

TEACHER INDUCTION IN SOUTH CAROLINA: PROPOSED PRACTICES FOR SUSTAINED AND VIABLE PARTNERSHIPS*

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The teacher induction period, defined as years 1 – 3 in the classroom, represents a crucial time of development for teachers. Research on new teacher effectiveness indicates that beginning teachers' student achievement scores fall below mean values during their first years of instruction before rising in years 3 – 5 (Henry et al., 2013). Furthermore, a recent report on teacher retention over a 5 year period found that 30% of beginning teachers leave their current teaching position within the first 5 years (Gray & Taie, 2015). As such, there is a continual cycle of beginning, lower-performing teachers entering the classroom, particularly in hard to staff rural and high poverty regions. To address the aforementioned issues, many districts and/or schools have developed teacher induction models with the expressed goals of:

1. Improving new teacher performance
2. Improving student achievement
3. Improving retention of novice teachers

To date, the responsibility of designing and implementing new teacher induction programs in South Carolina has resided with local school districts. These induction programs operate, in large part, independent of the university-based teacher education programs that prepare roughly 90% of the nation's teachers. At the University of South Carolina, many of the Professional Education Unit's initial licensure programs foreground clinical practice in the design of both coursework and student teaching experiences. For instance, programs offer site-based courses,

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which meet at local schools, taking part in observations and interactions with P-12 students under the careful guidance of university faculty and classroom teachers (cf. Hodges & Mills, 2014). These sorts of programmatic designs represent the vision set forth in NCATE's (2010) Blue Ribbon Report:

*Preparation programs, school districts, teachers and their representatives and state and federal policymakers need to accept that their common goal of preparing effective teachers for improved student achievement cannot be achieved without each other's full participation. **They must form new strategic partnerships to share in the responsibility of preparing teachers in radically different ways.*** (National Council for Accreditation of Teacher Education, 2010, emphasis added)

While the report's focus was on the preparation of preservice teachers, the message is clear: **effective teacher development, both at the pre- and in-service levels, is the shared responsibility of education program providers alongside P-12 partners.** At times, shared goals have been realized. Through advanced licensure programs and/or contract courses with school districts, model partnerships have developed. Yet a concerted, centralized effort similar to initial teacher preparation yet focused on the support of induction teachers has not materialized. Further, through a review of the literature, such efforts do not appear to be well-established or researched nationally.

The intention of this report is to outline a research-based model of teacher induction that partners university-based teacher education programs with state and local school districts to meet the aforementioned goals of supporting teachers who are in their induction period.

DETERMINING TEACHER & TEACHER EDUCATION EFFECTIVENESS

In addition to engaging in partnerships towards teacher induction, the proposed model can also support accountability efforts in teacher education. Unlike many alternative pathways, university-based teacher education programs are increasingly under scrutiny with regards to the design and foci of preparation coursework, preparedness for entering and succeeding in the classroom and impact on P-12 student learning. The Council for the Accreditation of Educator Preparation (CAEP) provides a set of standards for teacher education programs designed to promote P-12 student learning through systematic, continuous, data-driven educator preparation program review. CAEP Standard 4 requires evidence of program completers' (not current candidates') impact on P-12 students. In particular, Standard 4.1 reads:

The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives)



required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider. (Council for the Accreditation of Educator Preparation, 2015, p. 13)

Current teacher evaluation practices in South Carolina do not utilize value-added models of student growth as a measure of teacher effectiveness. Rather, South Carolina uses student learning objectives (SLOs). SLOs have their origins in Denver Public Schools, who sought to identify teacher effectiveness measures in non-tested subject areas (Reform Support Network, nd). Many states currently use end of grade and end of course assessments that do not include value added models or have elected not to use value added models due to their limited benefit and potentially harmful outcomes (American Statistical Association, 2014; Baker et al., 2010; Darling-Hammond, 2015; Haertel, 2013). Instead these states, including South Carolina, use SLOs to, in part, determine teacher effectiveness.

High quality SLOs contain the following characteristics:

- 1. Clearly identified student population being measured**
- 2. Clearly described time period in which instruction and assessment will occur**
- 3. “Credible” and “consistent” assessment strategies**
- 4. Achievement targets are high, yet realistic**
- 5. Strong rationale for student growth**
- 6. Instructional strategies and designs for achieving targeted goals**

Characteristics of SLO Process adapted from Reform Support Network

The use of SLOs as a measure of teacher effectiveness provide opportunities for teachers to:

- gather data on students' knowledge and performance
- make interpretations of those data
- design learning experiences to build upon the competencies present, as well as address gaps in student performance in relation to specific learning goals
- measure students' growth in relation to identified learning goals

The SLO process aligns closely with teacher research efforts aimed at improving one's own practice. As such, SLOs provide opportunities for collaboration on developing novice teachers' abilities to be researchers of their own practice – in the identification and interpretation of useful data which guide sound instruction decisions. *As such, the teacher induction collaboration between South Carolina school districts and university teacher education programs focuses on teacher researcher efforts within the context of current measures of teacher effectiveness. Resulting data can be used as indicators of both teacher and teacher education program effectiveness.*

The remainder of this report outlines research-based strategies for teacher induction that inform the design of the teacher induction model, provides survey data on current induction teachers'

perceived strengths and areas of potential support, describes staffing needs for implementation, illustrates potential piloting strategies and provides a mechanism for research on the continued refinement of the teacher induction model.

