

# NTC Executive Summary

NEW TEACHER CENTER AT THE UNIVERSITY OF CALIFORNIA, SANTA CRUZ

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## Teacher Induction in the Midwest: Illinois, Wisconsin, and Ohio *Implications for State Policy*

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Increased interest in new teacher support has led to the rapid expansion of state level induction policy. Given the nationwide increase in availability and quality of new teacher induction, we sought to examine induction policy and program evolution in three states: Illinois, Wisconsin and Ohio. This brief summary presents the findings of our study, which explored varieties of teacher induction within and across states. We examined the evolution of policy and programs, current efforts, descriptions of what respondents considered desirable, perceived barriers between current efforts and desired programs, and the conceptions of the states' roles in orchestrating teacher induction. We present implications intended to influence states toward developing induction policy that 1) illustrates clear goals for induction, 2) supplies districts with knowledge of effective induction programs, 3) provides strategies for ensuring equitable distribution of resources across student populations and communities, and 4) develops protocols for induction program evaluation.

# Introduction

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*Being able to talk with an experienced teacher and say this is what I'm doing right now...acting as a sounding board. I want to try this idea and they would say "ok that sounds great but you need to do this or that's not going to work"... So now [in my 3rd year when I don't have a mentor] if I have something that just failed in the middle of class, my mentoring has given me some guidelines on how to deal with tough situations. So the confidence that yes I can do it and I know how to do it is because I've met with my mentors.*

—A third year teacher

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According to teachers, high-quality career induction programs improve the quality of their teaching and help keep them in the classroom. States are trying to increase the availability and quality of new teacher induction. The goal is to ensure all new teachers receive quality induction and, in doing so, to increase teacher quality, student achievement, teacher retention and cost savings. This report examines the development of teacher induction policy in Illinois, Wisconsin, and Ohio. It finds:

1. These states are making strides toward more comprehensive induction programs.
2. They are effectively tapping into teacher credentialing as leverage for induction.
3. The full potential of induction is not yet being fully realized.
4. Good induction policy balances state and local control.
5. Inadequate induction funding can exacerbate achievement inequities.

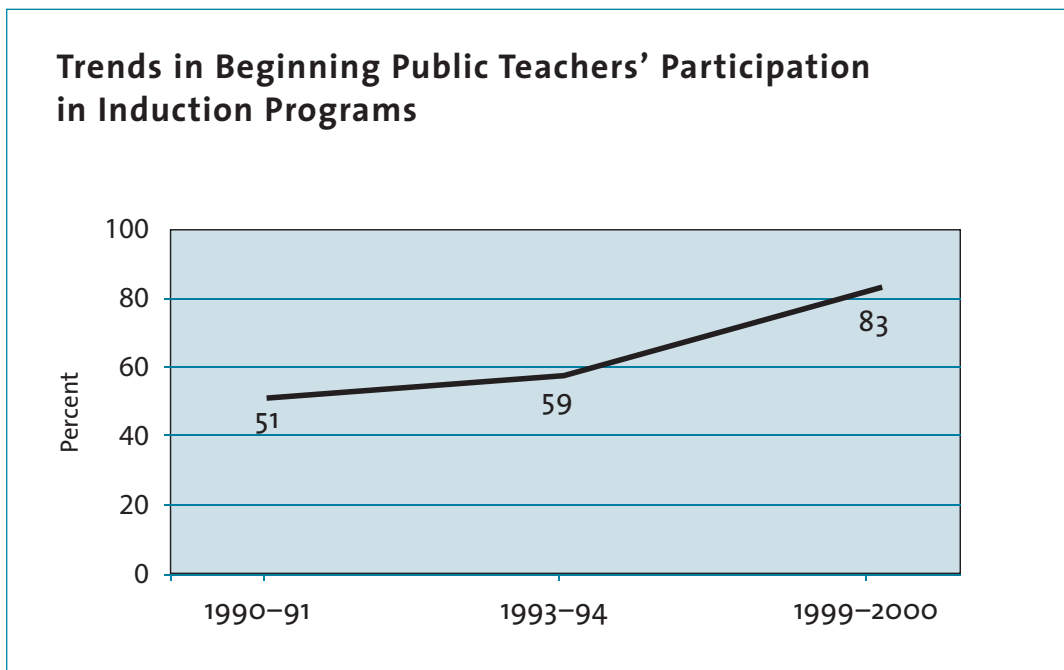
The research for this report was conducted between January and April 2005. In each state, interviews were conducted with key policy makers, advisors and those positioned at the state level to be both knowledgeable about and influential in the crafting of induction policy. Urban district interviews were also conducted with key district and union leaders. The interviews focused on teacher induction and asked specifically about: the history and evolution of programs, details of current efforts, descriptions of what is considered most desirable, perceived barriers between current efforts and desired programs, and conceptions of the state's role in orchestrating teacher induction. An extensive document review was also conducted.

