

SYSTEMATIC REVIEW

Evaluating teacher induction programs: a systematic review

Evaluación de los Programas de Inducción Docente: Una revisión sistemática

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Cite as: Yeomans-Cabrera M-M, Martínez-Líbano J. Evaluating teacher induction programs: a systematic review. Data and Metadata. 2024; 3:640. <https://doi.org/10.56294/dm2024.640>

Submitted: 21-06-2024

Revised: 23-09-2024

Accepted: 29-12-2024

Published: 30-12-2024

Editor: Adrián Alejandro Vitón-Castillo 

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ABSTRACT

Introduction: teacher induction programs ensure novice teachers transition smoothly into their roles, fostering confidence, organizational culture, and professional identity. These programs enhance teacher satisfaction, retention, and productivity, benefiting educators and institutions. Despite their importance, the evaluation of induction programs often lacks generalizability, with existing studies constrained by local policies, specific methodologies, or limited scopes.

Objective: the purpose of this study was to systematically review and analyze existing teacher induction program evaluation instruments to identify their applicability, limitations, and gaps.

Method: a systematic review was conducted in July 2021 following PRISMA guidelines, with searches performed in the Web of Science (WoS) and Scopus databases. Keywords such as “induction program,” “program evaluation,” and “programme assessment” were used with Boolean operators to ensure a comprehensive search. Inclusion criteria required articles to evaluate induction programs and be published in English or Spanish. Out of 22 initially identified publications, six met the eligibility criteria.

Results: the selected studies showcased diverse methodologies, including quantitative, qualitative, and mixed approaches. However, most were limited by contextual specificity, focusing on local policies or isolated variables like online learning communities or immersive programs.

Conclusions: the E-Tip was the only instrument demonstrating generalizability in teacher induction program evaluation. However, it assesses the presence of quality criteria without evaluating their degree of implementation. The review highlights the need for a robust, qualitative tool to complement existing quantitative measures, which would provide a comprehensive framework for assessing the effectiveness of teacher induction programs across diverse educational settings.

Keywords: Teacher Induction; Qualitative Instrument; Educational Validation; Educational Management.

RESUMEN

Introducción: los programas de inducción docente garantizan una transición fluida de los profesores noveles a sus funciones, fomentando la confianza, la cultura organizativa y la identidad profesional. Estos programas mejoran la satisfacción, la retención y la productividad del profesorado, beneficiando a los educadores y a las instituciones. A pesar de su importancia, la evaluación de los programas de inducción a menudo no tiene carácter generalizable, y los estudios existentes se ven limitados por políticas locales, metodologías específicas o alcances limitados.

Objetivo: el propósito de este estudio fue revisar y analizar sistemáticamente los instrumentos existentes de evaluación de programas de inducción docente para identificar su aplicabilidad, limitaciones y lagunas.

Método: se realizó una revisión sistemática en julio de 2021 siguiendo las directrices PRISMA, con búsquedas

realizadas en las bases de datos Web of Science (WoS) y Scopus. Se utilizaron palabras clave como “induction program,” “program evaluation,” y “programme assessment” con operadores booleanos para garantizar una búsqueda exhaustiva. Los criterios de inclusión exigían que los artículos evaluaran programas de inducción y estuvieran publicados en inglés o español. De las 22 publicaciones identificadas inicialmente, seis cumplían los criterios de elegibilidad.

Resultados: los estudios seleccionados mostraron diversas metodologías, incluyendo enfoques cuantitativos, cualitativos y mixtos. Sin embargo, la mayoría estaban limitados por la especificidad contextual, centrándose en las políticas locales o en variables aisladas como las comunidades de aprendizaje en línea o los programas de inmersión.

Conclusiones: el E-Tip fue el único instrumento que demostró generalizabilidad en la evaluación de programas de inducción de profesores. Sin embargo, evalúa la presencia de criterios de calidad sin valorar su grado de aplicación. La revisión pone de manifiesto la necesidad de una herramienta cualitativa sólida que complemente las medidas cuantitativas existentes como el E-Tip lo que proporcionaría un marco global para evaluar la eficacia de los programas de inducción del profesorado en diversos contextos educativos, abordando las actuales lagunas en la investigación.

