

## New Teacher Induction: Supporting and Retaining Beginning Teachers



### Providing Support for New Teachers

New teachers enter the classroom with an anticipation of changing the world. Their energy and enthusiasm for teaching and learning are contagious. But unfortunately, almost half of them won't survive their first five years of teaching. The solution to retaining the best and brightest new teachers is to provide them with a quality, comprehensive induction experience.

ERG has developed an innovative, job-embedded staff development service that provides support for beginning teachers. As with all of our other services, coaching occurs one-on-one with teachers in their classrooms and is differentiated for each teacher.



Student learning, performance, and achievement are impacted the most by the quality of the teacher providing the instruction. Teacher quality contributes to 43% of a student's performance and achievement.<sup>1</sup>

 **School districts spend approximately \$12,546 for every teacher it loses to attrition.<sup>2</sup>**

Teachers who participate in a comprehensive induction program are more likely to use effective instructional strategies, have better classroom management skills, and enjoy a higher level of job satisfaction.

 **High attrition rates have a negative impact on student learning as it creates an unstable learning environment.**

*If the quality of the teacher is a strong indicator of student success, schools must implement a program that will develop beginning teachers into competent and effective professionals.*

# Why is Coaching Essential for New Teachers?

Almost 50% of teachers leave the profession within their first five years of teaching.<sup>3</sup> Beginning teachers often feel overwhelmed, struggle with classroom and time management, experience isolation, and are expected to perform the same job duties and responsibilities as their veteran counterparts. Many are just trying to keep their heads above water. Our induction coaches will work with your beginning teachers to develop them into competent and quality educators.

## Service Components:

Coaching services focus on student learning targets and outcomes. Measurable and attainable goals will be identified for each teacher through the coaching process. The New Teacher Induction service includes, but is not limited to:

- *Model lessons for teachers in their first through third years of teaching*
- *Classroom observations by a trained consultant*
- *Verbal debriefs following each observation*
- *Specific and individualized written feedback*
- *Lesson planning/development assistance*

## Coaching sessions address the following areas:

- *Classroom management*
- *Time management*
- *Content knowledge/pedagogy*
- *Instructional delivery/effectiveness*

---

The Alliance for Excellent Education<sup>4</sup> compares a new teacher's experience in the classroom to that of placing an inexperienced teenage driver in a NASCAR race. Having basic skills does not necessarily mean teachers are ready to be turned loose without proper training or support. **Let ERG get your new teachers on track today.**

**For more information, contact Alice Oakley at 866.725.8121.**

---

1. Ferguson, R., "Paying for Public Education: New Evidence of How and Why Money Matters," *Harvard Journal on Legislation* 28, (1991): 465-498.

2. Ingersoll, R.M., & Smith, T.M., "Do Teacher Induction and Mentoring Matter?" *National Association of Secondary School Principals* 88, (2004): 28-40.

3. Smith, T.M., and R.M. Ingersoll, "What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" *American Educational Research Journal* 41, (2004): 681-714.

4. Alliance for Excellent Education, "Tapping the Potential: Retaining and Developing High-Quality New Teachers," 12 no. 4, (June, 28 2004): 8.