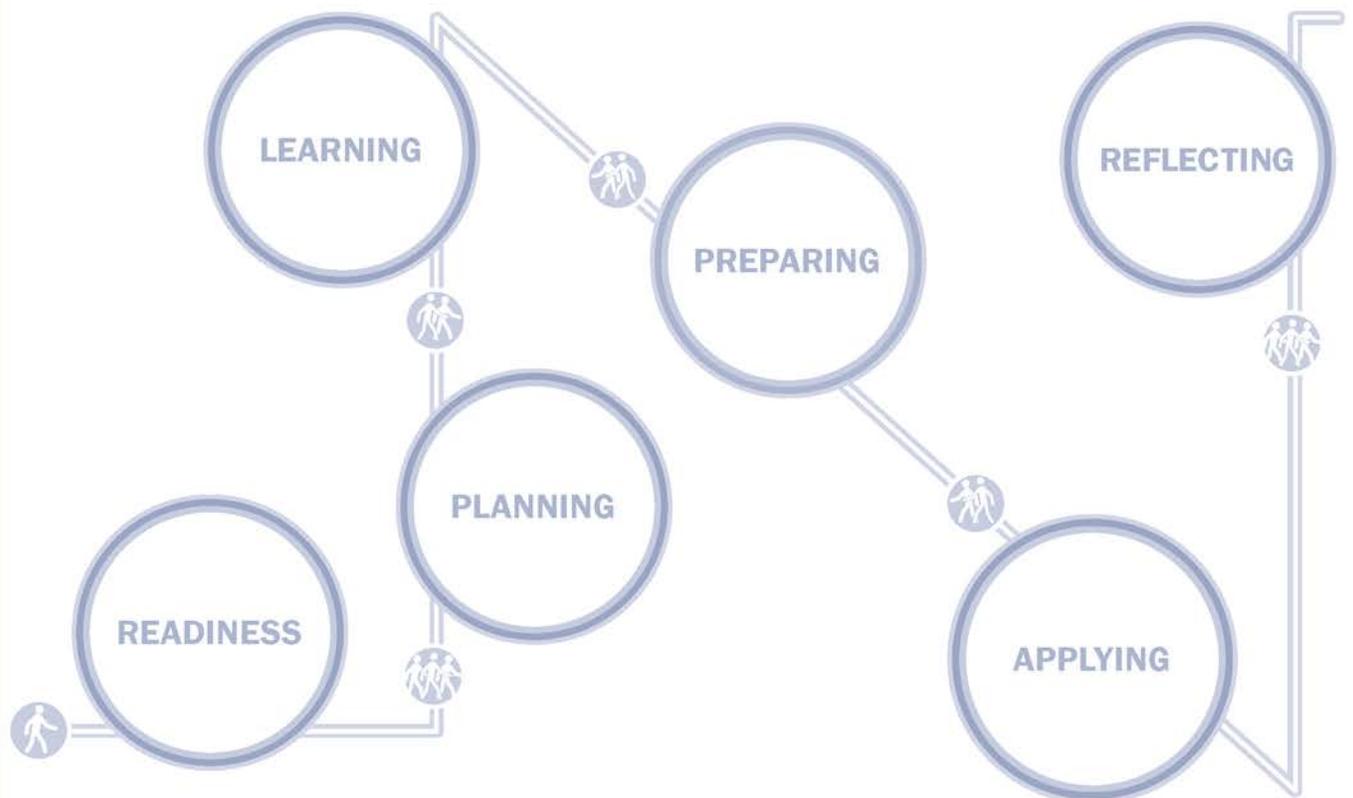


PROMOTING TEACHER EFFECTIVENESS

Teacher Induction and a Toolkit for Adult Educators



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Background and Acknowledgments

The U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE)—through a contract^a with the American Institutes for Research and its partners World Education, Inc., and Drennon and Associates—created the Promoting Teacher Effectiveness in Adult Education Project to help improve the quality of adult education teachers in the United States. One goal of the project was to develop an adult education *Teacher Induction Pathway* that helps beginning adult education teachers become experienced teachers, and helps experienced teachers become mentor teachers. The *Adult Education Teacher Induction Toolkit* that emerged from this project is described in this brief. The toolkit was field tested with eight adult education programs around the country in 2013–14. The contribution of the 46 people involved was immeasurably important to the development of this toolkit:

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What Is Teacher Induction?