This report was made possible by a grant from the Joyce Foundation. The paper was prepared as a catalyst for discussion at a Joyce sponsored Midwest teacher induction policy summit held in Chicago, Illinois in May of 2005. Many people made this report possible. We are especially grateful to the respondents, who not only gave their time to be interviewed, but have worked extensively in their own states to cultivate and develop good induction policy and programs to support new teachers. Their honest depictions of efforts, successes and challenges made this analysis possible. This report also benefited enormously from the editing and critical eyes cast over it by: Betty Achinstein, Gary Bloom, Christopher Cross, Stephen Fletcher, Sabrina Laine, John Luczak, Dan Lynch, Michael Strong, and Anthony Villar. We thank them all for their detailed analysis and comment.

# The Focus on Teacher Induction

Educators and policy makers are calling for new teacher induction support to remedy the “sink or swim” approaches of the past. New teacher induction is the support and guidance provided to novice teachers in their early careers. Induction encompasses orientation to the workplace, support for teacher socialization, and learning and guidance through the early stages of a career. Attention to induction has grown in recent years. In 1990–91, 40% of new U.S. teachers reported participation in a formal induction program, but participation rose to 80% by 1999–2000. Part of that increase is a result of a recent rapid expansion of state level policy focused on induction. In the

1990’s state sponsored induction was rare. Even by 1998, only 14 states provided funding for induction programs (most under the framework of mentoring) and even fewer, 10, set aside monies for mentor training (AFT, 1998). As of 2003, 30 states reported offering an induction program to its novice teachers, while 28 states specifically required at least one year of mentorship support. Currently, 16 states both require and finance mentorship support with anywhere between \$500 and \$3,500 per new teacher annually (Education Counts, 2005).



*(From Ingersoll, 2005)*



# Induction's Effect On Teacher Retention

While induction support is assumed to foster new teacher retention, the *form* of induction is significantly related to its effectiveness in reducing teacher turnover rates. For example, Smith and Ingersoll (2004) found:

- Having an out of field mentor reduces the risk of new teachers leaving at the end of the first year by 18% but having a mentor in the same field reduces the leaving risk by about 30%.
- Participation in seminars or classes has a small but statistically insignificant reduction in the risk of leaving.
- Common planning time with other teachers<sup>1</sup> reduces the risk of leaving by 43%.

Most formal induction programs consist of more than one induction element—therefore most teachers receive induction “packages.” Induction packages range from 1) no induction, to 2) the basic package, to 3) the basic + to, 4) the basic +++. Each offers teachers a different and increasingly comprehensive set of induction supports and opportunities. Essentially the turnover rate of teachers decreased as the number of induction opportunities increased.

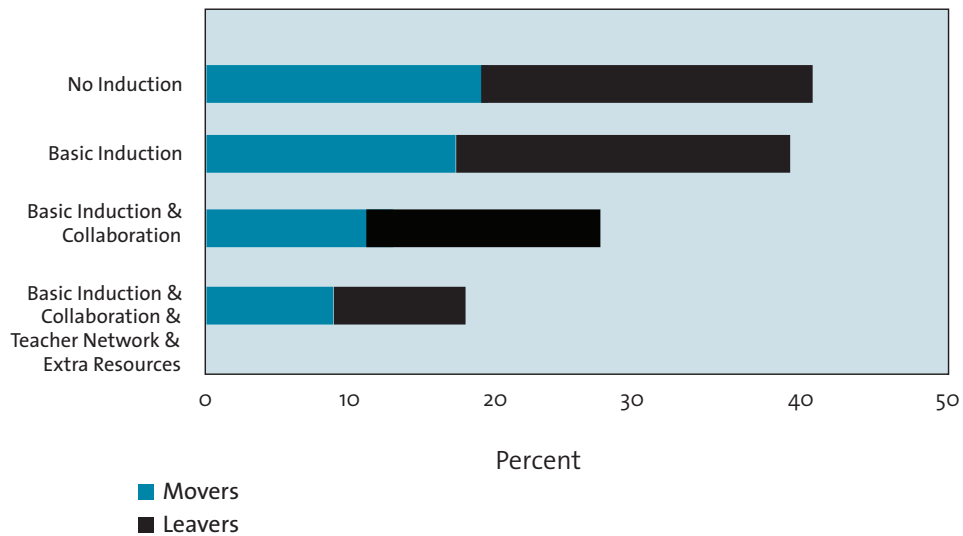
## Induction Packages and Predicted Turnover Rates of First Year Teachers

