

## **Induction Programs: One Solution to the Addressing Challenges of Entry-Level Teachers**

Teacher induction is usually regarded as the aggregate of experiences teachers live through from the time they sign their first teaching contract until they are comfortably established as a professional teacher (Camp & Heath, 1988). Though the amount of time varies for each teacher, the induction process occurs over the first five or six years of teaching.

Teacher induction programs are believed to benefit beginning teachers, students, and society in a variety of ways. Retained teachers who receive ongoing support, assessment, and professional development stay in the profession longer while continuing to develop their teaching effectiveness. Evidence shows students of effective teachers have higher test scores and skill competence, strengthening their opportunities for postsecondary education and productivity in entry levels of employment. As noted previously, findings also suggest enrollees in teacher induction programs have more positive attitudes toward teaching.

Teacher induction programs assist successful entry of the novice teacher into teaching using a combination of induction activities. Activities and programming common to most effective induction programs are: personal and professional psychosocial support; pedagogical and technical assistance; formative experiences and feedback on teaching performance; on-going professional development activities; and events and interactions to foster socialization into the teaching profession.

There is a wide variety of programs in schools and organizations across the USA and throughout the world. A review of induction programs known to have longevity and purposeful programming are listed in the reference section of this document.