What kind of professional development supports the greatest growth for adult educators? An investment in mentoring programs and induction models that support ongoing dialogue and collaboration among teachers is shown to have impact beyond more traditional and often typical one-shot workshops.¹ New teachers experience a sharp learning curve as they discover how to navigate the demands of their classrooms and schools throughout their first years of teaching. The Alliance for Excellent Education found that beginning teachers need between 3 and 7 years to become effective teachers who maximize student performance.² Many adult education teachers face the additional challenge of not having access to a strong preservice training period or to formal education in the necessary core content and instructional methods that are most effective with adult learners.

In kindergarten through Grade 12 (K–12), a growing number of professional learning programs across the country are designed to offer “support, guidance, and orientation for beginning teachers during the transition into their first teaching job.”³ These support efforts are known as induction programs. (In 2001, 33 states had policies on induction.⁴ This number seems to have remained roughly constant in more recent years.⁵)

Induction programs are a professional development model designed to provide mentor-based support to beginning teachers and create a supportive climate for teacher growth and development. These programs help teachers through their first years, accelerate teacher effectiveness, and increase student achievement.

The definition of this and other terms relevant to teacher induction can be found in the [Teacher Effectiveness Glossary](#).

Much of the research on induction has been done in the K–12 context. But adult education teachers experience similar sharp learning curves and relative isolation in their first years of teaching adults, particularly because few adult educators have formal teacher education, preservice training, or collegial support in their first adult education teaching experience. The [Annotated Bibliography](#) created through the [Promoting Teacher Effectiveness in Adult Education project](#) and included as part of the [Adult Education Teacher Induction Toolkit](#) highlights research and literature on teacher induction and effectiveness.

Cherubini describes a study that followed 175 beginning teachers in Ontario, Canada, during their first 2 years as teachers.⁶ The study focused on the impact of induction on professional relationships, and found that these relationships build “professional trust” in beginning teachers. The beginning teachers described instructional leaders in their professional lives as people “expressing a vested interest” in development.⁷ As a result of their interactions with instructional leaders, beginning teachers reported feeling that “the profession is actually manageable and enjoyable.”⁸ One teacher described the power of induction models with this simple statement, “It makes you want to stay.”⁹

Although induction programs are specifically intended to help beginning teachers, if implemented well, these programs can have far-reaching benefits for programs and learners. Research in the K–12 context has consistently shown that teachers who participate in induction programs are less likely to leave the profession and are more likely to stay at the same school beyond their first year of teaching.^{10,11,12,13,14,15} By implementing an induction program, school and adult education leaders can systematically promote greater teacher retention and reduce teacher attrition rates. With more effective teachers available, students in high-poverty and high-minority schools and programs, which traditionally are staffed by newer, less-experienced teachers, will have opportunities to learn from skilled teachers who are better prepared to help close the achievement gap.¹⁶

Induction models vary greatly, but the comprehensive models on which the *Adult Education Teacher Induction Toolkit* was built generally have the following components:^{17,18,19}

