *Writing to Win* workshops for co-workers and at other schools as well. Furthermore, she has had the opportunity to lead workshops and/or in-service instruction at Bridgewater-Emery School and at other venues such as the South Dakota Mentor Workshop and at state and regional middle level educator's workshops. When working with adult learners, she believes it is be very important to be prepared, organized, flexible and respectful of their time to ensure an optimum learning environment. Patricia can be contacted at Patricia.lager@k12.sd.us

Target Audience for Training

The target audience for this induction training is new teachers. Since a great deal of teacher attrition has occurred in recent years especially among teachers with between 1 – 5 years of experience, some interventions need to be implemented to help keep them in the field of education. Upon conducting informal surveys among novice teachers and other novice teachers involved in the South Dakota Teacher Mentor program, one common need is an induction training (mentoring program) lasting throughout the teacher's first year. In informal surveys, most teachers (veteran and novice) reported that their school(s) had no such training – especially in the smaller districts in the state.

In a perfect world, new teachers would come out of college completely prepared to deal with all aspects of teaching. They would intuitively know how to deal with all things related to teaching; and more importantly, they would know everything about how their new school runs. The novice teacher would just know how to do tasks such as completing inventory, posting grades in *Infinite Campus*, submitting health insurance claims, filling out requisitions, making discipline referrals and answering the phone. If the new teacher was aware of how to deal with each of these situations and many others, his or her daily life at school would run much more smoothly. Therefore, he or she would have much more time to attend to classroom management, discipline and teaching techniques. Often the new teacher feels he or she needs to "go it alone" and does not ask questions about those issues for fear of either "appearing weak and/or stupid." In addition, at times the person does not even know who or what to ask about these issues. Most of my informal survey respondents agreed that they went into their first year knowing very little about their school and the policies in place. This gap in knowledge often leads to confusion and an overwhelming feeling for new teachers. As cited in *The Profession That Eats Its Young: The Effect*

of Principal Leadership on the Survival Rate of Teachers (2012), Carlson cites Viadero's (2002) study that teacher attrition occurs most commonly for novice teachers. In the first three years of service 29% leave the field and by the end of five years 39% leave teaching. Furthermore, Carlson states that around 450,000 teachers leave their positions each year. These figures alone would indicate a need for more support and induction training for new teachers not only by administrators but by veteran teachers as well (Carlson, 2012).

New teachers need induction plans to help them to transition from college student to teacher; in addition, experienced teachers who are new to a district need induction plans to acclimate them to the school system. The plan is intended to familiarize new employees with the goals of the district and to help them meet state and local academic standards.

Description

The induction program would take place over at least one school year, and hopefully the new teacher and the induction team would continue the relationship over a much longer period of time. As the plan proceeds through the year, outcomes from the previous meetings would be discussed and measured. It is the hope that by providing support and mentorship of new teachers; they will be encouraged to remain in the district and ultimately in the teaching field.

Learning Objectives

To provide focus and relevance, program objectives need to be developed for every instructional program. This plan is intended to familiarize new employees with the goals of the district and to help them meet state and local academic standards. From these program objectives, more specific learning objectives can be created. Table 1 displays both the program and learning objectives for the new teacher induction program and specifically the literacy training program.

Table 1

Program Objectives	Learning Objectives
To provide an induction program to support new teachers.	1) The teacher will develop a knowledge framework of school procedures, policies and resources. 2) The teacher will understand community and district expectations to foster acclimation to new surroundings.
1) To develop a plan to implement school-wide literacy (500 pages/semester) goals.	1) The teacher will identify appropriate literature for content/grade level. 2) The teacher will discuss with others appropriate literature for content area. 3) The teacher will be able to assist students in checking out books using library software.
2) To create a plan to implement the *Writing to Win* journal program in the classroom.	1) The teacher will practice writing skills using critical thinking journal prompts to implement in classroom. 2) The teacher will design *Writing to Win* journal topics for content area.

These learning objectives are compatible with the categories of acquiring knowledge, developing psychomotor skills, strengthening problem-solving and finding capabilities and changing

attitudes beliefs and/or feelings. These objectives are designed to not only provided the participants with necessary information about the school processes but also to help them develop strategies for classroom use and to provide those not comfortable with writing a means to implement it into their curriculum.

Because proper support of new teachers is so important to retention, this program is one way to help them transition either from the college setting or from a different district. It will aid in helping these new teachers feel comfortable in their surroundings and provide a vehicle for answering questions and solving problems that are unique to new teachers.

Instructional Plan

Table 2 displays the instructional plan for induction and literacy training.