Palabras clave: Inducción Docente; Instrumento Cualitativo; Validación Educativa; Gestión Educativa.

INTRODUCTION

Job turnover is the cessation of a worker's permanent employment relationship with an organization ^(1,2) that is generated voluntarily by one or both parties. ⁽³⁾ Since turnover is a consequence of various psychological, individual, organizational, and environmental factors, ⁽⁴⁾ from the psychosocial perspective, these three higher levels can reinforce employees' self-confidence.

Training plays a crucial role in the professional growth of teachers. Continuous updates in curriculum and teaching methodologies help address social needs and institutional goals. It is imperative that teachers are constantly updated in curriculum and effective teaching as programs evolve and different methodologies emerge that respond to the social needs and educational models of the institution; updates can also respond to familiar and professional competencies. ⁽⁵⁾

When teachers feel supported in their development, there is an increased sense of professional identity and empowerment and more positive morale and energy. ⁽⁶⁾ In addition, when workers know precisely what they must do and how they are expected to do it, their work can be more efficient. They will act more confidently, i.e., organizational culture shares organizational beliefs, expectations, and a particular way of doing things. ⁽⁷⁾

In terms of manuals, written information on working conditions will make new teachers feel more confident in the new environment, as they will know what to expect without the need to ask questions and feel lost; training, role clarity, role conflict, and stress management are criteria that affect the quality of work life, in terms of stress. ^(8,9) Finally, accompaniment can decrease anxiety levels, promote adaptation to contexts, increase employee satisfaction, and impact organizational happiness; people who are happy with their work can be more productive and grateful and have a greater sense of belonging. ^(4,10,11,12)

Organizations establish conditions that must be met by those who wish to join them and must be met by all members. ⁽¹³⁾ An induction or initiation program should contain components already determined by the literature. These are: written material on working conditions and school policies; previous meetings and visits; seminars on curriculum and effective teaching; training sessions by mentor teachers and other support staff; classroom observations of new teachers by supervisors, peers, or groups; follow-up interviews with observers; consultations with experienced teachers; support and mentoring by mentor teachers; opportunities to observe other teachers; reduced teaching loads for beginning and/or mentor teachers; group meetings of beginning teachers; creation of team teaching situations; specific courses for beginning teachers in the school; and, special publications for starting teachers. ⁽¹⁴⁾

It is then established that induction depends on the organizational culture of each institution and the work to be performed by the new employee; however, this would be a step that no institution should omit in the induction process despite the differences.

There is an excellent diversity of induction programs worldwide, which usually require a mentor and release of hours for the mentor and the newcomer. ⁽¹⁵⁾ The induction process should be considered beneficial for quick integration to the position and an economic benefit for the organization; confident teachers, well prepared, with fair handling of the organization's culture and supported by their team, will be happier with their work and beneficial for the organization; the E-Tip is a valid and reliable quantitative instrument to evaluate the criteria of the teacher induction program in any school.

However, it is necessary to develop qualitative tools to assess the above criteria. ⁽¹⁶⁾ Although different studies

have referred to the importance of teacher induction, these focus on professional preparation (the responsibility of the institution that grants the university degree) and not on work induction from the organizational point of view.^(6,17,18,19,20,21,22,23,24,25) The purpose of this study was to systematically review and analyze existing teacher induction program evaluation instruments to identify their applicability, limitations, and gaps.

