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Invest in Educators Series

SREB

Teacher Induction Policies

Teacher induction is a necessary step to ensure novice teachers are supported, developed and nurtured to become successful, effective teachers for a variety of students and learning needs. New employees in any profession need support to develop mastery of their skills. Providing support for new employees helps increase retention, boost productivity, elevate employee engagement, attract top talent and improve returns on human capital investments.

> "We invest in students by investing in teachers."
>
> – Brad Johnson, Ph.D.,
> author of 15 books to guide educators

This policy brief examines current state requirements for teacher induction, spotlights states and programs with exemplary components and impact, and introduces different funding models for induction. It also highlights several policy recommendations for high-quality teacher induction.

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Southern Regional Education Board

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What is strong teacher induction?

SREB defines teacher induction as a comprehensive support system designed to help new teachers transition smoothly into their roles, adapt to their new work environment, and develop the skills needed to implement high-impact instructional practices and create a positive classroom culture.

According to Richard Ingersoll, researcher and professor at the University of Pennsylvania, two goals of high-quality teacher induction programs are to:

- Increase retention
- Improve novice teachers' skills and self-efficacy, ultimately improving student achievement

Based on a broad review of available research and SREB's experience supporting thousands of teachers through new and improved induction programs in multiple states over the last decade, SREB's Teacher Induction Framework highlights four key components of high-quality teacher induction:

1. Tiered support systems for novice teachers and mentors
2. Leadership for new teacher success and retention
3. High-quality mentoring
4. Professional learning for positive teacher and student outcomes

Why should we invest in support for new teachers?

The teaching profession in the U.S. — and particularly the South — is facing challenges that are no longer manageable through business as usual. In the South, teacher vacancies are on the rise, teacher turnover has doubled since the pandemic, and the percentage of teachers who are uncertified or teaching outside of their prepared and certified field have increased, according to SREB's research. Fewer people are enrolling in preparation programs, diminishing the supply of fully prepared and potentially certifiable new teachers.

These conditions leave decision-makers at state and local levels turning to measures to fill the demand for new teachers, such as permitting more **unprepared, underprepared or unlicensed** teachers to enter the classroom — in some cases for up to six years — without fulfilling minimal teacher preparedness and licensing rules set by the state. Some states have moved to allow individuals with a high school diploma and no other training to teach temporarily for several years.

Newly hired teachers who are underprepared for the job have a higher risk of attrition and negatively affect students' learning gains and even students' future wage earning potential, according to multiple studies from the University of Delaware, University of Pennsylvania, Texas Tech University and Texas A&M. Based on a 2016 Learning Policy Institute review of 30 studies, teacher effectiveness gains that are "associated with experience are most steep in the first five years of teaching but continue to be significant as teachers reach the second and often third decades of their careers." The review also found that with increased teacher experience, students make increased learning gains and have decreased absenteeism. According to a review of teacher attrition literature by Grand Valley State University, teachers' effectiveness increases at a greater rate when they are in a supportive and collegial working environment.

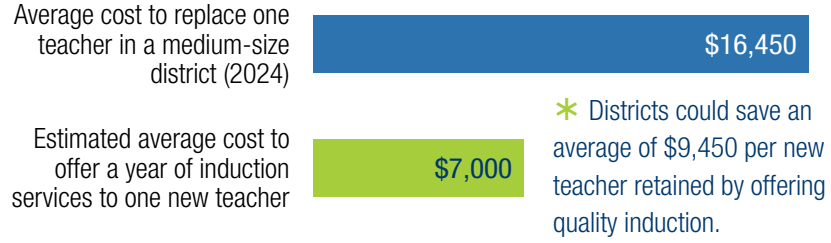
The realities of ongoing teacher shortages mean that many schools will still need to hire underprepared new teachers to fill vacancies, making it even more important for schools and districts to provide greater support for their novice teaching staff to grow their instructional and classroom management skills. Regular surveys from RAND and Merrimack College show a leading cause of teacher turnover is burnout and a lack of help from leadership and colleagues. Therefore, teacher induction programs that provide robust support to new staff can help them master the art of teaching and *proactively* address the challenges that often contribute to people leaving the profession.