Table 2

Title: Induction and Literacy Strategies for New Teachers					
Date and Time: August 9 - 10, 9 – 4 PM;					
Length of Program	**Number of Sessions**	**Learning Objectives** *The participants will be able to …*	**Teaching Strategies**	**Teaching Material**	**Audiovisual Equipment**
August 9 9 AM- 12 PM 3 hours	1 (with follow-up throughout the year)	Understand contract/professional obligations, expectations of school day, schedule, special education expectations, etc. Receive training on school-issued technology and *Infinite Campus*. - set up gradebook for classes and grading - show how to take attendance Create account in *Planbook* and practice creating lesson plans including objectives and standards. Practice using the phone system with various access codes.	Lecture – question and answer Computer simulation and live practice; question and answer Computer simulation and live practice; question and answer Lecture – question and answer live practice	Power point with school calendars, daily schedules, expectations, etc. * Access to Google Docs Power point with *Infinite Campus* instructions and simulations. *Planbook* access for computer simulation and examples. PowerPoint and handouts with phone instructions.	Laptop LCD projector School phones; cell phones
August 9 1 PM – 3:30 PM 2 ½ hours	1 (with follow-up throughout the year)	Practice classroom management techniques. Practice completing leave requests, discipline referrals, paying lunch bills and other forms. Determine where to find various supplies (construction paper, etc.). Familiarize self with district student and teacher handbooks.	Live practice/simulation Question/Answer Live practice/simulation Question/Answer Demonstration/Tour Live practice Question/Answer	Kagan *Essential 5* books/practice PowerPoint and examples of various forms for guided practice * Access to Google Docs School tour Digital/paper copies of handbooks.	Laptop LCD projector

August 10 1- 1:30 PM 30 minutes	1	Identify appropriate literature for content/grade level by conducting a library/internet search and choosing sample literature. Discuss with others appropriate literature for content area after choosing sample literature. Assist students in checking out books by using BE library software.	Lecture – question and answer Demonstration of book review process (see attachment)	Big Idea book samples Access to Google Docs *For possible access to supplemental documents, contact Patricia Lager directly*	Laptop LCD projector
August 10 1:45 – 4:00 PM 2 ¼ hours	1 (with follow-up throughout the year)	Practice writing skills using critical thinking journal prompts to implement in classroom after the strategy is modeled by trainer. Create a plan to implement *Writing to Win* journal program in the classroom by using the training examples and content appropriate models.	Power point presentation with guided practice. Small and large group discussion.	Folders with paper copies of journal strategies/access to Google Docs *For possible access to supplemental documents, contact Patricia Lager directly*	Laptop LCD projector
September-October 3 hours	1	Understand process for parent-teacher conferences. - practice successful communication strategies Develop self-reflection strategies to use with *Planbook*. Understand Frontline system of evaluation and video evaluation (also for self-reflection). Listen to Business Manager explanation of compensation, insurance forms, etc.	Role-playing Lecture with guided practice Lecture with computer simulation Lecture with question/answer	Access to Google Docs *For possible access to supplemental documents, contact Patricia Lager directly*	Laptop LCD Projector
November-December 2 hours	1	Reflect/practice classroom management, professional and instructional techniques. Review/share on any topics previously discussed depending on situation. Understand steps for need for student failing course. Complete mid-year survey.	Question/answer – journal reflection Live practice/simulation Question/Answer	Kagan *Essential 5* books/practice Access to Google Docs PowerPoint/handout with instructions Digital/paper copies of survey.	Laptop LCD Projector

| January-February – March 3 hours | 1 | Prepare classroom budget for next year.

Practice completing requisition forms.

Distinguish between various forms (voucher, requisition, etc.).

Conduct/participate in peer classroom observations. | Live practice/simulation Question and answer

Explanation of peer review rubric and scheduling | PowerPoint with examples of documents.

Access to Google Docs

For possible access to supplemental documents, contact Patricia Lager directly | Laptop LCD projector |
| April – May 2 hours | 1 | Formulate a plan to complete year-end inventory.

Plan for summer training/self-reflection.

