

# New Teacher Induction Programs: Why Every District of Columbia Public School Should Make an Investment

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DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# Rationale

- According to the National Commission on Teaching and America's Future (2011), "teacher attrition has grown by 50 percent over the past fifteen years. The national teacher turnover rate has risen to 16.8 percent. In urban schools it is over 20 percent, and, in some schools and districts, the teacher dropout rate is actually higher than the student dropout rate."
- ▶ This finding motivated me to create a new teacher induction program at my school in 2012. The program was affectionately called, "BECTI" (The Brightwood New Teacher Induction Program). We had twenty new teachers enrolled in the program who were paired with veteran teachers in the building.
- ▶ Today ten out of those twenty teachers remain in their teaching positions. Consequently, I wanted to do a follow-up study with these teachers to see what role BECTI played in their decision to remain at Brightwood and in their development as teachers.



# Literature Review

In her article, *Beyond Solo Teaching* (2012), Sharon Feiman Nemser, states, “Teacher induction needs to more than just ease new teachers’ entry into their role; it needs to welcome them in to a collaborative learning community.” She believes the following three areas are critical to developing a high quality induction program.

- ▶ **Temporary Support**– Veteran teachers help novice teachers to get off to a good start by having a buddy system (veteran teachers service as technical and emotional support).
- ▶ **Induction as Individualized Professional Development**– Mentoring is still the dominant induction strategy, but has been transformed into a professional role. Advocates use different terms (educative, standards-based, reform minded, instructionally insensitive, high quality) to distinguish this kind of mentoring to feel-good support. This induction style requires the mentor and mentee to be in close proximity, grade-level, and or subject matter matches, personality matches, and allotted time. (Requires at least two years of mentoring, so that the mentor can adequately provide the mentee with curricular guidance and help them navigate the school community.
- ▶ **Induction as Cultural Transformation**– This model incorporates teachers into an integrated school community that supports the continuous learning of all teachers. Promotes more effective teaching and learning for all students. Reduces the achievement gap. It also affords schools the opportunity to create intergenerational learning teams and involves administration.
- ▶ Hayes and Perry (2010) states, “ a good teacher induction program has the potential to increase the retention rate of new teachers and the quality of the instruction they deliver.”
- ▶ Darling Hammond (2011) states, “ new teachers are most effective when they are part of a community that allows them to reflect on what they are doing well and what needs to improve.”

# Data Methodology

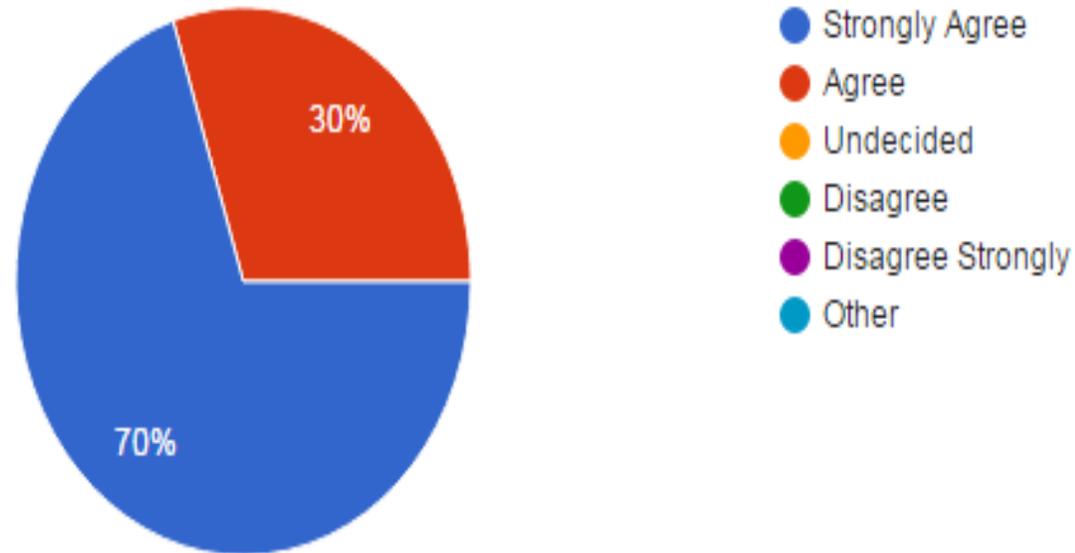
- ▶ I distributed paper and electronic surveys that included ten of the participants who participated in BECTI during the 2012–2013 school year. The participants included general education, special education, and special subject education teachers. All of the teachers submitted an electronic survey via Google Forms. In addition to the survey, I gave the participants an opportunity to reflect on their experience in a written format or a personal interview



# Data Analysis 1

Do you think BECTI was effective in preparing you to meet the instructional needs of your students?