Research shows that when implemented well, high-quality induction programs can **increase teachers' effectiveness and improve students' learning** (Glazerman et al., 2010; Ingersoll & Strong, 2011; Schmidt et al., 2020; Young et al., 2017).

Induction programs can yield substantial financial benefits well beyond their investment costs by reducing money spent on recruiting, hiring and orienting new teachers to their district and school.

Teacher Turnover and Induction Costs

United States



Sources: *Is Mentoring Worth the Money?*, analysis by Villar & Strong; Learning Policy Institute's *What's the Cost of Teacher Turnover?* interactive tool; the New Teacher Center's national model on induction costs

SREB calculates that in 2023, the southern states faced an estimated $240.1 million in total replacement costs for the 18.8% of teachers who left their positions that year. Induction services for the same number of teachers would have averaged less than half this cost, at $102.2 million for the region.

Induction Policy in the U.S.

Across the U.S., states differ in how much they require or encourage structured support for new teachers.

This 50-state scan examines state policies governing novice teacher induction, including whether it's mandatory or encouraged. It also explores specific policy components, such as mentorship, professional development, observation, licensure requirements and compensation for mentors.

In each of the following tables, SREB states are noted in bold.

Teacher Induction Legislation

Induction Policy Status in All 50 States

Induction Policy Status	# of States	States
Novice teacher induction required by law	29	**AR**, CA, CO, CT, **DE**, ID, IL, KS, **KY**, MA, **MD**, ME, MI, MN, MO, **NC**, ND, NE, NJ, NM, NY, OH, **OK**, PA, **SC**, SD, UT, **VA**, WI
Induction not required but encouraged by state law	7	IA, **LA**, **MS**, OR, **TX**, WA, **WV**
No statutory language for induction	12	**AL**, AK, AZ, **FL**, **GA**, HI, IN, MT, NV, NH, VT, WY
Policy status unclear or not specified	2	RI, **TN**

Of the 50 states:

- Twenty-nine states require novice teacher induction by law, reflecting strong state-level policy support to help new teachers transition effectively into the profession and build long-term success.
- Seven states have optional induction, guided by policy but not mandated by state law.
- Twelve states have no statutory requirements to provide induction. Some of these states, such as Alaska and Florida, still mandate mentorship for specific categories of new teachers, such as provisionally-certified educators. Montana does not require teacher induction by state law, but the Administrative Rule of Montana mandates local school

districts implement a mentorship and induction program as part of their integrated strategic action plan. Hawaii previously required statewide teacher induction under HRS §302A-601.3, but this statute has been repealed. To strengthen teachers' effectiveness and retention, the Hawaii Department of Education continues to offer a comprehensive induction and mentoring program for first- and second-year teachers. In this program, teachers are paired with trained mentors who provide regular support in lesson planning, student work analysis, classroom observations and instructional strategies.

- In two states, Rhode Island and Tennessee, the status of teacher induction policies is unclear or not explicitly defined in state law.

States Where Induction Is Required by Law

Years of Teacher Induction Required

Years Required	# of States	States
Minimum of 1 year	7	**KY**, MA, ME, NE, NJ, NM, **SC**
Minimum of 2 years	7	CA, ID, IL, KS, MO, OH, PA
Minimum of 3 years	7	**AR**, CO, CT, **DE**, MN, **NC**, UT
Other (flexible timelines)	2	MI (within first 3 years), **VA** (1-3 years)
Not identified	6	**MD**, ND, NY, **OK**, SD, WI

Mentorship Requirements for Novice Teachers

Requirement	# of States	States
Mentorship required during induction	28	**AR**, CA, CT, **DE**, ID, IL, KS, **KY**, MA, **MD**, ME, MI, MN, MO, **NC**, ND, NE, NJ, NM, NY, OH, **OK**, PA, **SC**, SD, UT, **VA**, WI
Mentorship optional (induction required)	1	CO

Professional Development Requirements for Novice Teachers

PD Category	# of States	States
PD required for novice teachers	4	**AR**, CA, MI, MN
PD required for mentors	3	MA, MO, NM
PD required for both novice teachers and mentors	15	CT, **DE**, ID, IL, **KY**, **MD**, **NC**, ND, NJ, OH, **OK**, **SC**, SD, UT, **VA**
PD is optional	2	CO, NE