	Mentor in Field	Administrator Communication	Common Planning Time	New Teacher Seminars	Support Network	Reduced preps	Teacher's aide	% of Teachers receiving	Teacher turnover rate
No Induction								3%	41%
Basic	X	X						56%	39%
Basic+	X	X	X	X				26%	27%
Basic+++	X	X	X	X	X	X	X	<1%	18%

(from Smith & Ingersoll, 2004)

<sup>1</sup> Teachers in the same field/subject area but representing a mix of years of teaching experience.

**Percent turnover after first year of beginning teachers, according to amount of induction support they received (2000–2001)**



Smith T. & Ingersoll, R. 2004 "What are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" *American Educational Research Journal*. 41: 3: 681–714. [http://www.gse.upenn.edu/faculty\\_research/Effects-of-Induction-and-Mentoring-RMI-Fall-2004.doc](http://www.gse.upenn.edu/faculty_research/Effects-of-Induction-and-Mentoring-RMI-Fall-2004.doc)

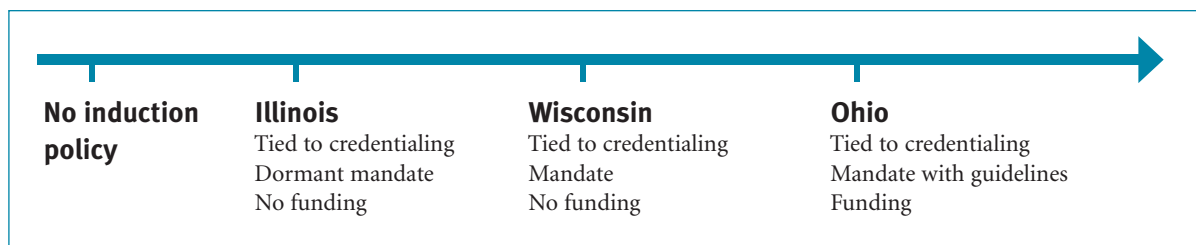
*Note: Movers refer to new teachers who moved to a different school, and leavers who have left the profession.*

# Making Strides Towards More Comprehensive Induction Programs

Illinois, Ohio, and Wisconsin are part of the induction movement afoot across the nation. They have made real strides toward comprehensive induction programs and there is reason to believe this forward trajectory will continue. All three states have linked induction to teacher credentialing and all three have passed induction legislation in the last four years. Both Wisconsin and Ohio have mandated induction and Ohio is one of only sixteen states to fund induction with state money.

The three states' orientations to induction policy can best be understood as points along a developmental policy continuum, from no induction to a fully funded and mandated induction program. There is reason to believe that movement along this continuum will continue for each state. Illinois has passed "dormant" induction legislation that will take effect as soon as funds can be allocated to it. Wisconsin has a mandate in place and is actively working to allocate funds to support the implementation. Ohio has a state mandate and funding in place—but a few years ago Ohio looked like Illinois with its dormant mandate pending funding.

## Induction Policy Continuum



Within each state a range of induction programs is offered. Drawing on the package definitions of Smith and Ingersoll (2004) they range from no induction to an expanded and high end Basic

+++ package. All three states have expanded their induction packages in recent years and many local districts within the states continue to push well beyond the mandated elements of the packages.

## Induction Packages by State

	Low end package	High end package
Illinois	No induction	Basic +++
Wisconsin	No induction	Basic +++
Ohio	< Basic	Basic ++

# Illinois

## Illinois Induction Policy

- ✓ Public Act 093-0679, enacted in February 2000, created a three-tiered licensure process
- ✓ Within this licensure process, induction is one of a menu of options from which teachers can choose
- ✓ Public Act 093-0355, although passed in July 2004, is dormant until funding is allocated
- ✓ It would mandate a basic package, including mentorship and workshops/seminars

## Implementation of Induction

- No state program—induction programs vary widely across state
- According to state level interviewees, induction programs are:
  - Least likely to include common planning time with other teachers and a reduced workload for the new teacher;
  - Most likely to include participation in a network of teachers and a mentor;
  - Somewhat likely to include support seminars for the new teacher.