MODELS OF TEACHER INDUCTION

Teacher induction practices vary significantly from one design to the next. This variability has allowed researchers to study these models in multiple contexts, which has resulted in a set of induction practices that can be leveraged in future designs. Smith and Ingersoll (2004) found that multiple forms of induction support for first year teachers improved retention in their current school and in the profession. The more forms of support induction teachers received, the higher their retention. Most beneficial forms of support included (a) mentors from the same field and (b) opportunities to participate in collaborative activities with other induction teachers. Less beneficial for retention efforts were: (a) reduced teaching schedule; (b) reduced preparations; and (c) extra classroom assistance.

Not only is the intensity of the induction support critical, but also the duration. Teachers who engage in induction support have students that score higher and/or have greater gains on academic achievement tests. The longer and more intense the induction support, the stronger its effect on teacher effectiveness and student achievement (Ingersoll & Strong, 2011). Through a review of the literature on content-specific, high-quality instructional practices and routines, Stanulis and Floden (2009) identified three categories for intense, sustained support during the induction period that most closely correlated to improved instructional effectiveness:

1. **WORTHWHILE CONTENT** – planning and providing instruction that leverages students' current thinking about the content, while positioning students to be successful with content on the horizon
2. **EXCELLENT CLASSROOM MANAGEMENT THAT ENGAGES STUDENTS** – creating thoughtfully planned routines, classroom environments and activities that encourage students to meaningfully participate in learning content in socially productive ways with the teacher and peers
3. **STRONG MOTIVATION AND SCAFFOLDING OF STUDENT LEARNING** – developing an environment of high expectations to engage in complex tasks, while anticipating and responding to misconceptions

Whereas the aforementioned studies provide some guidance as to foci and priorities of induction support, they do not speak directly to the structures and strategies induction providers might use to develop such competencies. Using analyses of studies conducted over the past 20 years, Long et al. (2012) identified a unifying theme among successful induction models: *Induction teachers who are afforded opportunities to engage in reflective inquiry around teaching process were better positioned to improve teacher performance.* In fact, the most successful of these programs afforded the use of electronic media to promote reflective inquiry, allowing teachers to create their own representations of practice around essential “events” of teaching. The latter of these two findings will be a central element of the proposed induction



plan. Long et al. go on to note that limited evidence exists to suggest that observations of practice serve to improve teacher performance.

With the aforementioned research in mind, the proposed model leverages the power of shared electronic demonstrations of practice as a collaborative tool for induction teacher learning. Through networked collaborations across contexts facilitated by certification area experts, induction teachers can be provided meaningful lens to evaluate and improve upon their current practice. While it is important to leverage successful existing models, it is equally critical to be responsive to the needs of induction teachers in South Carolina. The following section describes the design, delivery and outcomes of the survey of induction teachers.

SURVEY OF INDUCTION TEACHERS

Designing effective learning experiences for teachers in their induction period should, in part, build upon their perceived strengths and weaknesses, as well as focus on the areas in which they identify as needing support. The questions were created to highlight the challenges of practice so that teachers in the induction period could participate in the design process (Fishman, 2014; Penuel, Fishman, Cheng, & Sabelli, 2011). To this end, the authors of this report designed, and with the support of the Center for Educational Partnerships Director, Dr. Cindy Van Buren, distributed the questionnaire to a convenient sample of induction coordinators across South Carolina. A summary of items from this electronically-delivered questionnaire is available in Appendix A.

The purpose of the survey was to understand the perceived areas of strength and needs of induction teachers via Likert-type and checkbox items, as well as gathering ideas for partnerships through a single open response item. The results presented here represent an initial pass through the data to derive broad generalizations. The authors of the report leave further analyses to others interested in teacher induction structures and strategies[†].

One hundred two induction teachers participated in the survey. 78.4% of respondents were prepared to teach by university teacher education programs in South Carolina. Of the total respondents, 62.7% were first year teachers in South Carolina public schools, while another 27.5% were second year teachers. The figure below summarizes respondents' experience teaching in South Carolina public schools.