METHOD

Regarding the evaluation of existing induction programs, a systematic review was performed in WoS and Scopus in July 2021. The literature search was performed according to the preferred reporting protocol for systematic reviews and meta-analyses PRISMA.^(26,27,28) Searches were conducted in each database's title, abstract, and keyword search fields. The following keywords combined with Boolean operators (OR / AND) were used: (("induction program") OR ("induction programme")) AND (("program evaluation") OR ("program assessment") OR ("programme evaluation") OR ("programme assessment")). The chosen keywords, such as "induction program," "program evaluation," and their variations, were likely selected to capture a wide range of studies on teacher induction programs while accounting for regional spelling differences (e.g., "program" vs. "programme"). The Boolean operators ("OR" and "AND") ensure the inclusion of studies that might use different terminology but discuss similar concepts, broadening the scope of the search.

Selection criteria and eligibility of the studies

The titles and abstracts of each article were reviewed, and then the full text was reviewed for eligibility. Studies were considered eligible for inclusion if they 1) included an evaluation of an induction program and 2) were written in English or Spanish. Articles were excluded if their findings were highly specific to a single context or setting, such as focusing solely on local educational policies or unique immersive programs. This criterion ensures the results are relevant to a broader audience. Studies were also excluded if they did not directly evaluate induction programs or lacked alignment with the systematic review's objectives. For example, articles assessing only professional preparation or unrelated variables were deemed irrelevant.

RESULTS

In total, 22 (twenty-two) publications were identified on the topic of the evaluation of induction programs. Of these, 3 (three) were eliminated due to duplication. 11 (eleven) articles were excluded by reading the title and abstract; finally, 2 (two) were eliminated by reading the full text. Thus, 6 (six) articles that met the inclusion criteria were selected for the systematic review.

The search selection studies are listed in figure 1.

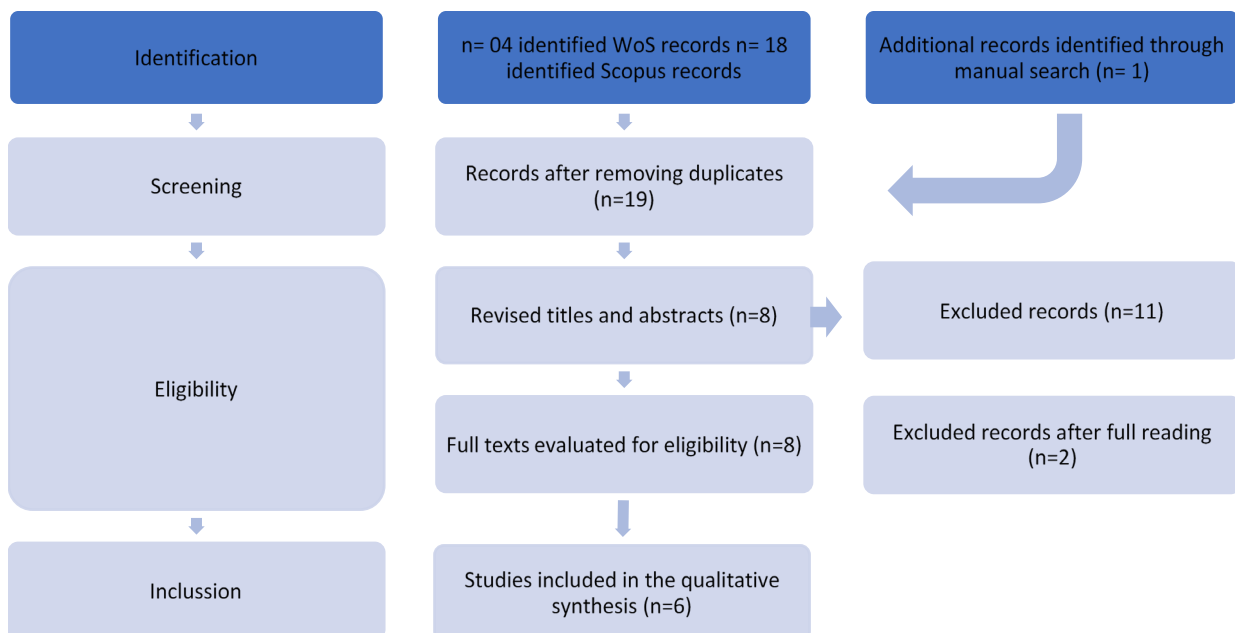


Figure 1. Prisma Flowchart

Characteristics of the studies

The studies and conclusions of this review are summarized in table 1.

