

# What is Teacher Induction?

- The LINCS Teacher Induction program is a professional development model designed to provide mentor-based support to beginning teachers and create a supportive climate for teacher growth and development. These programs help teachers through their first years, accelerate teacher effectiveness, and increase student achievement.
- Resources: Adult Education Teacher Induction Toolkit  
<http://lincs.ed.gov/publications/te/toolkit.pdf>

# 1 - Program Vision

- Program vision promotes high-quality instruction by teachers to support the achievement of students, which is the main purpose of an induction program. To do this:
- Programs' leaders and stakeholders must shape the induction program around central questions, such as “what is our vision for teachers and students . . . [and] how will this [induction] program help realize this vision.”

## 2 - High Quality Mentoring

- High-quality mentoring is structured “from a carefully selected teacher or teachers who work in the same field or subject as the new teacher, are trained to coach new teachers, and can help improve the quality of teachers’ practice.”

## 3 - Ongoing Professional Development

- Ongoing professional development is specifically designed to improve a teacher's ability to address the learning needs of students by (a) increasing the teacher's content knowledge and ability to teach literacy and numeracy, meet diverse learning needs, and manage student behavior; and (b) assuring that teachers have the knowledge and abilities in the instructional practices associated with teacher competencies, like the Adult Education Teacher Competencies, which can be found at the following link: <https://lincs.ed.gov/professional-development/resource-collections/profile-833>

# Organization of the Adult Education Teacher Competencies

<p><b>Domains</b></p>	<p>There are four domains that represent broad areas of activity for an adult education teacher:</p> <ol style="list-style-type: none"> <li>1. Monitors and manages student learning and performance through data</li> <li>2. Plans and delivers high-quality, evidence-based instruction</li> <li>3. Effectively communicates to motivate and engage learners</li> <li>4. Pursues professionalism and continually builds knowledge and skills</li> </ol>
<p><b>Competencies</b></p>	<p>Within those 4 domains of activity, 17 individual, observable competencies represent the knowledge, skills, and abilities that an adult education instructor should possess to be effective within that domain. Each domain has four to five competencies.</p>
<p><b>Performance Indicators</b></p>	<p>Each competency has a set of indicators that articulate what the performance of this competency looks like in an adult education context.</p>
<p><b>Sample Illustrations</b></p>	<p>Each performance indicator is accompanied by a sample illustration that provides examples of the practice in different adult education settings (such as a multilevel English as a second language classroom, a basic literacy class for native English speakers, or an Adult Basic Education reading or mathematics class).</p>

## 4 - A Supportive Network

- A supportive network provides new teachers with a sense of community, belonging, and ongoing support.

## 5 - Assessment

- Assessment is usually conducted through observation and an examination of student data. The assessment should be designed to determine how new teachers are progressing and to identify the areas in which they need more support to develop their skills.

# The Teacher Induction Pathway



**READINESS**  
Get familiar with induction.  
Assess and build readiness.



**PLANNING**  
Month 1  
Build knowledge.  
Plan implementation.



**LEARNING**  
Month 2  
Learn key concepts  
of evidence-based  
instruction.



**PREPARING**  
Month 3  
Prepare for mentoring  
and induction.



**APPLYING**  
Months 3 to 9  
Apply knowledge and skills.



**REFLECTING**  
Month 9  
Reflect on induction.  
Plan for future professional  
development.



# Readiness

- Readiness: Before the induction process begins, instructional leaders should understand what induction is, how it connects to the goals of their program, and whether their program is ready to implement it. This assessment can take place at any time before the planned induction period. Key activities include the following:
- The program administrator reads Conditions for Success in Teacher Induction, <http://lincs.ed.gov/publications/te/conditions.pdf> assesses readiness and potential barriers, and decides whether to implement the induction process.
- The program administrator identifies the person who will lead the induction process, after referencing “The Team” section in this brief and the Leadership Guide for Teacher Induction. The program administrator may serve as the instructional leader or choose another key staff person to serve this role.
- The instructional leader identifies how the pathway can support induction into the program’s initiative or to the desired content.
- The instructional leader helps to identify, recruit, select, and match the mentors and beginning teachers for the induction process, after referencing the “Selecting Participants for the Induction Process” section in the Leadership Guide for Teacher Induction. <http://lincs.ed.gov/publications/te/leadguide.doc>