Observation Requirements for Novice Teachers

Type of Observation	# of States	States
Mentor observes mentee	12	CT, **DE**, **KY**, MA, **MD**, ME, MO, NE, NJ, SD, UT, **VA**
Principal observes mentee	1	UT

Licensure and Endorsement Requirements for Mentors

State	Requirements
CT	Mentors must hold a provisional or professional educator certificate or be a designated distinguished educator. Mentor assignments are based on subject, grade level and specific needs.
MD	Mentors must hold an advanced professional certificate.
NE	Mentors must match their mentee's endorsement area and/or grade level and be from the same school or district (but can be from outside, if necessary).
NJ	Mentors must hold an instructional certificate and, when possible, be certified in the novice teacher's subject area.
NY	Mentors must demonstrate strong pedagogical and subject matter expertise.
SD	Mentor teachers must demonstrate mastery of teaching skills and subject knowledge.

States With Mentor Compensation Policies

Both Induction and Mentor Pay Required

State	Requirements
CT	Mentors must receive at least $500 per mentee annually, which counts toward retirement earnings.
NJ	Districts must use state funds for stipends for mentor teachers, release time costs, substitutes or professional development and training activities.
OK	If funds are appropriated to the state board of education for mentor teacher stipends, the funds must be used to provide a stipend of $500 or less for each mentor teacher. Each district will also receive its allotted contribution amount necessary to meet the Federal Insurance Contributions Act or FICA requirements.
VA	Mentor teachers are required to receive compensation. (Amount not specified.)

Induction Required but Mentor Pay Optional

State	Details
DE	Lead induction coaches and induction coaches in years one and two may be paid an additional responsibility assignment salary supplement annually, provided they fulfill their duties satisfactorily. However, induction coaches are not eligible for salary supplement if they are assigned to a teacher or specialist who is required to repeat either year or is assigned beyond year two of the program.
MN	School districts may use staff development revenue, special grant programs established by the legislature or another funding source to pay a stipend to a mentor. (Amount not specified.)
ND	Funds appropriated to the education board may be used for staff compensation, training, evaluation, administrative expenses and stipends for mentors and experienced teachers who assist early-career teachers.
NE	Schools may offer release time, stipends for work outside regular hours, college credit, professional growth points or classroom materials.
NY	State aid is available for approved mentor-teacher internship programs, covering release time and up to 10% of salary.

States Where Induction Is Encouraged by Law

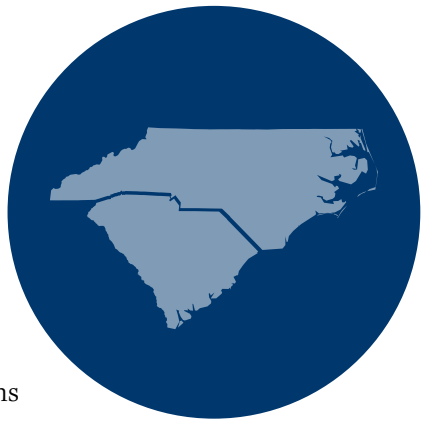
Seven states — Iowa, Louisiana, Mississippi, Oregon, Texas, Washington and West Virginia — encourage novice teacher induction through policy or legislation but do not require it by law. When school districts choose to implement induction programs, they must follow the state's guidance in specific areas, including induction duration, mentorship, professional development and mentor support.

