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Examining the Evolution of a Teacher Induction Program in a Diverse, Urban, Southeastern School District

ABSTRACT

Educational institutions struggle to increase student achievement. While the educational needs of students remain at the forefront, teachers' needs must also be met—before and after entering the classroom. My experience in public education has shown most beginning teachers depend on the support a teacher induction program provides to manage the multitude of new responsibilities faced during the first year in the classroom. Induction programs are constructed and implemented within school districts in a variety of ways. This qualitative case study examines the factors that impacted an effective teacher induction program, how the program changed as a result, and the strategic response to factors that impacted the program during a five-year period of time. The discussion of the findings includes suggestions for future research and policy implications for sustaining effective teacher induction programs.