[†] Those interested in obtaining a complete set of survey data should contact the Center for Educational Partnerships at the University of South Carolina

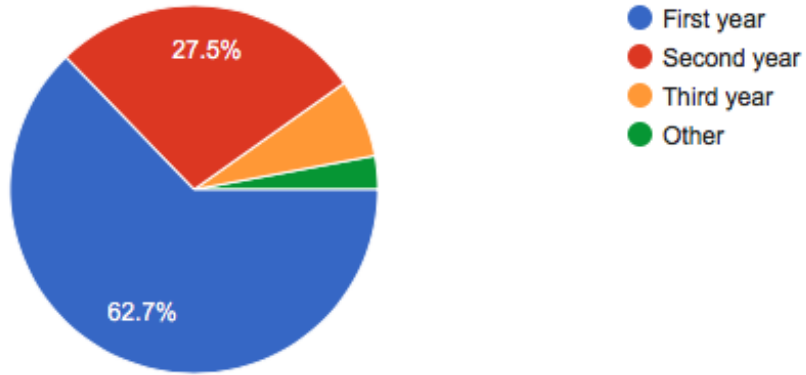


Figure 1. Respondents' Years of SC Public School Teaching Experience

Figure 2 illustrates the grade band certification for respondents. As shown in the graph, a wide range of certification bands were represented by responding induction teachers. Note that the percentages sum to greater than 100% as some respondents are certified in multiple grade bands. The questionnaire did not ask respondents for content area certification.

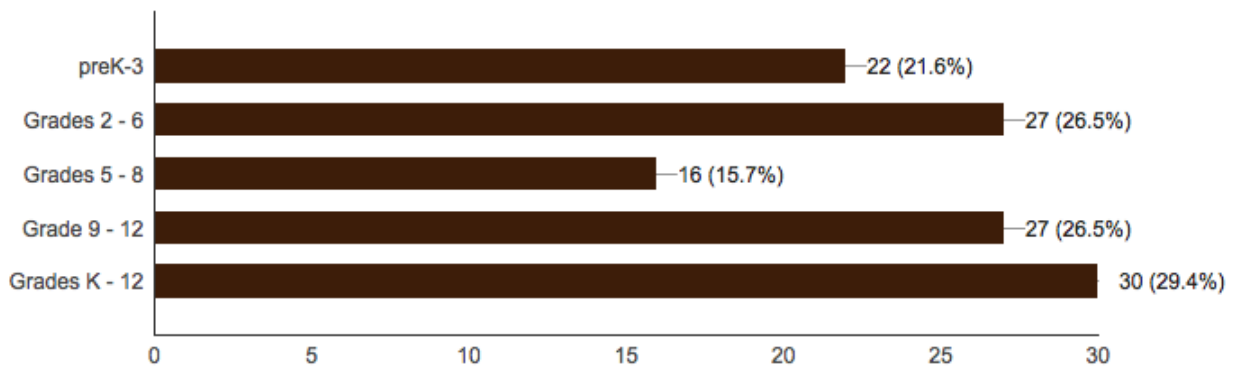


Figure 2. Certification Grade Band

Three questions focus on perceived preparedness/knowledge for teaching, focusing on content, student learning and policy, respectively. Each Likert-type item included a four-point scale from 1: "Strongly Disagree" to 4: "Strongly Agree". A summary of responses to each of the items are shown in Figures 3 – 5.