Key Components of State Guidance in States Where Induction Is Optional

Policy Area	Details of State Recommendations	States
Induction Duration	1 year	**MS**, OR
	2 years	IA, **TX**
	Up to 3 years	WA
	1st year of teaching	**LA**
	Not specified	**WV**
Mentorship	Mentors are assigned to novice teachers.	IA, **LA**, **MS**, OR, **TX**, WA, **WV**
Professional Development	PD is provided for novice teachers and/or mentors.	IA, **LA**, **MS**, OR, **TX**, WA
Observation	Mentors observe their mentees.	IA, **LA**, **MS**, **TX**, WA
Licensure and Endorsement	Mentors must complete at least a three-credit college course in instructional supervision and be certified in the same subject areas as the new teacher.	**LA**
	Mentors must demonstrate mastery of teaching skills and subject knowledge.	**MS**
Mentor Compensation	Mentors must receive a salary supplement of at least $5,000 annually.	IA
	Mentors must be compensated for all work done as mentors outside of their regular required workday, not exceeding 10 hours a week.	**LA**
	Compensation is paid from available funds for duties outside regular hours.	**MS**
	Districts that provide a mentoring program that abides by all requirements in state statute and state administrative code will receive an allotment. The Mentor Program Allotment provides $1,800 per mentee for mentor stipends, scheduled release time and mentor training.	**TX**
	Stipends may be used to compensate mentors or others providing release time.	OR, **WV**

This 50-state scan reveals **significant variation in how states structure support for novice teachers**. While 29 states mandate induction by law, others take a more flexible approach by encouraging induction or mentoring without legal requirements. Most mandatory programs emphasize mentorship, professional development and structured observation — though implementation details, such as duration and mentor qualifications, differ across states.

State Policy Spotlights



North Carolina's Beginning Teacher Support Program

The Beginning Teacher Support Program is a three-year induction program required for all new public school teachers in North Carolina. The primary goal of the program is to ensure beginning teachers receive the support they need to develop the confidence and professional skills that will make them effective educators and long-term contributors to student achievement. The Beginning Teacher Support Program also aims to help teachers:

- Meet the state's professional teaching standards
- Make a strong, positive impact on student learning
- Stay in the profession and grow into teacher-leaders, master teachers or school administrators

Every public school must have a Beginning Teacher Support Program plan that has been approved by the local education board and the North Carolina Department of Public Instruction. These plans must be aligned to the Beginning Teacher Support Program standards and the teacher and mentor standards, and they must demonstrate proficiency when monitored for compliance.

South Carolina's Induction and Mentoring Program

South Carolina adopted its induction and mentoring program guidelines in 2006. The guidelines require local school districts to develop and execute a plan for new teacher support that complies with the state board's induction and mentoring mandates. The South Carolina State Department of Education must review and the state board must approve each district's plan.

In addition, state legislation in South Carolina requires a collaborative partnership among local school districts, educator preparation programs, the state board of education and the state department's office of educator effectiveness and leadership development — which must all be involved in the review of districts' induction plans before they are formally adopted.

State Program Strengths

The teacher induction programs in North Carolina and South Carolina stand out for their state-mandated frameworks that provide ongoing guidance, support and professional development to novice teachers. North Carolina requires a comprehensive three-year induction, while South Carolina mandates at least one year, with the option of offering extended support for up to three years. Both programs are implemented statewide and supported by state education agencies.

North Carolina's Beginning Teacher Support Program focuses on the selection and ongoing training of high-quality mentors. By aligning with the North Carolina Educator Evaluation System and Professional Teaching Standards, the program ensures mentorship meets state expectations. A 2024 University of North Carolina at Charlotte study found the program significantly improved teacher retention — especially for Black teachers, early-career educators, and teachers in urban or high-poverty schools — therefore boosting teacher effectiveness and student outcomes.

Similarly, South Carolina's teacher induction program emphasizes mentor selection based on instructional expertise and provides state-aligned training through its mentoring cycle. Aligned with the state's Expanded Assisting, Developing, and Evaluating Professional Teaching standards, the program helps teachers meet state expectations while developing essential classroom skills through goal-setting, observations and regular feedback. The state evaluates the program annually to make adjustments as needed.

Both North and South Carolina's programs prioritize ongoing professional development and reflective practice to help new teachers thrive. Through continuous feedback, mentor support and alignment with state standards, both induction programs increase teacher retention, improve classroom practices, enhance students' learning and elevate the overall quality of the education they receive.

Funding and Impact

States' **financial support of teacher induction programs** varies across the country. The types and duration of support and resources offered to beginning teachers differ based on legislative mandates and local implementation practices. Most states do not require or offer a financial investment but rather leave this up to school districts.