- **Program vision** that promotes high-quality instruction by teachers to support the achievement of students, which is the main purpose of an induction program. To do this, a program’s leaders and stakeholders must shape the induction program around central questions, such as “what is our vision for teachers and students . . . [and] how will this [induction] program help realize this vision.”²⁰
- **High-quality mentoring** that is structured “from a carefully selected teacher or teachers who work in the same field or subject as the new teacher, are trained to coach new teachers, and can help improve the quality of teachers’ practice.”²¹
- **Ongoing professional development** that is specifically designed to improve a teacher’s ability to address the learning needs of students by (a) increasing the teacher’s content knowledge and ability to teach literacy and numeracy, meet diverse learning needs, and manage student behavior; and (b) assuring that teachers have the knowledge and abilities in the instructional practices associated with teacher competencies, like the [Adult Education Teacher Competencies](#).
- **A supportive network** that provides new teachers with a sense of community, belonging, and ongoing support.
- **Assessment** that is usually conducted through observation and an examination of student data. The assessment should be designed to determine how new teachers are progressing and to identify the areas in which they need more support to develop their skills. Self-assessment is also a feature of the induction process.

The remainder of this brief provides an overview of the *Adult Education Teacher Induction Toolkit*. It describes the purpose of the Toolkit, the roles and responsibilities of the different members of the team that uses the Toolkit, the [Teacher Induction Pathway](#) through which the team moves with the help of the Toolkit, and the tools that make up the Toolkit.

The Adult Education Teacher Induction Toolkit

The Purpose

The [*Adult Education Teacher Induction Toolkit*](#) (the Toolkit) is designed to support a program's ability to offer evidence-based instruction that is aligned with the goals and objectives of the program. This is achieved by strengthening the instruction of beginning teachers by pairing them with an experienced teacher who is trained as a mentor. Beginning teachers are those who are new to the field of adult education (i.e., have fewer than 3 years of experience in adult education) or who are teaching a new subject area. Evidence-based instruction includes instructional practices in reading, writing, numeracy, and/or English language that are based on a body of research and/or practitioner wisdom. The Toolkit can also be used to support induction into an education reform or new program initiative, such as using standards-based instruction, integrated education and training, or career pathways.

Although the induction pathway is primarily about the work done between the mentor and beginning teacher, the guidance and support of an instructional leader is essential to success. Therefore, the Toolkit is designed to provide tools that can help

- Beginning teachers deliver evidence-based instruction in their classrooms
- Experienced teachers mentor beginning teachers
- Instructional leaders guide and support the induction pathway as a whole

For this induction pathway to be successful, several program factors should be in place. [*Conditions for Success in Teacher Induction*](#) provides a detailed overview of conditions for program leaders to consider as they determine their programs' readiness for implementation. Although some program conditions may not be in place when induction begins, they ensure that teachers have the supports for induction and to grow as professionals.

The Team

Three key roles are required for induction:

- Instructional leader (who may be the program's lead administrator or another lead staff member, such as an English for Students of Other Languages Coordinator)
- Mentor
- Beginning teacher

The program staff who take on these roles comprise *the team* for the induction process. The process may take up to 9 months to complete. Because the Toolkit is designed to be flexible and adaptable, team members can decide to reduce or increase the amount of time for the process depending on the needs of the individual program.

The main purpose of the team is to provide beginning teachers with ongoing support and a venue to examine instructional practices and student learning. Each team member plays a specific role and conducts activities that are guided by the materials in the Toolkit. Although each team

member has unique responsibilities, all contribute to the development and functioning of the team throughout the process. Based on findings from research and the field test, certain key attributes are essential to each role. Table 1 identifies the responsibilities for each team member and the accompanying attributes that help the team members be more successful in those roles.

Table 1. Roles and Responsibilities Within the Process and Attributes for Success

