ISBE-FUNDED BEGINNING TEACHER INDUCTION PROGRAMS
FY10 FINAL REPORT

EXECUTIVE SUMMARY

OCTOBER 2010

This document reports on the status of ISBE-Funded Beginning Teacher Induction Programs. It describes program activities occurring between June 1, 2009 and May 31, 2010.

Purpose of the Report
This report provides a summary of the six data briefs that were submitted to the Illinois State Board of Education (ISBE) during the preceding 12 months; observations from the INTC Statewide Co-coordinators; discussion and tentative conclusions; recommendations for ISBE, Illinois New Teacher Collaborative (INTC), and funded programs; and the layout of a research agenda.

Introduction and Research Methodology
In fall 2009, 66 programs completed the online Common Data Elements (CDE) Reporting Form, and INTC received 62 total CDEs. In spring 2010, INTC received 61. CDE data are qualitative and quantitative, and they encompass multiple-choice, short-answer, and extended-response questions. These data were summarized and aggregated by different program types.

Summaries of Data Briefs
The CDE data were described in a series of six data briefs. Each data brief contained a main report which provided a summary and interpretation of data and an appendix that contained the raw data presented in tables.

This report summarizes the Data Briefs by providing data on program description and program impact. In the Program Description section, the report provides funded programs' demographics and then describes the programs' operations for each of the nine *Illinois Induction Programs Standards*.

In the Program Impact section, the report examines the impact of programs on retention, teacher quality, and student achievement; the impact of ISBE funding on program development; and the impact of the funding process.

Observations from INTC Statewide Co-coordinators
In this section, the INTC Statewide Co-coordinators describe, from their perspective, what the funded programs do well, in what areas they could improve, and some particularly effective or interesting practices programs have adopted.

Discussion and Tentative Conclusions
This section draws on the data briefs and co-coordinator observations to describe themes, note common challenges, and warn of potential threats.

Recommendations for Policy and Programming
The report examines previous INTC reports and provides an update on the recommendations made in them. It also provides information on why some prior recommendations have only been partially accomplished or have not yet been achieved. New recommendations, meant to be accomplished in the following 12 months, are also provided for INTC, ISBE, and funded programs.

Layout of Research Agenda
The report ends by laying out a research agenda with research questions in three categories: program description, program impact, and conclusions. For each research question, the agenda itemizes data that have already been gathered and then proposes data to be collected in the future and an associated timeline. Future data collection efforts will continue to describe programs (both those receiving and not receiving grant funding) and their development. The research focus will shift, however, to program impact so that eventually conclusions can be drawn to inform policy and funding decisions.

The full report is available on the INTC website at:

http://intc.education.illinois.edu