*“For Illinois, it’s a district by district determination. Because we have no state program that’s formalized, it’s really going to be driven in each district.”*

—Illinois state level policy informant



# Wisconsin

## Wisconsin Induction Policy

- ✓ PI 34 rules passed in summer 2004
- ✓ Implemented new three-tiered credentialing system based on formative assessment rather than credits earned
- ✓ Induction is an essential element of the first tier
- ✓ Requires a mentor, support seminars/orientations
- ✓ Mandates a basic package, although programs range from basic to basic +++ depending on locality

## Implementation of Induction

- Commitment to local control—Induction programs vary widely across state
- According to state level interviewees, induction programs are:
  - Least likely to include common planning time with other teachers and a reduced working load for the new teacher;
  - Most likely to include a mentor to work with the new teacher seminars.

*“There is a lot of variety even within Wisconsin about how induction and new teacher mentoring is handled in every school district.”*

—Wisconsin state-level policy informant



# Ohio

## Ohio Induction Policy

- ✓ Ohio Entry Year Program began in January 1998 through Ohio Administrative Code 3301-24, which mandated induction through teacher licensure
- ✓ Induction is mandated at a less than basic model (mentorship only), much more comprehensive programs are also being implemented in districts
- ✓ State provides \$1,100 per new teacher per year

## Implementation of Induction

- By the end of the first year of implementation, 2003, only 20% of schools reported requiring entry year teachers to work closely with a mentor
- Local district autonomy has led to a great deal of variation in the definition and implementation of induction programs
- According to state level interviewees, induction programs are:
  - Least likely to include a reduced working load for the new teacher and common planning time with other teachers;
  - Most likely to include support seminars and a mentor;
  - Somewhat likely to include participation in a teacher network.

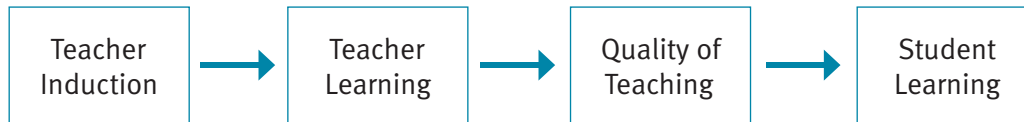
*“Ohio decided that [new] teachers needed to have a formal systematic program of support during that induction year.”*

—State-level policy informant

# Recognizing the Full Potential of Induction

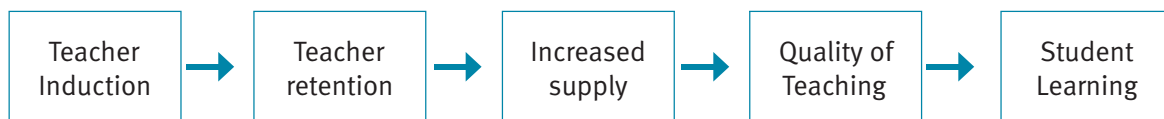
How policy makers identify the problem of new teacher induction frames how the solutions will be sought. Thus framing these issues results in differing policies that may limit or foster quality induction practices. In all three states, induction policy is framed primarily as a teacher learning issue premised on the belief that induction increases teacher learning thereby improving the quality of teaching and by extension increases student learning.

## Teacher Learning Frame



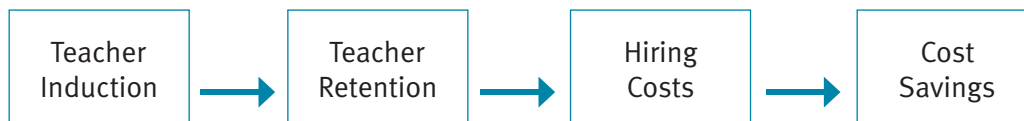
Taken alone, however, this frame does not capture the full potential of induction. Another pathway to improve student learning starts with decreasing teacher turnover, thereby increasing the supply of experienced and qualified teachers which in turn improves the quality of teaching and the level of student achievement (see Dolton & Newson, 2003).

