



Help Illinois New Teachers Become More Effective, Faster

Illinois can't ignore the need for high-quality induction and mentoring programs that accelerate the effectiveness of new teachers and improve student achievement if we want to **realize the potential of laws like Senate Bill 7 and the Performance Evaluation Reform Act** that toughen tenure and strengthen teacher evaluation.

More rigorous evaluations alone won't make new teachers better. High-quality standard-based induction programs make new teachers better by providing them consistent access to expert guidance to make changes and improvements in their practice throughout their first years.

A growing body of research shows that students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly higher learning gains as a result.

Through a successful 5-year, state-funded pilot program from 2006-11, Illinois learned that high-quality, standards-based new teacher induction and mentoring is **one of the most cost-effective ways to improve teaching effectiveness.**

Each teacher who leaves the profession costs between \$17,000 and \$22,000. The schools they leave struggle to sustain improvement, and the students who are left behind face a revolving door of new teachers.

Intensive induction for new teachers results in a return after five years of \$1.66 for every dollar invested, according to a study by the New Teacher Center. The benefit is due in large part to the acceleration of teacher impact on student achievement and then savings from increased teacher retention.

Illinois funded induction program pilots from 2006-2011. At its peak, the state provided funds that helped 67 programs that reached over 300 districts in Illinois.

According to a 2010 survey, induction programs in districts that participated in the **pilot program outperformed districts that did not.** Compared to districts that did not receive state funds, state funded pilots:

1. provided a more comprehensive set of services for new teachers.
2. employed more formal and rigorous mentor selection and mentor training.
3. provided more time for mentors and mentees to meet.
4. involved principals and school administrators more often.

Illinois should restore funding for districts that commit to implementing a high-quality, standards-based new teacher induction and mentoring program.

Funding History (\$ millions)