Role	Responsibilities	Attributes
Instructional leader	<ul style="list-style-type: none"> ▪ Creates an environment that fosters the success of mentors and beginning teachers throughout the induction process ▪ Establishes a supportive climate by determining whether the necessary <i>Conditions for Success in Teacher Induction</i> are in place, identifying barriers, and then working to remove those barriers ▪ Becomes familiar with the Leadership Guide for Teacher Induction and Mentoring Guide for Teacher Induction so that he or she develops a firm understanding of what the mentors and beginning teachers need to do ▪ Recruits experienced teachers to serve as mentors and matches them with beginning teachers ▪ Ensures that mentors are well-trained ▪ Supports the planning for and implementation of the induction process ▪ Clarifies the priorities of the program for the beginning teacher’s competency self-assessment ▪ Secures release time, funding, and other resources that mentors and beginning teachers need to conduct their activities <p>(For details and step-by-step support for instructional leaders throughout the induction process, refer to the Leadership Guide for Teacher Induction)</p>	<ul style="list-style-type: none"> ▪ Has a vision for the direction of the program and the quality of instruction as a whole, and is able to execute a plan to meet that vision, including induction ▪ Advocates for his or her mentors and beginning teachers with stakeholders outside of the instructional unit, seeking and securing release time, funding, and other resources that will be needed throughout the induction process ▪ Cultivates the external stakeholders’ understanding of the value of and benefits from the induction and mentoring experiences, which is critical for establishing an instructional environment that supports the induction efforts ▪ Identifies potential challenges and obstacles and continually works with mentors and beginning teachers to solve problems and move past obstacles during the induction process

Role	Responsibilities	Attributes
Mentor	<ul style="list-style-type: none"> ▪ Guides one or more beginning teachers in evidence-based instructional practices, through demonstration, observation, feedback, and supported reflection ▪ Becomes familiar with the mentoring materials and protocols in the Toolkit ▪ Establishes a trusting relationship and communicates openly with beginning teachers ▪ Supports beginning teachers by: <ul style="list-style-type: none"> • Developing a professional learning plan that is based on the self-assessment • Documenting and reflecting on professional learning activities • Sharing learning experiences with peers ▪ Models and guides practice in evidence-based instruction ▪ Helps beginning teachers to understand and navigate the program environment ▪ Observes and provides constructive feedback to beginning teachers based on their professional learning goals ▪ Assesses his or her mentoring skills and plans for his or her own professional learning <p>(For details and step-by-step support for mentors throughout the induction process, refer to the Mentoring Guide for Teacher Induction)</p>	<ul style="list-style-type: none"> ▪ Is an experienced and exemplary teacher ▪ Fosters professional growth in beginning teachers by sharing the knowledge and insights that he or she has learned over time ▪ Is a content expert in the subject in which he or she teaches ▪ Models evidence-based instructional practices ▪ Has received training in mentoring <p>(For a detailed description of the qualities and attributes that will enable an experienced teacher to be a successful mentor, refer to the “Selecting and Matching Participants for the Teacher Induction Pathway” section in the Readiness step of the <i>Leadership Guide for Teacher Induction</i>)</p>

Role	Responsibilities	Attributes
Beginning teacher	<ul style="list-style-type: none"> ▪ Engages in a process of guided reflection to understand his or her strengths and weaknesses and refine and improve his or her instructional practices ▪ Develops a professional learning plan based on the Adult Education Teacher Competencies Self-Assessment ▪ Observes his or her mentor in the classroom ▪ Plans and conducts instruction that is based on evidence-based instructional techniques ▪ Plans instruction that will be observed by his or her mentor ▪ Engages in ongoing self-assessment and reflection ▪ Documents and reflects on professional learning activities ▪ Shares learning experiences with peers <p>(For details and step-by-step support for how beginning teachers work with their mentors throughout the induction process, refer to the <i>Mentoring Guide for Teacher Induction</i>.)</p>	<ul style="list-style-type: none"> ▪ Steps out of his or her comfort zone to try new practices while being observed and receiving constructive feedback ▪ Is receptive and eager to learn about and try new, evidence-based instructional practices ▪ Reflects on and refines his or her instructional practices throughout the induction process ▪ Is open to constructive feedback and applies it to his or her instructional practices

The Teacher Induction Pathway

A sufficient amount of time is needed to go through the various steps and activities of the [Teacher Induction Pathway](#) (the Pathway) and to ensure that teachers have adequate time to learn new content, plan their activities, observe other classrooms, and implement newly learned instructional approaches. Based on experience in the field test, the Toolkit recommends a teacher induction pathway take place over a program year (up to approximately 9 months). However, because the Toolkit is designed to be flexible and adaptable, team members can decide to reduce or increase the overall amount of time for the induction process depending on their needs and the context of the specific program. Adult education programs that have used the Toolkit have adapted its materials to fit their needs, expertise, and context while still engaging in key activities: regularly scheduled team meetings, classroom instruction and observation, and ongoing planning and reflection.