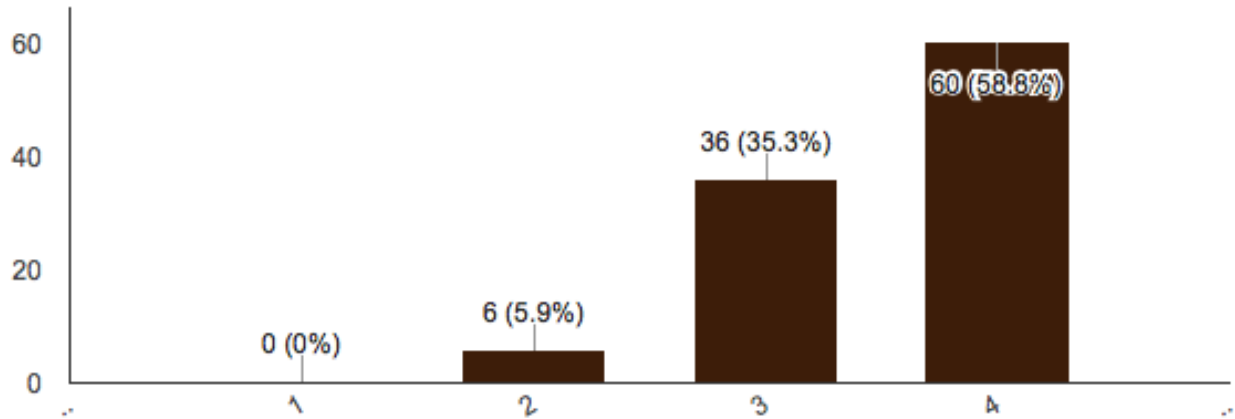


Figure 3. Perceived Sufficiency of Content Knowledge

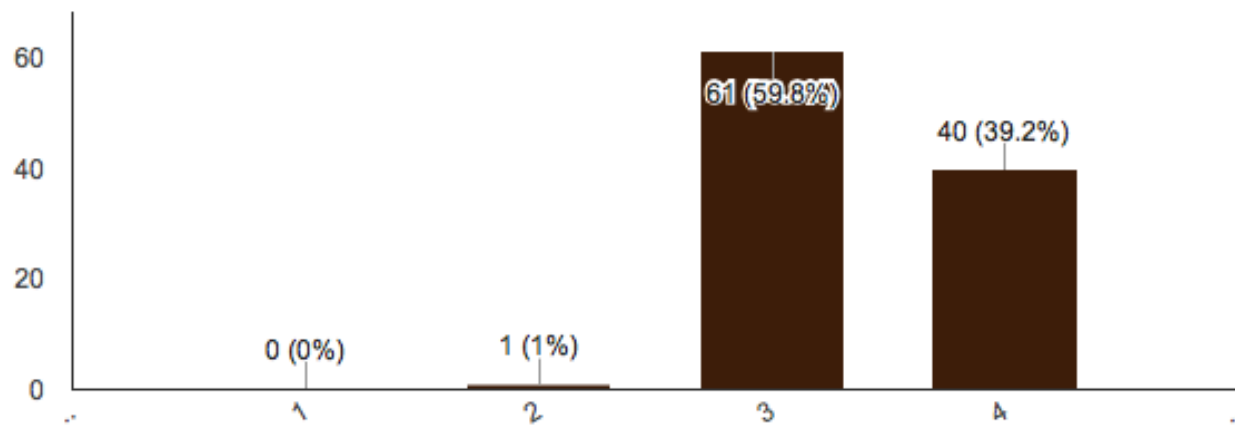


Figure 4. Perceived Sufficiency of Knowledge for Student Learning

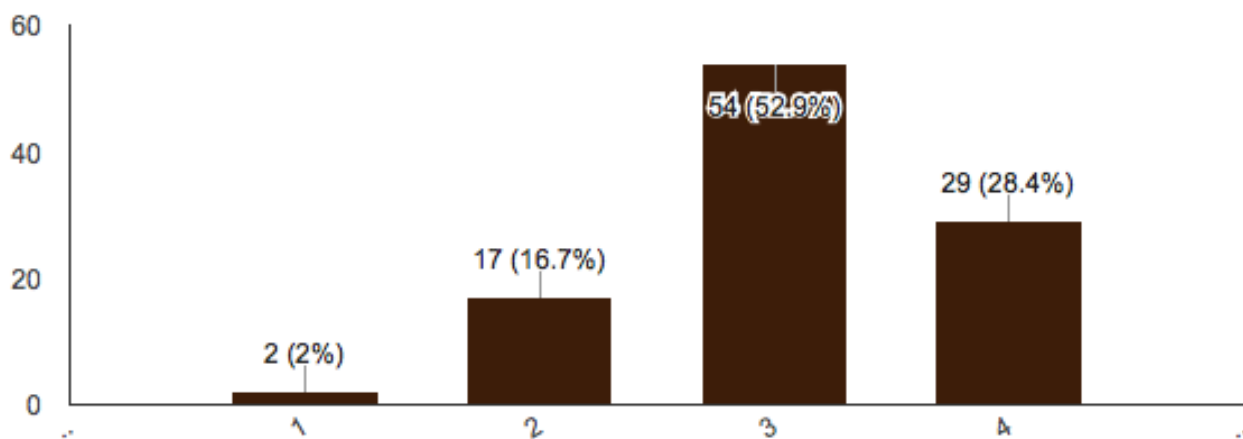


Figure 5. Perceived Sufficiency of Knowledge of State & District Policies

Although mean values for Likert-type items provide limited meaning[‡], Table 1 provides mean scores for each item. Both the figures and table provide compelling evidence that induction teachers' perceptions of knowledge of content, student learning and district policies are all quite positive.

Table 1. Mean Values of Perceived Knowledge Sufficiency

Item	Mean Value
My content knowledge is sufficient to be an outstanding teacher.	3.53
My knowledge of student learning is sufficient to be an outstanding teacher.	3.38
My knowledge of state and district policies is sufficient to be an outstanding teacher.	3.08

In addition to the Likert-type items, induction teachers responded to a checkbox list of potential areas of support; the respondents could select as many as they thought applied to their teaching needs. The items included a diverse set of knowledge, skills and practices the authors find to be common areas of concern and potential growth for beginning teachers. Options included in this questionnaire are:

- Formative/classroom based assessment
- Standardize assessments
- South Carolina Content Standards/Curriculum
- Behavior management
- Working with parents/caregivers
- Content knowledge for which I am expected to teach
- Pedagogical strategies
- Teaching diverse students
- Working with teaching colleagues and/or other stakeholder
- Other

[‡] Due in no small part to the fact that Likert-type items reside on an ordinal scale and assume the "distance" between "strongly disagree" and "strongly agree" is four times the distance between "strongly disagree" and "somewhat disagree", which would be a dangerous mathematical assumption.