Hawaii, for instance, had a long-term commitment to novice teacher induction, including funding from the state legislature. In states like Delaware and Ohio, where dedicated funding is provided for induction, the state leverages federal Title II, Part A funds. The North Carolina legislature launched the Advanced Teacher Roles grant in 2016 to support school districts in designing models for strong teachers to lead and mentor small teams of their colleagues, while maintaining a reduced teaching load.

Impact of Teacher Induction Programs

Comprehensive teacher induction programs have yielded positive results, such as higher student achievement gains in math and reading, positive self-efficacy for teachers and increased teacher retention. However, no two induction programs are designed the same. Factors such as school context and culture can shape the effectiveness of novice teacher support. States like New Mexico have legislation requiring their mentorship programs to be evaluated annually for effectiveness.

In a 2010 study by SRI International, researchers examined the impact of teacher induction on fourth through eighth grade average test scores of students who had teachers that participated in an induction program, compared to those who did not. Results revealed no differences in students' average math and reading test scores based on whether or not their teacher participated in an induction program. However, in another study published by the National Bureau of Economic Research in 2008, fourth through eighth grade students of novice teachers who received more hours of mentoring achieved higher gains in math and reading than their peers.

These mixed results emphasize the opportunities for learning that states and districts have by studying the features of induction programs, evaluating their impact and considering ways to improve outcomes for novice teachers and their students.

A literature synthesis of teacher induction programs conducted by SREB suggests **the most important components of novice teacher induction programs** include:

- Experienced mentors, preferably those who have taught the same subject area or grade level as the beginning teacher
- Opportunities for new teachers to collaborate and build community
- Individualized professional development
- Administrative support
- Time for novice teachers to observe their mentor and other teachers teaching
- New teacher observations by mentors or expert teachers
- Reduced teaching load or responsibilities
- Networking with external organizations

Beginning teacher support programs can yield **a positive return on investment when teachers remain in the profession**. The most recent return on investment data for teacher induction is from Washington State Institute for Public Policy, where researchers determined the cost-benefit statistics per participant for induction and mentoring programs in Washington state. A summary of this 2022 analysis shows the benefits of the induction programs totaled $7,376 per participant. Researchers found the programs had a 64% chance of producing benefits greater than the costs.

Cost-Benefit Summary: Per Participant

Benefits to:	
Taxpayers:	$1,634
Participants:	$3,849
Others:	$2,029
Indirect:	($45)
Total benefits:	$7,466
Net program cost:	($90)
Total benefits minus net program cost:	$7,376

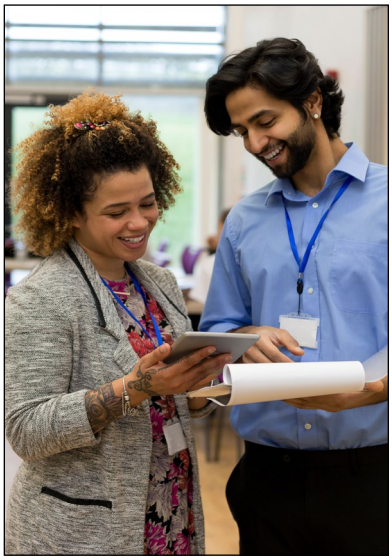
Benefits minus costs: $7,376

Benefit-to-cost ratio: $82.91

Chance the program will produce benefits greater than the costs: 64%

Source: Washington State Institute for Public Policy

Villar and Strong (2007) examined a teacher induction program partnership with The New Teacher Project in California. The study quantified the rate of return after five years of investment in a comprehensive induction program. Using actual program cost information, the reduced costs of new teacher attrition, data on student achievement, state-level teacher retention rates and mentor evaluations, the results indicate the district, new teachers, and even the state all benefited from a structured new teacher induction program. Yet, students reaped the most benefit when taught by a highly effective teacher. Students' academic returns included increased attendance, increased satisfaction with their schooling experiences and a higher likelihood of attending a postsecondary institution. The total return on investment to all parties yielded just under $8,600 per new teacher after five years.