## Teacher Retention & Supply Frame



A further expansion to the frame captures the potential of induction to reduce school costs related to training and hiring teachers (Villar & Strong, 2005). Teacher induction increases teacher retention, reducing hiring costs (and perhaps induction costs) resulting in cost savings.

## Cost Savings Frame



In order for the full potential of induction to be realized, it must be framed in expanded terms including teacher learning, student learning, teacher retention and costs savings. Expanding the frame clarifies the vision for induction and orients policy to the full spectrum of possible beneficial outcomes. Furthermore, posing the problem of teacher induction in a more complex way highlights the interconnections among the outcomes of teacher learning, retention, student learning, and cost savings. Recent research highlights how the classes of novices supported by a comprehensive mentoring program showed achievement gains similar to those students in classes taught by more experienced teachers (Fletcher, Strong, & Villar, 2004). This same program demonstrated new teachers retention rates above the state and national averages (Strong & St. John, 2001), and because the new teachers were performing like more experienced teachers (who receive higher salaries) the induction support saved district costs. Finally, not seeing the interrelatedness of the outcomes and the full potential of induction also means that policy makers may ignore how an upfront investment in comprehensive induction support will deliver a substantive savings in dollars and human capacity (Villar & Strong, 2005).

# Using Teacher Credentialing as a Lever for Induction: Useful Strategy but Not Sufficient

All three states have directly linked new teacher induction programs to reformed three-tiered teacher credentialing systems. This linkage is significant. It institutionalizes induction in an already established and recognized structure and makes it an integral part of teachers' professional development. Linking induction with credentialing

gives teachers and schools a vested interest and helps ensure a base of support and attention to programs. As a policy lever it is useful for establishing, expanding and sustaining new induction programs.

Teacher Credentialing by State			
	Stage 1	Stage 2	Stage 3
Illinois	Initial Yrs: 4 non-renewable	Standard Yrs: 5 renewable	Master Yrs: 10 renewable
Wisconsin	Initial Educator Yrs: 5 non-renewable	Professional Educator Yrs: 5 yrs renewable	Master Educator Yrs: 10 yrs renewable
Ohio	Provisional Yrs: 2 non-renewable	Professional Yrs: 5 renewable	Under development

## Requirements to pass from Stage 1 to Stage 2:

### Illinois:

- Completion of 4 years of classroom teaching and one of the following:
  - An advanced degree
  - Becoming highly qualified in another teaching area
  - National Board Professional Teaching Standards
  - Continuing education units or continuing professional development units (mainly seminars and classes)
  - A state approved district sponsored teacher induction and mentoring program

### Wisconsin:

- Completion of 3 years of classroom teaching and an induction and mentoring program that includes:
  - **A mentor**
  - Support seminars and ongoing orientations
  - A professional development plan

### Ohio:

- Completion of one year of classroom teaching and the Entry Year Program which includes:
  - **A mentor**
  - Formative assessment
- Passing the Praxis III exam

It is a useful lever, but alone, it is not sufficient to ensure the full potential of induction. The connection to the credential process frames induction as a contribution to teacher learning—omitting the retention and cost savings frame. Induction policy needs to be more broadly framed—taking into consideration the teacher retention and supply issues as well as the potential cost-savings outcomes of induction. Creating induction as a part of credentialing is effective—but omitting the rest of the frame ignores these other possible benefits. It is possible to see how a vision of induction as only about teacher learning contributes to a shortage of funding, leadership, and shared clear vision as the full benefit of induction is not made known and embraced.