Thoughts From the Field Test

“This toolkit helped my program to offer meaningful, effective professional development opportunities for both new and experienced instructors. It also led to programmatic level changes that were based on evidence coming directly from the classroom. After being a part of the pilot, we utilized several pieces of the toolkit to design an instructor development and evaluation system that will expand to our entire staff and will lead to continuous improvement for all.”

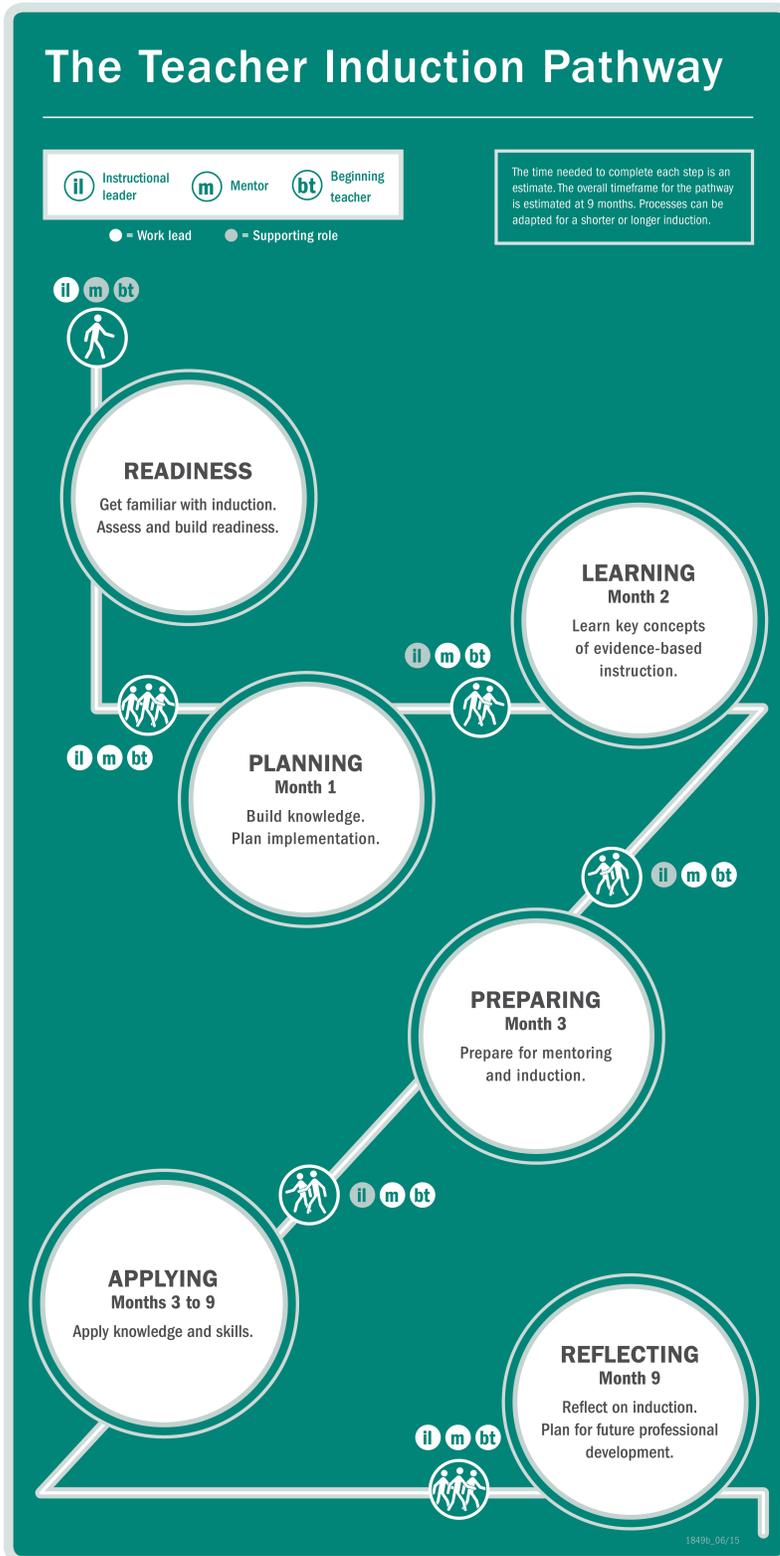
—Heartland Community College

“We used the resources in the toolkit to customize a mentoring program that works for our program. We created a 6 month mentoring plan that includes the videos and the readings along with classroom observations and coaching. We tailored some of the forms to meet our needs. The information on how to mentor and observation techniques were especially helpful to us in getting started.”

—Canton City Schools Adult Basic and Literacy Education

The *Teacher Induction Pathway* provides a framework for induction with six steps: Readiness, Planning, Learning, Preparing, Applying and Reflecting. Supported by the instructional leader, mentors engage beginning teachers in learning new concepts and instructional practices and then trying those practices in the classroom. Figure 1 shows the typical sequence and timeline for the main activities in the teacher induction pathway over the course of 9 months.

Figure 1. The Teacher Induction Pathway



- **Readiness.** Before the induction process begins, instructional leaders should understand what induction is, how it connects to the goals of their program, and whether their program is ready to implement it. This assessment can take place at any time before the planned induction period. Key activities include the following:

The program administrator reads <i>Conditions for Success in Teacher Induction</i> , assesses readiness and potential barriers, and decides whether to implement the induction process.
