

Carolina Teacher Induction Program

The model of support for induction teachers is designed as a collaboration between South Carolina districts/schools and the initial teacher preparation programs at the University of South Carolina.

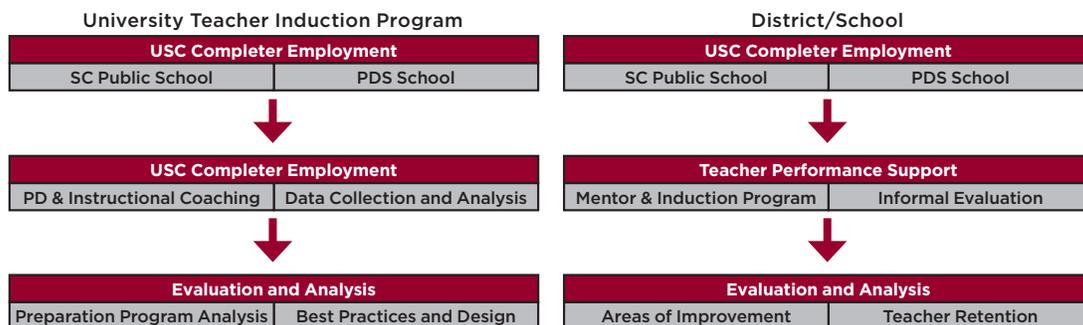
Program Area Values/Emphasis

The model of support is grounded in the belief that teacher preparation programs and school districts have a shared responsibility in not only the development of preservice teachers, but in the continued support of teachers through their first three years in the classroom.

South Carolina school districts and USC share a common goal of developing a college and career ready workforce. As such, the need for cooperative development of practitioners capable of facilitating P-12 student learning, programmatic assessment and reflection on the design of preservice education, and the implementation of effective induction experiences serve as the collective impetus behind the Carolina Teacher Induction Program (Carolina TIP).

Model Design

Carolina TIP is designed to build a bridge between the university and the classroom; providing support in clinical application of pedagogical theory to the novice teacher in partnership with districts/schools with the purpose of positively impacting student learning, teacher efficacy and retention. USC faculty and Carolina TIP staff, with expertise in instructional support and the licensure area, will partner with a teacher's district/school to provide an additional layer of induction support for the first three years of the teacher's career. The figure below illustrates the responsibilities and outcomes of USC and district/school support of the induction teacher. For the inaugural year, Carolina TIP activities and support will be implemented in Professional Development Schools (PDS) and will expand in subsequent years.



Inaugural Year

The focus for the inaugural year of Carolina TIP will be on building a solid and sustainable foundation for the program. The foundation will be built through research, strengthening of relationships, exploring best practices in induction support, creating the program's structure, and engaging in reflective program analysis with stakeholders. Utilizing existing relationships, USC will partner with its PDS schools to implement the initial components of Carolina TIP. The goals for the inaugural year of Carolina TIP are outlined below.

- 1. Building Relationships** with future participants in the program including USC students, district personnel, and College of Education faculty while establishing the Carolina TIP Advisory Board.
- 2. Structuring Program** through research of induction models, collaboration with stakeholders, exploratory practice in PDS schools, focus groups, and data collection while conducting reflective analysis.
- 3. Providing Support** to induction teachers who are USC graduates employed in PDS schools by piloting the initial support components of Carolina TIP while providing an additional layer of support to schools that have identified induction support and teacher retention as their PDS goals.

