Supporting Teachers in Central Falls Through a Comprehensive Induction Program

Teacher turnover is high.
The turnover rate for new secondary-level teachers in the first three years is above 50%.

Induction can help.
There is a need for a robust support system that prepares teachers in CF to be successful in high-needs learning environments.

Retaining teachers is the goal.
The long-term goal is to increase teacher retention to 90% or above by 2020.

Turnover rate of secondary teachers in the first 3 years.
Research shows comprehensive induction programs improve teacher retention in the third year by 79%.


Comprehensive Induction Programs

- A High-Quality Induction Program includes:
  - Rigorous selection of induction specialists
  - Ongoing support
  - Sanctioned time across multiple years
  - Intensive and specific coaching
  - Data-driven conversations
  - Clear roles and responsibilities
  - Collaborative stakeholder engagement

Induction Specialists

- Induction specialists support teachers’ development of instructional skills with specific objectives to help them improve student learning through high-quality practices.
- Job-embedded induction and professional learning are supported through the collaborative efforts of administrators, specialists, and colleagues.
- Induction specialists act as instructional leaders that are experienced and trained in the skills needed to support new teachers’ emotional and instructional needs.

Roles & Responsibilities

**The Induction Specialist:**
- Establishes and maintains a trusting, confidential, and non-evaluative and professional partnership with teachers.
- Provides ongoing formative assessment with feedback through job-embedded professional learning.
- Responds to developmental needs in a collaborative manner.
- Facilitates and models best instructional and professional practices.
- Offers moral support.

**Both:**
- Foster trust and respect through an understanding of confidentiality.
- Build strong collaborative relationships.
- Discuss organizational practices, and problems of practice.
- Provide necessary supports to move teaching practice forward.
- Share the district’s vision, goals, and expectations.

**The Principal:**
- Provides instructional leadership.
- Acknowledges the challenges and phases of development that teachers may experience.
- Values and articulates the vital teachers bring to the school.
- Understands the components of effective induction and the role of the induction specialists.
- Promotes conversations around teaching philosophy, goals, strengths, and areas of focus.
- Visits classroom regularly.

National and State Partnerships