Table 1. Summary of Studies on Induction Programs

Author	Title	Year	Objective and Conclusions	Language
⁽²⁹⁾ Marcelo C, López Ferreira MA	Mentoring beginning teachers. Analysis and results of an induction program.	2020	O: This article presents the development and results of an induction program being developed at the national level in the Dominican Republic. C: The results show a high satisfaction of the participants with the program and a significant improvement of the beginning teachers at the end of the program. It also highlights some areas of improvement that need to be implemented for sustainability. 2020, Arizona State University.	Spanish
⁽¹⁶⁾ Yeomans-Cabrera, MM, Martínez-Líbano, J	Validity of the evaluation of teacher induction programs (E-Tip).	2020	O: The purpose of this study was to validate an instrument for quality assurance of teacher induction programs. C: In conclusion, the E-Tip criteria proved to be valid in the content validation, however, further research is needed on qualitative instruments to assess the criteria mentioned.	English
⁽³⁰⁾ Britt M, Donahue T, Judge S.	A teacher immersion residency program that prepares highly effective educators: An innovative model	2016	O: In this article, we describe an innovative teacher residency program that recruits candidates with college degrees in high-need content fields, immerses them in an induction program housed in urban schools, provides them with mentoring and research-based instruction, and continues to offer professional development during the early years of their careers. C: This article provides an overview of the academic year residency, describes the key components of the teacher immersion residency program, and highlights the successes and challenges of implementing this new model.	English
⁽³¹⁾ Fenton-Smith B, Torpey MJ	Orientation of EFL teachers: principles derived from the evaluation of an introductory program at a Japanese university.	2013	O: This article presents the results of the evaluation of a two-week induction program for 22 new English teachers at a private foreign language university in Japan. C: The evaluation resulted in a clear picture of the strengths and weaknesses of the orientation program, which in turn led to the implementation of a number of measures to improve current practice. The findings also led to the proposal of a framework outlining the main areas that all EFL orientations should consider.	English
⁽³²⁾ Taranto G	Induction of new teachers 2.0	2011	O: The study evaluated the implementation of the model through the perspectives of all participants: new teachers and collaborators (senior teachers, principals, central office administrators, and education school teachers). C: The data (pre-and post-surveys, questionnaires, and focus group sessions) revealed positive results for the newly introduced online learning community format.	English
⁽³³⁾ Fresko B, Nasser-Abu Alhija F	When intentions and reality collide: difficulties inherent in the implementation of an induction program for new teachers.	2009	O: This paper addresses the gap between program policy and implementation regarding various aspects of the Israeli teacher induction program. C: Data obtained from program documents, interviews, questionnaires, and observation in a large-scale formative evaluation revealed discrepancies between intentions and implementation regarding all components of the program.	English
⁽³⁴⁾ Ballard K, Laurence P	An induction program for European general practitioners coming to work in England: Development and evaluation.	2004	O: This paper describes the stages we have followed in developing an induction program for EU doctors and reports on the evaluation of the program. C: Although there are different studies that have referred to the importance of teacher induction, these focus on professional preparation (the responsibility of the institution that grants the university degree) and not on work induction from the organizational point of view.	English
⁽³⁵⁾ Kelley LM	Why induction is important	2004	O: This article reports positive results in the long-term retention of novice teachers who participated in an induction partnership jointly administered by the University of Colorado and six school districts. C: The study follows ten cohorts of inductees in their fifth year of teaching and investigates the program components that influence retention. The article also describes program features developed initially from previous research and refined by data from ongoing program evaluations that have been shown to be effective in increasing teacher competence and retention rates. Finally, the author suggests how this research on induction might inform the decisions of local and national policymakers.	English

Qualitative analysis

The eight selected articles were comprehensively reviewed, and the induction program evaluation method was identified. These can be checked in table 2.