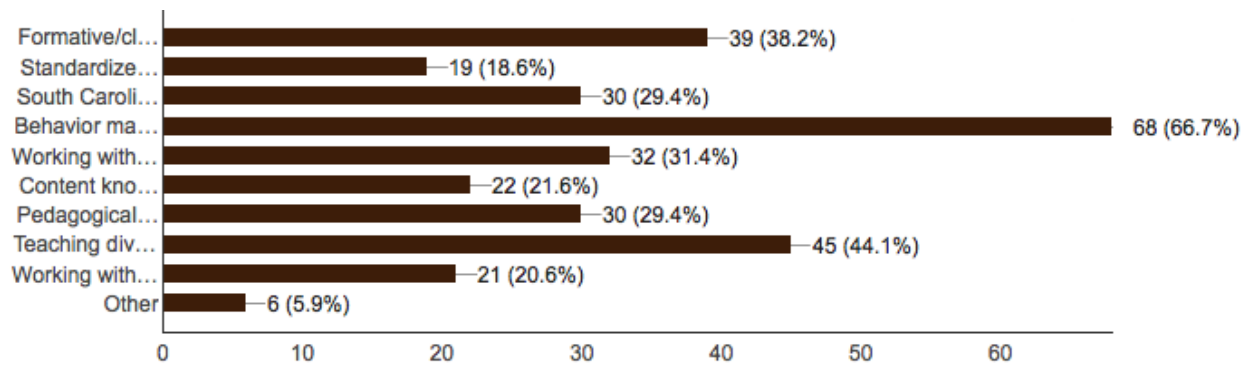


Figure 6. Identified Potential Areas of Support

Based upon respondents' perceived sufficiency of content knowledge and the relatively small percentage of teachers who wished to maintain a focus on content knowledge during induction support (21.6%, see Figure 6), there may be limited benefit to specific, content area support of teachers' instructional practices. At the very least, there may be other, more pressing conditions and opportunities for growth, which might eventually lead to more explicit foci on content-area support.

Results of the questionnaire indicate that respondents overwhelmingly (66.7%) prefer a focus on behavior management. Other areas of potential support include teaching diverse students (44.1%), formative/classroom based assessment (38.2%) and working with parents/caregivers (31.4%), as each area represented at least roughly one-third of responding induction teachers. The results of this questionnaire, alongside research-based best practices in teacher induction, form the basis for the following proposed teacher induction model.

PARTNERSHIPS IN TEACHER INDUCTION

In response to these data and in concert with research on teacher induction effectiveness, this induction plan represents a partnership between university teacher education programs and the districts that hire program completers. The following sections delineate key personnel, structures and strategies for identification and support, induction activities, and expectations for data sharing.

KEY PERSONNEL

South Carolina school districts currently have in place induction structures which include certain personnel. That is, an induction coordinator serves to facilitate district activities for teachers who are in the induction period, while an identified mentor, alongside school-level administration, serve as sources of support for induction teachers. University teacher education programs likely do not have positions which might coordinate university partnerships in induction. The following positions are necessary to successfully engage in these efforts.



UNIVERSITY INDUCTION COORDINATOR

The University Induction Coordinator (UIC) serves as the key contact for district induction coordinators across the state. The UIC is charged with working alongside the Office of Assessment to identify employment location of program completers, “enrolling” induction teachers in professional development experiences, working with individual teacher education programs to facilitate professional development experiences and ensuring all data are gathered from individual stakeholders. The UIC coordinates with the Office of Assessment to determine induction experience effectiveness. It is recommended that the UIC hold faculty status in the College of Education as a clinical/fixed term position with significant reassignment of instruction duties in order to administer the induction program.

PROGRAM LIAISON FOR INDUCTION

Each teacher education program should identify a current faculty member responsible for induction activities. In some programs, this may be the program coordinator, while other programs may designate another individual. This faculty member is charged with either delivering induction experiences for program completers (as a part of instructional load) or identifying a representative of the program to facilitate activities. Some programs may elect to assign well-qualified doctoral students to facilitate induction experiences; however, the program liaison is charged with the identification of an appropriate doctoral student, or other representative. *Finally, it is strongly recommended that departments with doctoral programs consider hiring full-time doctoral teaching assistants to facilitate induction experiences.*

UNIVERSITY INDUCTION COMMITTEE

The University Induction Committee, chaired by the UIC, is comprised of program liaison representatives, a subset of district induction coordinators, and other related Professional Education Unit faculty, staff and administrators. The committee should also include one or more representative induction teachers. The Committee serves as the key faculty-governed oversight body for the induction program, making recommendations to the Dean or Dean's representative, program-area induction liaisons, and district induction coordinators. It is in this committee that the perspectives of a range of stakeholders collaborate on the support of teachers who are in the induction period (cf. Fishman, 2014; Penuel et al., 2011).

Overall, this committee maintains three key functions:

- 1. Reviews data collected to determine induction effectiveness**
- 2. Communicates induction experience data to program faculty for revisions to initial teacher preparation**
- 3. Revises induction experiences based upon delivery and outcome data**

Functions of the University Induction Committee



IDENTIFICATION & ENROLLMENT PROCESS

South Carolina District Induction Coordinators and the Office of Assessment work with the UIC to identify first-year program completers eligible for university mentorship. Eligibility is based upon the institution in which the first-year teacher was prepared. The UIC works with program liaisons to form cohorts based on the area of certification and grade level placement. Cohorts are then enrolled in a learning management system by the UIC. The program liaison or other program representative facilitates induction activities. Facilitation represents a significant instructional responsibility and as such, should be accounted for when considering faculty and/or doctoral student instructional load.