Cost-Benefit Summary: Marginal Returns to a District's Induction Program by Constituency

Constituency	Costs	Benefits	Marginal Return on $1
Student	$0	$1,926	∞
New teacher	$953	$3,448	$3.61
District	$4,813	$9,088	$1.88
State	$7,189	$7,080	$0.98
Total to society	$12,955	$21,542	$1.66

Source: *Is Mentoring Worth the Money?*, analysis by Villar & Strong

In a report about Texas' Beginning Educator Support System, Fuller (2003) highlighted that reducing teacher turnover was the most beneficial savings for new teacher support programs. The 2007 California study suggests that while new teacher support programs yield savings from reduced attrition (accounting for about 17% of total benefits), the increased teacher effectiveness that results from induction programs provides far greater benefits, accounting for nearly 47% of savings.

These studies show promising impact. Yet more research about return on investment for induction support is needed for states, districts and other educational partners to closely monitor the progress and effectiveness of induction programs, including the costs and benefits associated with implementing and sustaining them.

Comprehensive Systems of Support

Research on the effectiveness and impact of teacher induction programs upholds the importance of a comprehensive support system. A comprehensive system not only supports new teachers, it also embeds collaboration and training for mentors, so they can effectively coach beginning teachers. One example is The New Teacher Project model, which releases the mentor teacher from classroom and administrative duties to allow time to work together during the school day.

The New Teacher Center uses a teacher induction model that builds the capacity of teachers in their first two years through on-the-job coaching from trained mid-career or veteran teachers. A key component of this model is mentor training and support — mentors and coaches receive professional development so they can better support new teachers through meaningful relationships and student-focused coaching rounds.

The New Teacher Center has supported more than 274,000 teachers and 4.4 million students across 30 states. A 2017 study by SRI Education examined the impact of this teacher induction model. The study

spanned two cohorts of new teachers across Florida and Illinois, showing increased achievement in math and English language arts among students in fourth through eighth grade who were taught by teachers who participated in the complete induction model.

A 2024 report, *Leveraging a Decade of Research: Designing Instructional Coaching for Optimal Learning*, summarizes six major research projects the New Teacher Center used to evaluate the impact of its coaching model. This work reinforces the importance of monitoring the effectiveness of teacher support programs, as well as creating and sustaining supportive school conditions for new teachers beyond mentor coaching alone.

Impact of Restructured Staffing Models

Strategically staffing and investing in schools can lay a foundation and establish the structures needed for promoting more comprehensive systems of support and modernizing the teaching profession. Staffing schools with well-trained mentor teachers who lead teams of other teachers is a model that can provide educators at different stages of their careers with opportunities to feel fulfilled by the responsibilities they have and the support they receive. This type of staffing model also creates opportunities for learning, professional growth and additional compensation for increased duties and impact.

Education First developed a framework that outlines key characteristics of strategic school staffing, such as distributed leadership, differentiated compensation and innovative teaming structures. The framework also highlights enabling conditions to support implementation, such as flexible policies and sustainable funding. Together, these conditions and structures can lead to support and growth for the entire pipeline of teachers.

Public Impact's Opportunity Culture is a sustainable model for supporting strategic staffing and educator growth. This model helps the strongest classroom teachers take on advanced roles and positively influence a team of teachers to drive students' learning and success. A unique characteristic of this design is the supplemental pay for teacher-leaders, which averages about 20% of their base pay, remaining within the school's standing budget. A blog post from Public Impact noted the supplemental pay for multi-classroom leaders in 2023-24 averaged 23% of the average state base pay ($13,513 and as high as $25,000).

Investing in novice teachers through innovative strategic staffing models has benefits for students' learning and for teachers' growth, effectiveness and retention. A 2018 report on Opportunity Culture indicates the multi-classroom leader model was key to improving students' overall math achievement in three pilot districts in North Carolina. In 2021, an independent school district in Texas saw an increase in overall reading and math test scores across all grade levels among students who received instruction from an Opportunity Culture teaching team, compared to those who did not.

Additional strategic staffing programs seeing early positive returns include Arizona State University's flexible, school-specific model, Next Education Workforce and US PREP's model to combat district staffing challenges by working directly with educator preparation programs, which is based on an approach that originated at Texas Tech University called Tech Teach.

Recommendations

To advance strong teacher induction in states, SREB offers the following four recommendations for consideration by policymakers. Each recommendation is supported by the positive strategies and impacts identified in the peer-reviewed research covered above.

