

Introduction

Every year, administrators, department chairs, and teacher leaders work to induct newly hired teachers into their schools. New teachers need to feel connected to other new teachers, and the professional development leaders who work with teacher induction need to find similar support from others who direct and lead induction programs. The purpose of this book is to provide resources and support to those who organize and lead teacher induction programs—whether they are establishing a new program or refining an existing one. *The Induction Connection* connects leaders to ideas, resources, and models for induction and mentor training.

While the knowledge base on teacher induction has grown exponentially in the last 20 years, the question for many remains, “Where do we start when we need to implement or expand a program?” The first chapter of this book, “Building Quality Teacher Induction and Mentoring Programs,” is the starting point and will help all administrators and program directors to organize their work. The information is simple and straightforward and can be shared with school boards to win their backing for programs. Mentor teachers also need this basic information so that they understand the big picture of induction and, specifically, their roles as mentors.

Beginning teachers often just survive their first year and then are ready to grow and thrive in subsequent years. Yet, most induction programs end their support of beginners at the end of the first year, just when teachers may be poised to learn more. Chapter 2, “Sustaining Quality Teacher Induction: Professional Development Strategies for Teachers in Years 2–5,” addresses the issue of induction for years two through five, emphasizing the personalization of professional development during these years. Book studies, observations of other teachers, and professional learning communities may work well to meet new teachers’ needs during this stage of their careers.

An important aspect of an induction program is mentoring, and that starts with mentor training. Some who work with teacher induction have said that it is better not to have a mentor program than to have mentors who have received little or no training regarding their roles and responsibilities. Chapters 3 and 4 provide concrete examples and how-to’s for mentor training.

Mentor training, like new teacher orientation, is not a one-time event, but extended training provided over time. Chapter 3, “Developing Quality Teacher Mentoring Programs,” focuses on skills and strategies new mentors need to begin the year, and Chapter 4, “Classroom Management for Mentors,” prepares mentors to help beginning teachers with the ever-present challenges of classroom management. These chapters are models for building future topic-specific trainings as well.

This book was designed to be brief and usable. The basics of establishing and refining a district’s induction program are presented, with a step-by-step guide for mentor training. This book should lead you to other tried-and-true resources, including KDP Connect, a Web resource for all who work with new teachers as well as a resource for the new teachers themselves. The last section of this book contains sample resources, and many more can be found online at KDP Connect.

The Induction Connection

Effective new teacher induction should be a collaborative endeavor, developed and supported by many stakeholders. Professional associations are among the stakeholders, and Kappa Delta Pi, International Honor Society in Education, is committed to promoting excellence in education by supporting new and veteran teachers. While there are many stakeholders in, and supporters of, teacher induction, programs do not start themselves. Programs need well-informed leaders to “jump-start” successful programs. This book, together with KDP Connect, is the resource to jump-start a quality induction program in your district and schools. Support your new teachers and watch them grow professionally.

Se
charge
progra
guidan
and W
templa
mento

Th
deliver
help in
with ne
theory
achieve

Me
teacher
with its
ways to
parent-
celebra
support

The I

- H
- A
- ch
- “j
- C
- ar
- St
- te
- Pr
- tra
- M
- te
- Re
- as