INDUCTION ACTIVITIES

While this report is intended to provide some guidance as to the design and delivery of induction experiences for induction teachers, *it is not intended to dictate specific activities and instructional mechanisms within program area cohort support*. That is, expertise in certification areas resides with stakeholders at the program level alongside their partners in P-12 schools. As such, the following descriptions of induction activities are intentionally broad to provide latitude for program areas to design induction experiences suited to certification area needs.

Furthermore, the authors of this report in no way assume expertise and appreciate the diversity of thought alongside diverse approaches to teacher induction. Through these diverse pathways true innovation can occur, which then informs the design of induction experiences across all programs (cf. Stigler & Hiebert, 1999).

While broad, the following foci – grounded in the literature, current induction practices and survey data collected – provide some “glue” to hold together the induction experiences and provide guidance to program areas as they implement finer-grained experiences at the program and cohort levels.

YEAR ONE

Program Liaisons or representatives assign shared readings and engage in classroom-based culturally relevant activities to support **working with diverse students**, a priority highlighted by induction teachers. To support **behavior management** and **working with parents/caregivers**, the program representative will provide shared readings and support resource sharing (e.g. parent letters/communication; establishing rules, responsibilities, procedures and expectations). Finally, in conjunction with research based practices for teacher induction, participating induction teachers will share video cases of classroom instruction that highlight promising practices and/or missed opportunities related to the aforementioned foci. These cases of instruction serve as opportunities for reflective inquiry and position induction teachers as researchers of their own practice – a necessary stance for developing high-quality SLOs.



YEAR TWO

In the authors' experiences as both teachers and teacher educators, many of the concerns addressed in Year One diminish and shift during subsequent years. As such, the focus of Year Two moves beyond these issues to begin to address core instructional concepts, particularly in the development of **“credible” and “consistent” assessment** of SLOs (see high quality SLO characteristics on page 3). Program representatives provide an explicit focus on **formative/classroom-based assessment** and **planning**, as these areas work in concert with one another and were represented in the responses received from the questionnaire. Again, shared readings, resource sharing and video cases of formative assessment “in action” play a central role. While direct support of SLO development may be a central part of induction activities, other classroom-level assessment techniques should also be considered.

YEAR THREE

Program representatives focus on **teacher research** and **teacher leadership**. As discussed on page 3 of this report, teacher research and SLO development and analysis align quite closely. As such, shared readings on teacher-as-researcher, while providing a more explicit focus on making careful observations of children's work, interpreting that work, designing instructional interventions and then analyzing the effectiveness of those interventions, provide an effective backdrop for professional development.

An additional focus for Year Three includes leadership/mentorship of Year One induction teachers. The UIC will partner a Year Three induction teacher with a Year One induction teacher to provide support in working with diverse students, behavior management and working with parents/caregivers. These leadership opportunities are critical as induction teachers move out of mentee and into mentor roles within their professional communities. After concluding activities in Year Three, the induction program is complete.

DATA SHARING

A central element in the success of both the teacher induction model and effective analyses of teacher education programs is the collection of teacher and student performance data of program completers. That is, the ability to adapt and refine teacher education and induction experiences is predicated on sound data on which to base programmatic decisions. Furthermore, accreditation of teacher education program effectiveness necessitates such data (see description of CAEP Standard 4.1, pp. 2 – 3 of this report). Rather than taking an “add to” approach, the data sharing described here leverages existing data points which can simultaneously address the goals of teacher induction alongside standards for teacher education programs. The following table describes the baseline, necessary data to be included in the teacher induction partnership and shared between the university and school districts. *It is strongly recommended that any related memorandum of understanding between the university and school districts include expectations for reciprocity of these data.*



Table 2. Alignment of Data Collection, Goals and Standards

Data Collected	Collection Point	Induction Goal Correspondence [§]	CAEP Accreditation Standard Correspondence**
SC Teaching Standards 4.0	Years 1, 2 & 3	Goal 1	Standard 4.2
Employer Surveys	Years 1 - 3	Goals 1 & 3	Standard 4.3
SLOs	Years 1 - 3	Goal 2	Standard 4.1
Progress Monitoring^{††} (e.g. NWEA™ MAP)	Years 1 - 3	Goal 2	Standard 4.1
Program Completer Surveys	Years 1 - 3	Goals 1 & 3	Standard 4.4

Together, these data provide a starting point and a commitment to the shared responsibility of developing a high quality teaching workforce. It is also important to be transparent in how the data are to be used. University teacher education programs do not play a role in the evaluation or retention of practicing teachers. This non-evaluative role will continue once the teacher induction model is in place. The explicit focus of the teacher education program is to use these data to evaluate their own structures and strategies in preparation of teacher candidates and in support for induction teachers.

At the University of South Carolina, the College of Education's Quality Assurance Committee evaluates each program, center and office in the College with regards to assessment practices. This committee maintains active participation from P-12 partners in program evaluation. Further, upcoming iterations of the Committee of Initial Teacher Education Programs will also include P-12 representation. Both of these existing committees will draw from induction-partnering districts to identify P-12 committee representation. Doing so will allow these data to be further leveraged to make programmatic decisions.