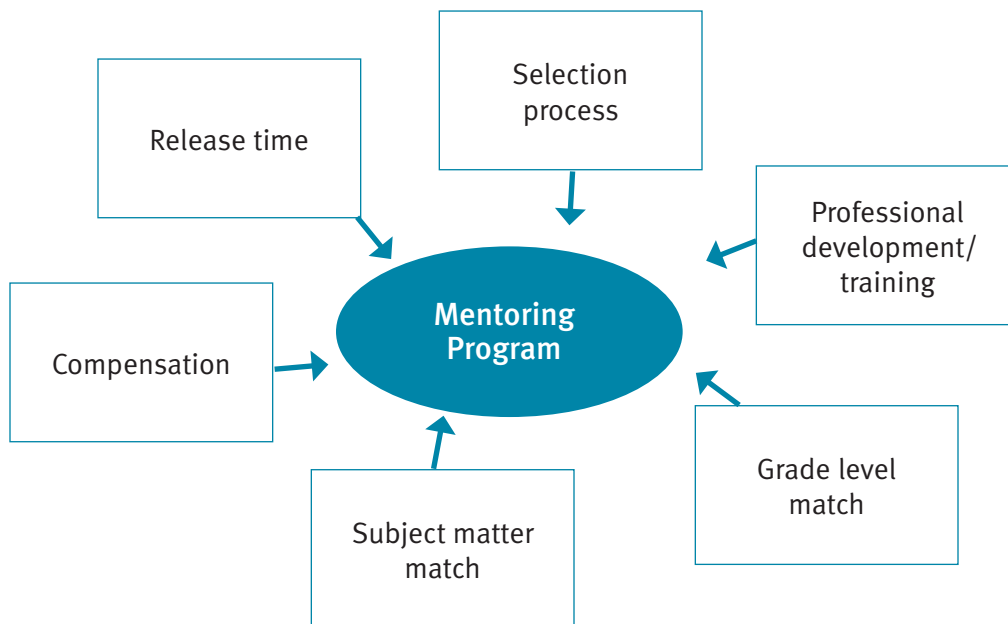
Linking teacher induction with movement from an initial to a more permanent teaching credential puts the burden of insufficient induction on individual teachers. Individual districts pursue induction and mentoring to their own capacities with no noted consequences if they fail to provide quality support. Teachers, however, who in many cases are required to participate in induction and mentoring programs in order to advance through their professional ladder, may fall victim to disorganized, incomplete, or insufficient programs. Effective induction policy needs to be broadly framed to leverage multiple avenues to quality induction.

# Ensuring Quality of Induction

Induction matters—and the type of induction matters even more. It is clear that there is much variation in the form that induction takes in practice, and within the many possible components that programs may include. Mentoring, for example, in its most basic form, is a buddy system that provides new teachers with a supportive friend in the earliest days of their teaching careers. At the opposite end of the continuum, mentoring provides new teachers with highly trained and networked members of an ‘induction/learning community,’ offering formative assessment and feedback based on and directed at the improvement of their evolving teaching practice aligned with professional standards. Under this vision of teacher professionalization, new teacher development is intimately linked to the immediate and proximal development of their experienced mentor partner. California, for example, provides guidelines for induction programs that comprise 20 standards set forth by the California Commission on Teacher Credentialing (2002), but allow flexibility

within those standards so that there may be considerable variability throughout the state in how they are operationalized.

Although such variation exists, it is clear that mentoring is happening in some form in most districts in Illinois, Wisconsin, and Ohio. State-level policy informants, however, invariably agreed that quality mentorship was an essential characteristic of induction. They also almost unanimously responded that a specified selection process and continuing professional development requirements were crucial features of induction. While these two components stood out, matching mentors to new teachers in grade level or subject matter, and mentor release time and compensation were also rated ‘highly desirable’ by policy informants. If mentoring is a fundamental component of induction, it must be accompanied by these supportive and regulative practices to ensure new teachers receive quality mentoring.



## Mentoring Requirements Included in State Legislation

### Illinois:

*(for state approved programs only)*

- Assignment of a mentor assigned for at least 2 years
- Mentor selected according to district guidelines
- Mentor training determined by district
- Mentor teacher may not participate in new teacher evaluations

### Wisconsin:

- Assignment of mentor for any period less than 5 years
- Mentor training also not stipulated, left up to district authority
- Grade level/subject matter matching is encouraged
- Must be “quality mentor”—definition locally determined
- Mentor selection and professional development requirements are not addressed

### Ohio:

- Assignment of mentor to each entry year teacher
- Mentor selected using locally determined criteria
- Mentor trained through a state-approved program in a way that aligns with Praxis III
- Mentors continuing professional development is required, yet form is left up to districts
- Pairing process must be established by districts with efforts made to match by grade level and subject matter
- Must be “quality” mentor—definition locally defined

*“I think that for a mentor program to be successful not only do you need trained mentors, but you need to have spelled out a plan [...], so it becomes something a little more structured, not just a buddy program, but it covers those kinds of things that really will help that inductee become comfortable and competent in their role as a teacher without overburdening them.”*

—State policy informant

# Evaluating Induction Programs: A Missed Opportunity

In all three states the evidence points to a crucial missing element of induction policies: comprehensive evaluation and documentation of program implementation and learning. This is may be due to the lack of clarity the goals of induction efforts, but also reflects a lack of specific criteria for evaluating programs. In order to inform districts on the benefits of induction, states must also demonstrate how they intend to measure effectiveness, thus instating some form of program evaluation.