The program administrator identifies the person who will lead the induction process, after referencing “The Team” section in this brief and the <i>Leadership Guide for Teacher Induction</i> . The program administrator may serve as the instructional leader or choose another key staff person to serve this role.
The instructional leader identifies how the pathway can support induction into the program’s initiative or to the desired content.
The instructional leader helps to identify, recruit, select, and match the mentors and beginning teachers for the induction process, after referencing the “Selecting Participants for the Induction Process” section in the <i>Leadership Guide for Teacher Induction</i> .

- **Planning (approximately Month 1).** Team members do background reading and preliminary planning to build their knowledge of the key concepts of teacher induction and the specific processes of the Toolkit. Key activities include the following:

Mentors prepare for their role by reviewing resources in the <i>Mentoring Guide for Teacher Induction</i> .
All team members read and discuss the information briefs: <i>Teacher Induction and a Toolkit for Adult Educators</i> (this document), Teacher Induction and Mentoring Brief , and Evidence-Based Instruction and Teacher Induction .
All team members take Introduction to Teacher Effectiveness and Induction , a 1-hour, self-guided, online course that introduces the induction process and Toolkit.
All team members review and discuss the <i>Adult Education Teacher Competencies</i> to gain an understanding of what an effective teacher needs to know and be able to do.
Mentors complete the Mentor Self-Assessment in the <i>Mentoring Guide for Teacher Induction</i> .
Led by the instructional leader who uses the <i>Leadership Guide for Teacher Induction</i> , the team will meet at least once to discuss their understanding of the process and plan for implementation.

