

Design Programming for a Sustainable Induction Program

Initiating and sustaining induction programs takes a team of dedicated individuals from the state department of education, university and colleges, funding agencies and organizations, professional teacher organizations, and supportive school districts who hire entry-level teachers. In this section, the assumption is that all preliminary steps have been taken as previously recommended.

The literature, research, and personal experience verify the importance of numerous proven practices and resources that need to be in place annually when building and/or sustaining a quality induction program. Key ones include establishing, securing, and/or conducting:

- Data from entry-level teachers outlining their desired forms of assistance, support, performance assessments, and professional development
- Data from state current agricultural education teachers, supervisors, mentors and teacher educators relating to the forms of assistance and support they can provide entry-level teachers during different phases of induction
- limited number of important, measurable and attainable goals and/or objectives
- common values
- commitment and involvement of partners who understand the needs of ELTs (professional teacher organization representatives; university or college and selected faculty; state department of education program leaders; funding agencies and/or organizations; local school leaders)
- cash and in-kind resources to support operation of the program
- program promotion in university, teacher organization, state-department, and policy-making settings
- commitment to career-long development of educators by all partners
- evidence-based decision making practices
- engagement in professional development activities by induction program personnel
- annual evaluation of programs
- annual assessment of participant needs;
- training opportunities for mentors, and induction program staff
- recognition events
- purposeful and positive professional development programming
- annual summary of activities
- a focus upon meeting the needs for support, assistance, and professional development of the participants
- understanding of the unique learning approaches of entry-level teachers as adult learners
- annual program plan available to partners, participants, and other stakeholders
- communication strategies and technologies to keep all partners and stakeholders informed