1. Invest in induction support.

To help grow and support new educators and ultimately increase student learning, states can allocate **resources to help school districts create and implement strong teacher induction programs**. Strong induction programs include training and support for school leaders, well-trained and well-supported mentors and teacher-leaders, and direct coaching and professional learning for novice teachers. Providing resources is especially critical for smaller, rural and low-income districts that often need additional support to establish and sustain effective programs.

2. Require state-supported comprehensive teacher induction.

To ensure all new teachers receive dedicated and impactful support, state leaders can require districts to develop and implement **at least two years of structured teacher induction for all novice teachers**. Districts may design their programs individually or in collaboration with consortia.

Induction is best when set up as a permanent, comprehensive system of support, rather than a temporary program. Induction should connect various resources and support for novice teachers, mentors, coaches, and administrators alike.

Each local induction system can be developed collaboratively among state and local partners and districts. SREB recommends that local entities be required to review their induction efforts and processes regularly to assess impact and make improvements.

Rather than focusing on compliance-driven support, state guidance for induction systems should prioritize meaningful, problem- and people-driven support.

SREB's Teacher Induction Framework emphasizes the need for:

- **Clear policies** that ensure strong educator support, including provisions for mentor selection and accountability, structured observations, release time and differentiated compensation for mentors.
- **A dedicated leadership team** to oversee and support instructional staff, including a rigorous induction program.
- **Well-prepared and well-supported mentors** assigned to all early career teachers and other educators needing intensive skill development.
- **Ongoing professional learning opportunities** for both novice and mentor teachers, as well as for school leaders.

3. Align induction policy with licensure and compensation policies.

To promote full-scale, comprehensive improvement, states can integrate induction policies with licensure and compensation structures. This creates the conditions for teacher career ladders and strategic staffing models that better support educator growth and fulfillment.

By connecting differentiated licenses and pay scales to various teacher roles — including teacher resident, novice teacher, lead teacher and mentor teacher — states can create a **career continuum structure to support educators at every stage of their careers**, while incentivizing promotion to mentorship and leadership roles within the profession.

Alignment of induction with other educator workforce policies can create career ladders and new opportunities for teachers.

4. Evaluate induction efforts for impact and return on investment.

State policies and guidelines are a key lever to encourage or require evaluating the impact of teacher induction programs, including their effectiveness and return on investment. States can encourage **learning and continuous improvement** by providing the resources necessary for evaluating district induction systems. These evaluations should assess overall program impact and individual components so targeted improvements can be made.

Collaborating with skilled researchers can help states and districts understand programs' effects on teacher growth and retention, student outcomes and cost-benefit returns. These evaluations take patience, as the process usually takes financial investment and three to five years to complete. But it is worth the time because they will inform overall investment strategies by facilitating leaders' understanding of what is working and not working, how to improve induction design and requirements, and where to adjust implementation.

Evaluating induction efforts can prevent misdirected time, energy and money for years to come.

The Case for High-Quality Teacher Induction

Providing quality teacher induction services to novice teachers for their first two to three years in the classroom has the potential to address teacher shortage challenges and make serious gains in student learning. Across the South, teacher vacancies have increased, leading to stop-gap measures to fill positions. The result is often disrupted learning for students and higher costs for districts from turnover, recruitment and onboarding.

As the percentage of novice teachers in the workforce rises, quality systems of **induction can save schools, districts and states millions of dollars** in turnover costs by increasing retention of new and experienced teachers alike. Quality induction can also refocus and reduce the cost of professional development and student learning intervention services by ensuring new teachers have growth opportunities and guidance from skilled mentors, colleagues and administrators. Districts and schools can instill a culture of support, where new staff grow their skills and successful, experienced educators advance into leadership roles — all contributing to **increased student engagement and learning**.

Fully reversing teacher shortages will require additional systemwide renovations — such as improving the quality of teacher preparation pathways, reforming teacher licensure, and strengthening teacher compensation and working conditions. Investing in support for new teachers through policy shifts that help districts provide high-quality systems for induction is a good place to start and could significantly improve public school staffing and student outcomes.

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