[§] See induction goals listed on page 1 of this report.

^{**} CAEP Standards 4.1 – 4.4 are included in Appendix B for reference

^{††} For applicable induction teachers. Data should be presented at classroom and school/district level for comparison purposes.



PILOTING STRATEGIES

As a large preparer of P-12 teachers and a leader in research and innovation in teacher education, the University of South Carolina is well-positioned to implement the proposed induction model. Undeniably, this is a complex undertaking. With a wide array of preparation areas and hundreds of graduates each year, implementing the model “at scale” will take time. As an initial step, the authors of this report suggest a pilot program, targeting specific school districts and specific certification/program areas that mutually agree to participate in a pilot program. The pilot program will begin with 2 – 3 school districts that hire a large number of University of South Carolina graduates, and 2 – 3 program areas that graduate between 30 – 100 candidates per year. This piloting strategy will provide a diverse set of induction teachers in diverse contexts, with a reasonable sample size upon which to make recommendations for future iterations.

The following diagram is illustrative of a potential timeline for pilot and full implementation. This implementation timeline assumes the position of UIC is fully staffed and in position to lead these efforts.

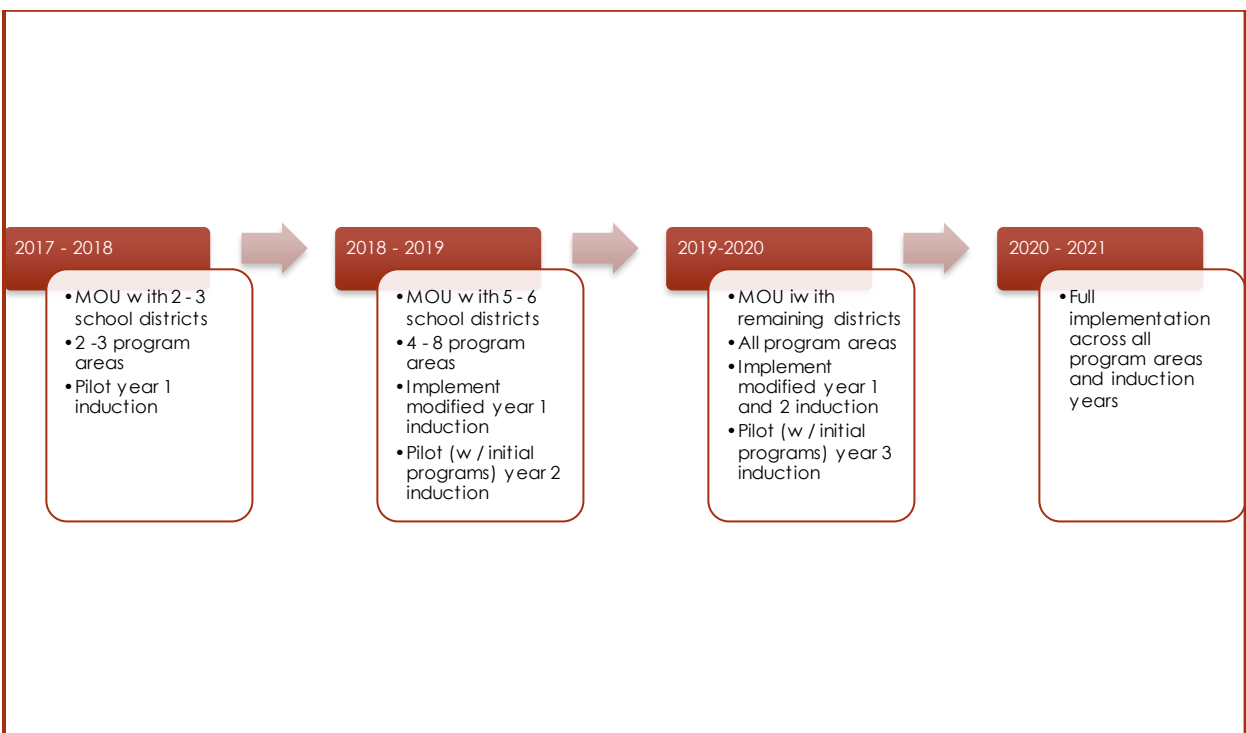


Figure 7. Timeline for Implementation



INDUCTION PROGRAM MODIFICATIONS AND RESEARCH

Implementing a teacher induction model like the one proposed here has the potential to not only impact South Carolina, but also influence policy, induction design and accreditation practices nationally. Therefore, the authors propose the institutionalization of *design research* (The Design-Based Research Collective, 2003) to complement the continued refinement of the model and to provide opportunities for research for faculty and doctoral students. The focus of Design-Based Implementation Research (DBIR) is to simultaneously design interventions while also supporting educational change (Fishman, 2014). Penuel et al. (2011, p. 332) identified four elements of DBIR:

1. A focus on persistent problems of practice from multiple stakeholders' perspectives;
2. A commitment to iterative, collaborative design;
3. A concern with developing theory and knowledge related to both classroom learning and implementation through systematic inquiry;
4. A concern with developing capacity for sustaining change in systems.