## Three key reasons why comprehensive evaluation is necessary:

### *Tracking induction results helps to identify its benefits*

There is substantial research that shows that induction affects teacher retention rates. States and districts with induction programs should collect and analyze teacher turnover rates in relation to induction programs. In many cases, these data may already be recorded and readily available for analysis. Ignoring retention rates as a means of evaluating induction means that the state is overlooking a valuable and easy means for tracking the beneficial effects of induction. Furthermore, teacher supply data are useful in determining potential cost-benefits of induction. The fact that all three states now link induction

so closely to teacher credentialing implies that induction is relevant primarily on the individual level, as they attempt to promote teacher quality through teacher learning while ignoring issues of teacher retention. Tracing outcomes of induction in terms of student achievement also demonstrates the effectiveness of the programs. Systematically collecting data on the achievement gains of classes taught by supported novices, as well as evidence of teacher learning, can identify a more complete picture of induction benefits.

### *Evaluating programs as quality control*

State governments have an obligation to ensure some consistent quality across local contexts. While the elements and operationalization of induction programs may vary significantly by district, the quality and effectiveness of programs should not. Tracking program progress in terms of teacher retention rates, teacher learning, rates of credentialing, and student achievement would help enable districts to target areas in need of improvement and fine-tune their induction efforts to help reach higher levels of effectiveness. Furthermore, the process of identifying the desired outcomes would take states and districts a long way towards a clearly articulated set of goals and expectations.



### ***Developing knowledge about effective induction***

Evaluation of induction is also needed to determine what elements of induction are working as intended, and what aspects may need improving and where. If significant data are collected across

a variety of districts, it will be possible to identify the kinds of programs that have the greatest impact on retention, teacher learning and student achievement. Ongoing evaluation can thus be used as formative assessment for program development and help to identify best practices across programs.

*“I would hope that [the state] would have some evaluation measures in place and they would have some guidelines about the components that a quality mentoring and induction program would have.”*

—State-level policy informant

*“The state needs to do a better job of really monitoring what happens... I believe that we can be assured of better quality if we have something stronger than just guidelines.”*

—State-level policy informant



# Balancing State Guidelines and Local Autonomy

## Clarity, Specificity and Adaptability

States can and should provide a roadmap to effective teacher induction. This roadmap needs to guide rather than direct local programs, as local programs need the autonomy to adapt the programs to local context. To maximize the benefits of induction, state policy needs to be very clear about the goals and best practices of induction programs. Much is known about the effective elements of induction and states can serve districts well by brokering that knowledge. As a clearinghouse of information, state's can save local districts a great deal of time and money in program design and development. There is no reason for districts to be learning through trial and error a process about which much is already known.

It is clear that all three states are grappling with the balance between state and local control. All have a long history of local control and state respondents referenced this tradition in explaining their states orientation to induction policy:

*There is a big sentiment of local control here, so school districts do not want to be told what to do about anything. (state respondent)*

However, there is also an awareness of the need to guide local programs to ensure consistent quality, efficiency and effectiveness:

*Why would you default to local control over at least even examining what kinds of programs have a rich history of data showing effectiveness? (state respondent)*

Given this tension between control at the state and local levels, state level respondents in all three states spoke of the need to find a balance between the two:

*I think whenever you can allow for localities to make their own decisions and to allow different policy areas to blossom, I think there is always a benefit to that, but I think in some cases when you know something is the right thing to do as a state policymaker I think it is worth putting forth some standards and requirements for localities to follow. (Wisconsin)*

*I think that one of the things that would have to be done is to develop a program that had enough flexibility that induction and mentoring could be permeated throughout the state without jeopardizing the kinds of local abilities, if you will, what the local administrator wants to have succeed in that school or district, and I think that that is really important. I think when we get a one size fits all—it just doesn't work. (Illinois)*

*We do have something of a concern with, for example, orientations. We in Ohio leave a lot up to local school districts to decide how they're going to implement policy. And we support that, on the other hand we want to make sure that "Entry Year" teachers and mentors are getting the minimum standard with regard to the orientation. (Ohio)*

It is clear districts agree. Districts want the states to provide clear goals and guidelines. They want the autonomy to adapt the programs to meet local needs—but want the state to provide clarity of purpose, guidelines for program development and definitions of success.

