

## **WHAT DOES THE RESEARCH SAY ABOUT NEW TEACHER SUPPORTS?**

### **DO TEACHER INDUCTION AND MENTORING MATTER?**

Richard Ingersoll & Thomas M. Smith, *NAASP Bulletin*, March 2004

In recent years there has been a growing interest in support, guidance, and orientation programs—collectively known as induction—for beginning elementary and secondary teachers during the transition into their first teaching jobs. This study examines whether such supports have a positive effect on the retention of beginning teachers. The study also focuses on different types and components of induction, including mentoring programs, collective group activities, and the provision of extra resources and reduced workloads. The results indicate that beginning teachers who were provided with multiple supports, were less likely to move to other schools and less likely to leave the teaching occupation altogether after their first year. Some forms of assistance and support, however, did not appear to increase beginners' retention.

### **THE SUPPORT GAP: NEW TEACHERS' EARLY EXPERIENCES IN HIGH-INCOME AND LOW-INCOME SCHOOLS**

Johnson, Kardos, et.al, *Education Policy Analysis Archives*, 2004

The authors consider three important sources of support for new teachers—hiring practices, relationships with colleagues, and curriculum—all found in earlier research to influence new teachers' satisfaction with their work, their sense of success with students, and their eventual retention in their job. They find that a “support gap” exists: new teachers in low-income schools are less likely than their counterparts in high-income schools to experience timely and information-rich hiring, to benefit from mentoring and support by experienced colleagues, and to have a curriculum that is complete and aligned with state standards, yet flexible for use in the classroom. These inequitable patterns of support for teachers reported here have important implications for policies to reduce the achievement gap that persists for poor and minority students.

### **THE IMPACT OF NEW TEACHER INDUCTION ON TEACHER PRACTICES AND STUDENT LEARNING** Thompson, Marnie, et.al., paper presented at the AERA, 2005

Although rather dry and technical, this study of the California Formative Assessment and Support System for Teachers (CFASST) provides some of the only research evidence supporting the link between quality new teacher induction and improvements in student achievement.