In DBIR, stakeholders develop theory-driven interventions, then implement those interventions while attending to the emergent features of the context in which the interventions take place. Future iterations represent changes to the model based upon the theoretical and practical implications driven by prior iterations. Therefore, for the model to be effective, careful attention must be made to the accumulation of data not only identified through the data sharing previously discussed, but also the moment-by-moment, experience-by-experience data produced and collected within induction experiences.

Integrating DBIR will allow universities to leverage existing doctoral programs and recruit new students into them by integrating induction support and research. Doctoral students in a range of programs, as well as related units (e.g. USC's Office of Program Evaluation), can play an integral role in the design and dissemination of the teacher induction model. Faculty may be able to leverage extramural funding opportunities to support research assistantships for these doctoral students.

FINAL THOUGHTS AND THE CHALLENGES AHEAD

The continued growth and political power behind alterative pathways to teacher certification alongside challenges raised at university-based teacher education represent, in part, differing ideologies about the purposes of schools and schooling and the requisite knowledge needed to be an effective teacher (Darling-Hammond, 2016). Decades of research inform the design of teacher education programs and their related experiences. Yet, the field knows comparatively little about the role teacher education programs, when partnered with districts, can play in the development of effective practitioners. The model presented here might well lead to more advanced understandings of teacher retention, teacher effectiveness and P-12 student learning.



The authors also recognize certain anticipated and unanticipated challenges. Namely, providing induction support will be taxing on the teaching capacity of university teacher education programs. For small and specialized programs, identifying individuals with content area expertise may be challenging. The activities faculty would engage in with induction teachers go beyond service level activities and should likely be considered a part of one's instructional load. If doctoral students are to serve in this capacity, they would likely be funded through TA positions. Either way, the model comes with significant financial and workload obligations that must be negotiated in advance of implementation.

Given the model has the ability to address all three goals of teacher induction, the authors are hopeful that the South Carolina State Department of Education and/or the South Carolina Commission on Higher Education would see fit to provide funding for piloting. If the model proves successful, through the Education Oversight Committee, reoccurring legislative funding to implement the model at scale may be appropriate.

Throughout the report, the authors attempted to communicate the importance of multi-stakeholder involvement in the design and delivery of induction support. The design of any induction experience must be considered in relation to existing structures and strategies in place at the district level, as well as the expertise and capacity of the university teacher education programs. Furthermore, some degree of uniformity is needed across districts and across university teacher education programs as induction experiences are considered. The foci presented here, grounded in the literature and in the questionnaire data gathered for this report, may well provide a shared focus for district and university-based teacher induction efforts. *Establishing the University Induction Committee early in these efforts will be critical to ensuring that all voices are heard and appropriate commonalities are established.*

Finally, great care was taken to ensure that the model proposed here struck a balance between specificity and openness. Lack of specificity, particularly in relation to induction activities, was intentional with the hope that collaborative efforts among larger groups of faculty and other stakeholders may result in high quality induction experiences. Any areas of perceived rigidity are unintentional. It is the authors' hope that through continued dialogue and experimentation that we may arrive at a model that leverages our structures, strategies and expertise in profound ways.



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APPENDIX A: SURVEY OF INDUCTION TEACHERS

Teacher Induction Survey

This survey is designed to understand the needs of induction teachers in South Carolina. Please note that your responses are confidential.

* Required

1. I was prepared to teach in a university/college teacher education program in South Carolina. *

Mark only one oval.

- Yes
 No

2. Please select your years of experience teaching in South Carolina public schools. *

Mark only one oval.

- First year
 Second year
 Third year
 Other: _____

3. Please select the grade levels for which you are certified to teach (check all that apply): *

Check all that apply.

- preK-3
 Grades 2 - 6
 Grades 5 - 8
 Grade 9 - 12
 Grades K - 12



Knowledge & Induction Support

The following questions are NOT used to evaluate your current induction support, but rather to determine additional areas of potential support in districts across South Carolina.

4. **My knowledge of student learning is sufficient to be an outstanding teacher. ***

Mark only one oval.

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. **My content knowledge is sufficient to be an outstanding teacher. ***

Mark only one oval.

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. **My knowledge of state and district policies is sufficient to be an outstanding teacher. ***

Mark only one oval.

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. **I would benefit from support in the following areas: ***

Check all that apply.

- Formative/classroom-based assessment
- Standardized assessments
- South Carolina Content Standards/curriculum
- Behavior management
- Working with parents/caregivers
- Content knowledge for which I am expected to teach
- Pedagogical strategies
- Teaching diverse students
- Working with teaching colleagues and/or other stakeholders
- Other: _____

Partnerships in Induction

Please respond to the question below.

8. **In the design of a teacher induction model that partners university teacher education programs and local school districts in the support of beginning teachers, what would you consider to be some important elements for inclusion? ***



**Standard 4:
PROGRAM IMPACT**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