Table 2. Induction program evaluation methods

Author	Year	Program Evaluation Method by Study
(29) Marcelo C, López Ferreira MA	2020	Case Study Program Evaluation Instruments: Satisfaction survey of incoming teachers. Satisfaction survey of accompanying teachers. Satisfaction survey of school principals. Self-evaluation scale for new teachers. Scale of evaluations of teachers by accompanying teachers. Accompanying teachers' competency profiles. Conclusion: The PNI has had a highly positive outcome according to the perceptions of the main protagonists.
(16) Yeomans-Cabrera, M, Martínez-Líbano, J	2020	This was an applied research with a qualitative-quantitative approach and interpretative paradigm, with a non-probabilistic sample by convenience. The instrument was constructed based on the available literature and validated by expert judgment through a Likert scale with a Cronbach's alpha of 0,86. The relevance of the 14 criteria had an average approval rating of 80,6 % compared to 3,6 % disapproval. In conclusion, the E-Tip is a valid and reliable instrument for evaluating teacher induction programs in any type of school.
(30) Britt M., Donahue T, Judge S	2016	Program outcomes were collected from mentor teachers, school administrators, and residents to assess the impact of the program
(31) Fenton-Smith B, Torpey MJ	2013	Case Study Management self-reporting/interviews Pre-orientation survey (new teachers) on perceptions and needs. Immediate post-orientation survey (new teachers) on perceptions, usefulness, and satisfaction End-of-semester focus groups/survey (new teachers) on initial feelings and impressions End-of-semester focus groups/survey (experienced ELI teachers) on perceptions
(32) Taranto G	2011	Purpose: to evaluate the effectiveness of incorporating an online learning community as part of a comprehensive new teacher induction program. Evaluate the entire model over an entire school year with a cohort of new teachers entering the field. This research focuses on the conceptual framework and the responsiveness of implementing the framework in a new teacher induction program. Surveys. The researcher used a 4-point Likert scale for the survey questions. The survey of new pre-service teachers showed that 100 % of the participants agreed or strongly agreed with the usefulness of the online learning community on a number of items. Observation of the dynamics of the discussion forums. Questionnaires and focus groups on participants' opinions.
(33) Fresko B, Nasser-Abu Alhija F	2009	Questionnaires The data for the quantitative component of this study were obtained through questionnaires adapted to each group. The questionnaire for new teachers focused on background and training variables, employment during the induction year, mentoring, the induction workshop, evaluation of their work by others, and their attitudes toward the induction program and its components. The mentors' questionnaire addressed school and personal characteristics, their work as mentors, and their attitudes toward the induction program. Workshop leaders were administered a questionnaire addressing their personal and professional characteristics, organizational aspects of the workshops, workshop content, and attitudes toward the induction program. Interviews: Semi-structured protocols were used to interview the subsample of new teachers, mentors, workshop leaders, principals, and superintendents. Interviews with new teachers, mentors, and workshop leaders focused on the same aspects addressed in the questionnaires but allowed for an in-depth investigation of the components and processes of induction. The interviews with school principals and superintendents were intended to add additional perspectives on the induction program and focused on those aspects of the program in which these groups were involved.
(34) Ballard K, Laurence P	2004	Evaluation of the program from the perspective of family physicians.
(35) Kelley LM	2004	Case Study Program Evaluation Methods Questionnaires on Quality of relationship with their mentor/Type and level of professional growth/Director and administration support/Relevance of and satisfaction with graduate courses", etc.). Component analyses of two domains believed to influence retention-quality of mentoring and perceived level of teacher growth-combined survey and interview responses from teachers and directors of the ten cohorts of PIE teachers who appear in the retention results.

After the full reading of the articles, two of them were discarded. The research of Fenton-Smith B & Torpey MJ⁽³¹⁾ was a Case study that was not replicable; it collected feelings and perceptions of new teachers pre- and post-orientation. On the other hand, Ballard & Laurence⁽³⁴⁾ evaluated the program from the perspective of family physicians.