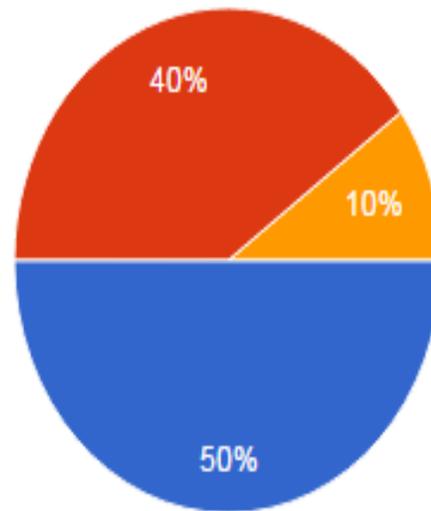
(10 responses)



# Data Analysis 2

Was the program effective in preparing you to respond to the cultural needs/differences at our school?

(10 responses)

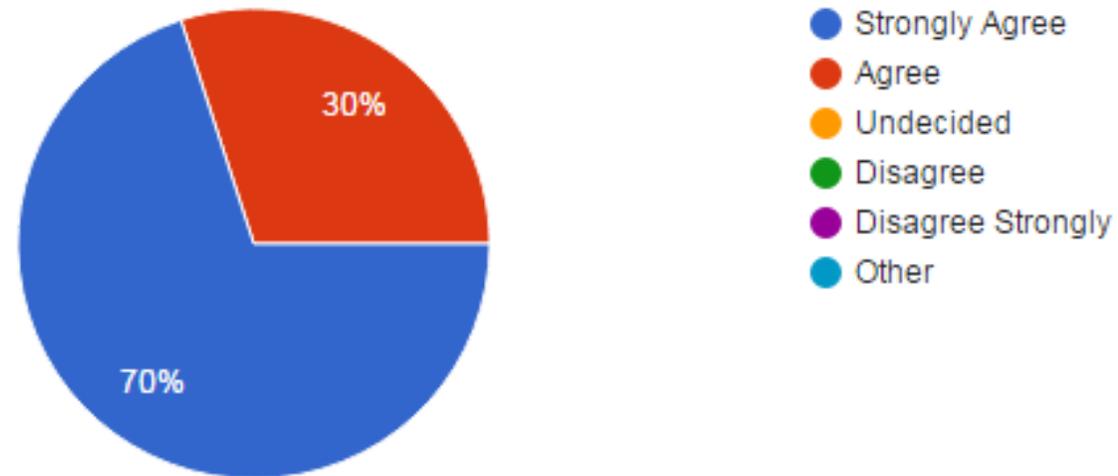


- Strongly Agree
- Agree
- Undecided
- Disagree
- Disagree Strongly
- Other

# Data Analysis 3

Did BECTI promote collaboration and serve as a conduit for building relationships among staff members?

(10 responses)



# Results

- ▶ The survey revealed that 70% of the participants strongly agreed that BECTI was effective in preparing them to meet the instructional needs of their students. Where as the other 30% of the participants agreed.
- ▶ The survey revealed that 50% of the participants believed that BECTI prepared them to respond to the cultural differences/needs at our school. Where as the other 40% agreed and 10% was undecided.
- ▶ The survey revealed that 70% of the participants strongly agreed that program served as created an opportunity for staff to build relationships. Where as the other 30% agreed.



# Recommendations / Implications

- ▶ The data and research conducted in this project proves that new teacher induction programs are beneficial and plays a vital role in teacher retention.
- ▶ When schools are designing an induction program, it is imperative that administrators and instructional coaches design their programs to meet the wide range of instructional needs that that teachers may have. Furthermore, when planning trainings and activities related to culture and diversity as it relates to teachers and students, it should be researched and tailored to each school.
- ▶ This study could serve as the beginning of a system-wide induction program throughout DCPS. Over the ensuing weeks, I hope to survey principals across the city to see how many schools actually have or don't an induction program. Upon receiving this information, I will begin to help schools design and implement a high quality new teacher induction program.