

Effective Communication and Program Delivery Strategies

Communications are necessary for informing, gathering information, reporting, and promoting various aspects of the induction program. Timely, substantive, and informative communications are necessary to notify participants, partners, and stakeholders about induction program activities. Depending upon available financial and in-kind resources, a variety of formats, including paper, audio, video, and/or graphics should be used to ensure clear knowledge of the message. Delivery methods of individual communications include use of electronic mail, websites, telephone, fax, mail, and word of mouth.

The induction program can be delivered using a variety of delivery strategies and technologies. Aspects of the program can be delivered synchronously in large or small group workshop settings, in-person, or in multiple locations using live audio and video delivered using interactive television, or internet-based video conferencing. Asynchronous delivery may be desired and useful for viewing seminar presenters, or reviewing earlier programming. However, the most important thing to remember is that the success and effectiveness of the induction program lies upon a foundation of sound interpersonal relationships. Mentors and entry-level teachers must be afforded and take adequate time to become acquainted and develop a trusting relationship. Mentors need to be skilled in initially providing for the psychosocial needs of the entry-level teacher. Summer conferences with accompanying early school visits to the entry-level teacher by the mentor in August, September, October and November assure that the relationships get started and develop in a meaningful and prolonged manner.

A variety of program materials, including textbooks, CDs, and binders of helpful information can be provided to the entry-level teacher before and during their first year of teaching. Experience has shown, however, that many entry level teachers are just too busy meeting their teaching role activities to read and use many of the materials. While access to the materials is important at the beginning of the academic year, expensive resources are likely more appreciated and used toward the end of their first year when they have experiences on which to base their professional development.