Complete end-of-year survey and write year-end reflection (Muncy School District, 2017). | Live practice/simulation Question and answer

Lecture/ Question and answer | Power point with self-reflection examples and various training opportunities

Digital/paper copies of survey
Access to Google Docs | Laptop LCD projector |

Assessment of Learning Objectives

The learning objectives of the instructional plan will be assessed in a variety of ways. Some of them will be assessed by observation of guided practice such as the Kagan methods. The facilitator will observe and provide feedback while the inductees practice the skills. Technology-related objectives will be assessed by the new teachers' participation in computer simulations and practical application of skills. These would include *Infinite Campus, Frontline and Planbook.*

During the weeks following the *Writing to Win*/literacy training session, the language arts teacher will conduct observations of the teachers as they implement the journaling techniques for a total of 3 observations per teacher (assessment rubric attached below). The 6-12 principal will conduct walk-through observations during *DEAR* period to ensure proper implementation of literacy. At the October induction training, new teachers will bring a book/informational text idea for content area.

The remainder of the objectives will be assessed with on-the-job observations mainly performed by the principal and members of the induction team who will serve as personal mentors for the new teachers. Needed intervention and extra coaching will be provided by these stakeholders if/when necessary.

Budget

If this New Teacher Induction program is planned and created using in-house resources and trainers, the budget will be minimal. The main costs will be incurred in providing stipends for preparing and delivering workshops to staff members along with stipends for the induction team for planning and preparing of the program. Other costs will be incurred in purchasing supplies and food for the workshops. If possible, members of the induction team will contact local businesses and school boosters for donations to help defray the costs of the workshop.

Induction Program Budget

Program Costs

1. Induction Team (3 members/20 hours/$25 per hour)	$2,000.00
2. Instructors/Facilitators (5 trainers/4 hours each/$25 per hour)	$500.00
3. Books -- Kagan Essential (10 books)	$310.00
4. Books -- Book Love by Penny Kittle (10 books)	$200.00
5. Supplies (folders, paper, candy, etc.)	$100.00
6. Noon meal (2 days in-service x 6)	$100.00
7. Sub pay for school year observations (2 full days)	$375.00
Total Budget (1-7)	$3,585.00

Marketing Plan

Because the Teacher Induction program is designed as an in-house program which is mandatory for new teachers, the cost for marketing will be minimal. A member of the induction team will oversee communication with the new staff members, most likely in the form of a flier/letter to inform the inductees of the initial in-service workshop and then by e-mail contact for the school year meeting to follow. It will be important to highlight the objectives and goals of the program for the new teachers so they will feel the value in attending the workshops and follow-up sessions. In addition, the program planner and school principal will need to "sell" the idea of the induction plan to other staff members needed to help in the training. These staff members will be vital in making the program a success because they will provide expertise and collegial discussion/mentorship for the inductees. *For sample flier attachments contact Patricia Lager directly.*

Facilities and Staff

It will be necessary to have a classroom with wireless capability and LCD projector for the program. The best situation would be a room with tables and chairs that could be arranged in a U-shaped arrangement so that the facilitator can easily distribute hand-outs and help attendees. In this format, participants could easily see the screen/board for projection. This arrangement provides face-to-face contact and allows for group work. The number of tables and chairs will depend on the number of new teachers but would most likely be between 1 – 3 tables and 3 – 10 chairs. Ideally, it would be nice to present the training in the same classroom throughout the year, but presenters and attendees will need to be flexible depending on scheduling.

This program will be staffed entirely in-house. Most the preparation work will be performed by the induction team which will consist of 3-4 veteran staff members including the principal. Depending on the topic of the session, preparation and planning responsibilities would include the principal, either the middle school or high school language arts teacher, the technology coordinator, the librarian, a special education teacher and the business manager. Given the guidelines and

objectives, these staff members would have the autonomy to plan their individual presentation. It will be important for these staff members to have knowledge of their content, be competent presenters, display belief in the program objectives, be personable with the new teachers and share a belief that what they're sharing matters.

Program Evaluation

To measure the outcomes of this program, a quantitative questionnaire instrument using a 5-point Likert-type scale to rate procedures, topics, formats and presenters should be employed. These ratings can then be compiled and a summary shared with the administration, school board, and induction team members. This questionnaire instrument should be used mid-year and end-of-year. The results will be analyzed to make modifications for the following year(s).

In addition, trainees will be asked to complete a mid-year and year-end reflection paper on their feelings about the program. This paper will include sections such as knowledge of school/classroom procedures, support from induction team/administration, classroom management, communication within the school and recommendations for how to improve the program. Results of these reflection papers will also be compiled for commonalities and discrepancies and shared with stakeholders (Caffarella, 2002).

The "levels of evaluation" approach used to assess this program will evaluate various hard-to-measure outcomes such as the levels of participant reaction and learning. The ways that the new inductees have been able to use the knowledge and skills imparted in the workshops and the ways that the organizational support has increased productivity will be considered. In this model, the focus is placed on how the new teacher reacts and adapts to the system (Caffarella, 2002).

References

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