

NEW TEACHER INDUCTION EXERCISE

Goal: To create a new teacher induction program.

Objective: The student will write an outline for a building level teacher induction program.

Premises:

- 1) Induction can strongly influence an employee's performance.
- 2) Induction can speed socialization into the organization, and thus promote organizational stability.
- 3) All new members to an organization suffer some degree of anxiety.
- 4) Socialization does not occur in a vacuum and is affected by colleagues, subordinates and superordinates.
- 5) People tend to adjust in similar ways.

Input:

Induction is the process of assisting an individual in adapting to an organization. Individuals new to an organization have to adapt or be socialized to a variety of subgroups within the organization. These groups include:

- 1) **Formal Organization** - Consists of the people occupying identified positions within the school district and school linked together for purposes of attaining the goals of the organization.
- 2) **Informal Organization** - Consists of people within the formal organization who are linked together through interpersonal relationships, i.e. have same set of personal values, which may or may not be consistent with the values of the formal organization. The informal organization may affect the decisions of the formal organization.

Individuals new to an organization must also be aware of the expectations and values held by the constituents of the organization. For a school, this means that administrators, teachers, and other personnel in the school must be knowledgeable about expectations and values of the parents and other patrons in the school community.

In addition, many individuals experience personal adjustments such as relocation from one school to another or the transition from college student to professional educator. With this in mind, it is incumbent upon the school district and campus to provide a systematic induction program for employees in their

first year to increase the probability of successful performance in their new position.

Many principals are cognizant of new teachers at the beginning of the school year, but as the school term progresses they lose sight of the new teachers. Principals need to realize that induction does not occur only at the beginning of the year, but should be an on going process throughout at least the first year. Each time a beginning teacher is faced with a new task such as completing report cards, conducting parent conferences it is a major occurrence that can cause stress on the part of the individual. To alleviate this stress, the principal can establish a series of new teacher induction meetings to discuss relevant topics for new teachers. Sessions would be scheduled as these events occur throughout the school year. During each session a time would be set aside to allow teachers to share any concerns or questions.

Activity:

Create an outline for a building level teacher induction program using the following headings:

- 1) Date of activity
- 2) Activity or Topic
- 3) Presenter

Example:

<u>DATE</u>	<u>TOPIC</u>	<u>PRESENTER</u>
Prior to Opening of School	Tour of Building Teacher Handbook Review	Principal
Third Week of School	Progress Reports Report Cards	Assistant Principal Master Teacher
Fifth Week of School	Teacher Evaluation Procedures	Principal