- **Learning (approximately Month 2).** Mentors and beginning teachers learn about key concepts in evidence-based instruction by taking two self-paced, online courses: [Principles of Learning for Instructional Design](#) and [Motivating Adult Learners to Persist](#). These two courses provide guidance on different aspects of evidence-based instruction and offer support for mentors and beginning teachers as they work together. The courses are designed for mentors and beginning teachers to take either simultaneously or individually.
- **Preparing (approximately Month 3).** Having completed the online courses on evidence-based instruction, mentors and beginning teachers plan for the continuation of

the induction process. Mentors and beginning teachers work together to develop the initial professional learning plan for the beginning teachers, clarifying the instructional focus of mentoring. This step may take more or less time (2–4 weeks) depending on the background of beginning teachers, their work during the online courses, and their professional learning goals. Key activities include the following:

Beginning teachers complete the <i>Adult Education Teacher Competencies Self-Assessment</i> and identify priority areas for improvement.
Mentors and beginning teachers identify how to integrate the program’s initiative or the desired content into the goals that they are setting and the plans that they are making.
Mentors and beginning teachers identify needs of and goals for students, analyze student data, and work together to plan lessons.
Beginning teachers reflect on what they already know and are able to do, and mentors and beginning teachers work together to identify the ongoing focus of their work through the induction pathway.
The team meets to review plans and determines a schedule for team meetings, observations, etc.
Beginning teachers begin to compile a portfolio in which they document and reflect on their efforts throughout the induction pathway. They will use this information in the coming months to refine their instructional practices and professional learning goals.

- **Applying (approximately Months 3–9).** After gaining a strong understanding of the concepts they will be implementing, mentors and beginning teachers apply what they have learned. Mentors support beginning teachers in planning for and delivering evidence-based instruction. During this time, beginning teachers have opportunities to demonstrate and reflect on what they have learned and their abilities to implement new practices. Mentors observe the beginning teachers, provide constructive feedback based on the professional learning goals of the beginning teachers, offer ongoing support, and help the beginning teachers to reflect on and refine their professional learning goals. Key activities include the following:

Mentors and beginning teachers conduct classroom observations using the tools included in the <i>Mentoring Guide for Teacher Induction</i> , and continually reflect on and refine instructional practices.
Mentors and beginning teachers review student data, work, and feedback.
Mentors and beginning teachers maintain the portfolio to document the beginning teachers’ learning throughout the induction pathway, and begin to plan for sharing this learning with their peers.
The team meets on a regular basis to check in on progress and needed supports.

- **Reflecting (Month 9).** Mentors and beginning teachers engage in reflection and ongoing planning for professional learning. Mentors provide beginning teachers with feedback on their growth, and support beginning teachers in final reflections on their experiences.

Beginning teachers develop a plan to share information about their experiences and growth with other peers. Although the induction pathway may be complete, mentors and beginning teachers develop plans for their continuing professional growth. Key activities include the following:

Mentors and beginning teachers complete their portfolios, as described in the <i>Mentoring Guide for Teacher Induction</i> .
Beginning teachers complete the <i>Adult Education Teacher Competencies Self-Assessment</i> and compares to initial results.
Mentor completes Mentor Self-Assessment in the <i>Mentoring Guide for Teacher Induction</i> again and plans for next steps.
Mentors and beginning teachers engage in final reflection on and sharing of experiences, as described in the <i>Mentoring Guide for Teacher Induction</i> .
The team works together to plan for ongoing professional learning based on what they have accomplished and learned, as described in the <i>Leadership Guide for Teacher Induction</i> .

The Tools

The Toolkit is comprised of tools that are used by team members individually and in various combinations. Table 2 describes each of the tools. Details of when exactly to use each tool during the induction process are included in the materials for use by the instructional leader, mentor, and beginning teacher – the *Leadership Guide for Teacher Induction* and the *Mentoring Guide for Teacher Induction*.