*I think one of the things that the state could say is: 'These are the things that we know work. This is what the research says about induction programs and your plan should have some or all of these elements and we'll grade your plan based on how close it is to implementing what the research says works.' And then I think the state ought to provide some funding to make it happen.*  
District level respondent

*I think that the policy options and so on that [the state] sets in terms of guidelines and the clarity they can bring to districts would be useful.*  
District level respondent

Districts need clear goals and state guidelines—but they do not need to be constrained by overly prescriptive requirements that limit local adaptation. Policy that directs rather than guides can impede the effectiveness of local programs. For example—requiring same subject mentors sounds ideal—but not if the nearest same subject teacher is not easily accessible. A rural music teacher may

be the only subject teacher in the area. The local program should be free to determine whether a geographically closer art teacher would better serve the teacher than a long distance same subject mentor. On the other hand a policy that merely requires a mentor but does not define effective mentoring (training, selection, focus) fails to guide districts toward effective practice and leaves room for inaccurate local interpretation. These are just two of many examples. The state needs to provide clear guidelines—rather than restrictive regulations—as the districts need guidance rather than direction. It is a delicate balance—states shirk their responsibility when they are overly deferential to local control—but they limit effectiveness when over-regulation constrains local adaptation.

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### **State induction policy should:**

- State clear goals regarding teacher learning, teacher retention, student learning and cost savings.
- Provide districts with guidelines that emphasize “best practices.”
- Avoid overly restricting regulations—leave room for local adaptation.

# Failing to Fund Induction Widens the Achievement Gap

Following the logic of induction, participation in a comprehensive program leads to increased teacher learning resulting in higher quality teachers and eventually increased student learning. This suggests that student achievement inequities could be further widened if the state does not ensure that all districts have equal induction funds. Furthermore, districts that can afford to promote induction programs also benefit from decreased teacher turnover rates, reducing the cost of hiring and supporting new teachers, thus economically advantaging them further. The issue of funding for induction raises serious concerns about how states and districts are truly meeting the need to develop high quality teachers, particularly in the neediest schools.

The interest in and commitment to induction is evident—but the money is often missing. It is evident that the state governments in Illinois, Wisconsin and Ohio are all struggling to raise support for and sustain adequate funding for induction and mentoring efforts. Even in Ohio, where districts receive state funding for induction, the amount has been reduced from \$2000 to \$1200 per new teacher.

Districts in states with budget shortages are differently positioned to compensate for lack of state funds. Significant differences in district funding per student across and within the states create a funding gap that hinders the ability of some local districts to supplement state programs with local funds.

**Overall Funding per Student to Highest Poverty and Lowest Poverty Districts: 2000**

	Overall Funding Gap	Rank	Funding to Highest Poverty District	Rank	Funding to Lowest Poverty District	Rank
Illinois	\$2,060	2	\$5,400	34	\$7,460	8
Wisconsin	\$151	26	\$7,375	4	\$7,526	7
Ohio	\$394	18	\$6,338	16	\$6,732	14

*(IERC, Policy Research Brief: 2002)*

Given that these inequities already exist, failing to fund teacher induction and mentoring only serves to exacerbate the disparities between contrasting districts and to inhibit districts' ability to develop and implement quality programs equally.

For example, Illinois has the second largest funding gap between its highest and lowest poverty districts in the nation, in part due to a long standing dependency on local property taxes for education funds—as is evident in Wisconsin and Ohio as well. Induction, therefore, is often restricted to teachers in the “urban and the affluent” districts, as

one state policy informant eloquently stated. The latter can afford the induction programs and the former can attract soft money support.

In Wisconsin, alternatively, induction is mandated and not funded, thereby placing the burden on the individual districts to develop funding for the required induction programs. Districts that already have ample resources are able to implement and sustain quality induction programs, advantaging them in terms of supporting teachers and future financial saving.

*“People who have the resources get the better qualified and trained teachers. Those aren't the places that need it the most. Right there you have a huge teacher quality issue in terms of allocating resources to where they're needed most.”*

—State-level policy informant

*“We have some of the worst funding inequalities here in the US, in the state of Illinois. Those funding inequalities affect the quality of the teaching that you can sustain in the district, and they also affect the quality of leadership that you can get. It is the whole resource question. When you have some school districts spending three times the amount of other school districts on resources, then it is a huge problem of inequities and student learning [inequities] result from that.”*

—State-level policy informant





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