# Planning - Approximately Month 1

- Planning: Team members do background reading and preliminary planning to build their knowledge of the key concepts of teacher induction and the specific processes of the Toolkit. Key activities include the following:
- Mentors prepare for their role by reviewing resources in the Mentoring Guide for Teacher Induction <http://lincs.ed.gov/publications/te/mentorguide.doc> .
- All team members read and discuss the information briefs: Teacher Induction and a Toolkit for Adult Educators <http://lincs.ed.gov/publications/te/toolkit.pdf> , Teacher Induction and Mentoring Brief <http://lincs.ed.gov/publications/te/mentoring.pdf> , and Evidence-Based Instruction and Teacher Induction <http://lincs.ed.gov/publications/te/ebi.pdf> .
- All team members take Introduction to Teacher Effectiveness and Induction, a 1-hour, self-guided, online course that introduces the induction process and Toolkit.
- All team members review and discuss the Adult Education Teacher Competencies <http://lincs.ed.gov/publications/te/competencies.pdf> to gain an understanding of what an effective teacher needs to know and be able to do.
- Mentors complete the Mentor Self-Assessment in the Mentoring Guide for Teacher Induction.
- Led by the instructional leader who uses the Leadership Guide for Teacher Induction <http://lincs.ed.gov/publications/te/leadguide.doc> the team will meet at least once to discuss their understanding of the process and plan for implementation.

## Learning - Approximately Month 2

- Learning: Mentors and beginning teachers learn about key concepts in evidence-based instruction by taking two self-paced, online courses found on LINCS:
- Principles of Learning for Instructional Design and Motivating Adult Learners to Persist .
- These two courses provide guidance on different aspects of evidence-based instruction and offer support for mentors and beginning teachers as they work together. The courses are designed for mentors and beginning teachers to take either simultaneously or individually.

# Preparing - Approximately Month 3

- Preparing: Having completed the online courses on evidence-based instruction, mentors and beginning teachers plan for the continuation of the induction process. Mentors and beginning teachers work together to develop the initial professional learning plan for the beginning teachers, clarifying the instructional focus of mentoring. This step may take more or less time (2–4 weeks) depending on the background of beginning teachers, their work during the online courses, and their professional learning goals. Key activities include the following:
- Beginning teachers complete the Adult Education Teacher Competencies Self-Assessment and identify priority areas for improvement.
- Mentors and beginning teachers identify how to integrate the program’s initiative or the desire content into the goals that they are setting and the plans that they are making.
- Mentors and beginning teachers identify needs of and goals for students, analyze student data, and work together to plan lessons.
- Beginning teachers reflect on what they already know and are able to do, and mentors and beginning teachers work together to identify the ongoing focus of their work through the induction pathway.
- The team meets to review plans and determines a schedule for team meetings, observations ,etc.
- Beginning teachers begin to compile a portfolio in which they document and reflect on their efforts throughout the induction pathway. They will use this information in the coming months to refine their instructional practices and professional learning goals.

# Applying -Approximately Months 3–9

- Applying: After gaining a strong understanding of the concepts they will be implementing, mentors and beginning teachers apply what they have learned. Mentors support beginning teachers in planning for and delivering evidence-based instruction. During this time, beginning teachers have opportunities to demonstrate and reflect on what they have learned and their abilities to implement new practices. Mentors observe the beginning teachers, provide constructive feedback based on the professional learning goals of the beginning teachers, offer ongoing support, and help the beginning teachers to reflect on and refine their professional learning goals. Key activities include the following:
  - Mentors and beginning teachers conduct classroom observations using the tools included in the Mentoring Guide for Teacher Induction, and continually reflect on and refine instructional practices.
  - Mentors and beginning teachers review student data, work, and feedback.
  - Mentors and beginning teachers maintain the portfolio to document the beginning teachers' learning throughout the induction pathway, and begin to plan for sharing this learning with their peers.
  - The team meets on a regular basis to check in on progress and needed supports.

# Reflecting - Month 9

- Mentors and beginning teachers engage in reflection and ongoing planning for professional learning. Mentors provide beginning teachers with feedback on their growth, and support beginning teachers in final reflections on their experiences. Beginning teachers develop a plan to share information about their experiences and growth with other peers. Although the induction pathway may be complete, mentors and beginning teachers develop plans for their continuing professional growth. Key activities include the following:
  - Mentors and beginning teachers complete their portfolios, as described in the Mentoring Guide Teacher Induction.
  - Beginning teachers complete the Adult Education Teacher Competencies Self - Assessment and compares to initial results.
  - Mentor completes Mentor Self-Assessment in the Mentoring Guide for Teacher Induction again and plans for next steps.
  - Mentors and beginning teachers engage in final reflection on and sharing of experiences, as described in the Mentoring Guide for Teacher Induction.
  - The team works together to plan for ongoing professional learning based on what they have accomplished and learned, as described in the Leadership Guide for Teacher Induction.