Table 2. Tools in the Adult Education Teacher Induction Toolkit

Name of Tool	Main Intended User	Description of Tool	Tool Location
<i>Teacher Induction and a Toolkit for Adult Educators</i> (Information Brief)	All team members	This brief provides an introduction to and overview of what induction is and what the process involves. It explains the roles and responsibilities of instructional leaders, mentors, and beginning teachers throughout the induction process.	http://lincs.ed.gov/publications/t/e/toolkit.pdf
<i>Conditions for Success in Teacher Induction</i> (Information Brief)	Instructional leaders	This brief identifies the conditions needed within a program for an induction process to have a positive impact on the performance of beginning teachers. It includes a local program self-evaluation worksheet that instructional leaders can use to determine which conditions are present in their program before deciding whether to start the induction process.	http://lincs.ed.gov/publications/t/e/conditions.pdf

Name of Tool	Main Intended User	Description of Tool	Tool Location
<i>Teacher Induction and Mentoring Brief</i> (Information Brief)	All team members	This brief defines a mentor, describes the impact that a mentor can have, and identifies characteristics of an effective mentor.	http://lincs.ed.gov/publications/t/e/mentoring.pdf
<i>Evidence-Based Instruction and Teacher Induction</i> (Information Brief)	All team members	This brief introduces evidence-based instruction.	http://lincs.ed.gov/publications/t/e/ebi.pdf
<i>Leadership Guide for Teacher Induction</i>	Instructional leaders	This guide offers specific directions and resources to help instructional leaders better understand their roles in the induction process. It details what instructional leaders can do to lead and support the efforts of mentors and beginning teachers as they work through the induction process.	http://lincs.ed.gov/publications/t/e/leadguide.doc
<i>Mentoring Guide for Teacher Induction</i>	Mentors and beginning teachers	This guide provides direction and support for the mentoring of beginning teachers in adult education. It provides specific guidance and resources to help beginning teachers, with support from mentors, to plan, document, and evaluate professional growth. It also describes effective mentoring strategies, provides tools to guide mentoring activities, and supports the collaboration between mentors and beginning teachers in planning, pursuing, documenting, and evaluating professional growth. It guides beginning teachers and mentors in using the <i>Adult Education Teacher Effectiveness Toolkit</i> .	http://lincs.ed.gov/publications/t/e/mentorguide.doc
<i>Teacher Effectiveness Glossary</i>	All team members	This glossary defines terms found throughout the <i>Adult Education Teacher Effectiveness Toolkit</i> .	http://lincs.ed.gov/publications/t/e/glossary.pdf

Name of Tool	Main Intended User	Description of Tool	Tool Location
<i>Teacher Effectiveness Annotated Bibliography</i>	All team members	This annotated bibliography provides a detailed view of some key pieces of literature on subjects related to teacher effectiveness, teacher induction, teacher competency, and adult learning.	http://lincs.ed.gov/publications/e/annotatedbib.pdf
<i>Introduction to Teacher Effectiveness and Induction (Online Course)</i>	All team members	This self-directed, online course introduces the <i>Adult Education Teacher Effectiveness Toolkit</i> to all team members.	http://lincs.ed.gov/programs/teachereffectiveness/online-courses
<i>Principles of Learning for Instructional Design (Online Course)</i>	Mentors and beginning teachers	This self-directed, online course supports teachers' understanding of the key principles behind instructional design that promote the learning and of strategies for applying those principles in their teaching.	http://lincs.ed.gov/programs/teachereffectiveness/online-courses
<i>Motivating Adult Learners to Persist (Online Course)</i>	Mentors and beginning teachers	This self-directed, online course supports teachers' understanding of strategies that motivate adult learners to persist. It also guides teachers in making focused observations of how these strategies are implemented.	http://lincs.ed.gov/programs/teachereffectiveness/online-courses
<i>Adult Education Teacher Competencies</i>	Mentors and beginning teachers	These competencies identify the knowledge and skills expected of any adult education teacher.	http://lincs.ed.gov/publications/e/competencies.pdf
<i>Adult Education Teacher Competencies Self-Assessment</i>	Mentors and beginning teachers	This self-assessment offers a structured approach to determining the knowledge and skills that adult education teachers still need to develop and to identify the professional development priorities that will help them to acquire such knowledge and skills.	http://lincs.ed.gov/programs/teachereffectiveness/self-assessment

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