DISCUSSION

The purpose of this study was to systematically review and analyze existing teacher induction program evaluation instruments to identify their applicability, limitations, and gaps.

Of the six articles left in this review, a comparison was made to determine whether the evaluation of the program was quantitative, qualitative, and/or generalizable to other programs.

In the study by Marcelo & Lopez,⁽²⁹⁾ the researchers determined the level of satisfaction of teachers, mentors, and school principals through perception surveys. The quantitative study is based on the Professional and Performance Standards of the Teaching Career developed by the Dominican Ministry of Education. The instruments used were a satisfaction survey of new teachers, a satisfaction survey of accompanying teachers, a satisfaction survey of school principals, a self-evaluation scale of new teachers, a scale of teacher evaluations by accompanying teachers, and competency profiles of accompanying teachers. The evaluation criteria focus on the competencies and performance of the teachers who participated in the induction program, not the program itself. In addition, the evaluation criteria were developed based on the Dominican Republic's standards for its teachers and do not contemplate international standards. For these reasons, this evaluation cannot be used to evaluate teacher induction programs in general or outside the country of origin.

Concerning Yeomans-Cabrera & Martinez-Líbano's study,⁽¹⁶⁾ the authors validated an instrument for evaluating the quality of induction programs that is generalizable, as it is based on current literature and was validated by expert judgment. However, the instrument only indicates the presence of the quality criteria but does not assess the degree of presence of the criterion.

In the study by Britt M, Donahue T & Judge S,⁽³⁰⁾ the researchers described an immersion program based on the annual residency for novice teachers endorsed by the U.S. government's Department of Education. The study describes the key components of the teacher immersion residency program and highlights the successes and challenges of implementing this new model. Program outcomes were collected from mentor teachers, school administrators, and residents (novice teachers) to assess the program's impact. The criteria evaluated were resident performance, reflective practice, and perceptions of the induction model by mentors, administrators, and residents. Extending this evaluation to other non-immersive teacher induction programs is impossible because the study has a primarily interpretive focus on a particular immersive case.

Taranto's study⁽³²⁾ aimed to design, implement, and evaluate the effectiveness of incorporating an online learning community into a comprehensive induction program for new teachers. Because this study aims to assess a variable's impact, the criteria to be evaluated are associated with incorporating this. Criteria were assessed in a pre- and post-survey with a 4-level Likert scale. The criteria were (a) comfort, familiarity, and use of Web 2.0 technologies (b) accessibility for seeking support (c) discussion forums as a source of reflection and support (d) areas addressing the intended induction topics: integration of technology in the classroom, assessment and grading, differentiation of instruction, and special education concerning inclusion. Contributor pre- and post-survey sections included (a) comfort, familiarity, and use of Web 2.0 technologies and (b) discussion forums as a source of support. This evaluation cannot be applied to other induction programs, as it only assesses the impact of incorporating an online learning community and not the program's quality.

Fresko & Nasser-Abu's study⁽³³⁾ addresses the gap between program policy and its implementation concerning various aspects of the Israeli teacher induction program. A content analysis of the Israeli Ministry of Education's educational policies was conducted, and units of meaning were extracted and categorized to derive the criteria for evaluating the implementation of the induction program. An evaluation based on these criteria can only be replicated in other induction programs in the same country.

Kelley's study⁽³³⁾ evaluated the impact of an induction program on teachers' competencies and retention in the first five years of professional practice. To this end, the participants' perceptions were considered in two main areas: the quality of the mentors and the growth/development of the professionals during this period. Since the study does not propose an instrument to evaluate the quality of an induction program but rather the impact on retention and competency indicators, it can only help assess experiences and not programs.

The systematic review has shown that, although there are instruments whose purpose has been to evaluate teacher induction programs, most are not generally applicable because they have been constructed for limited contexts (based on local educational policies, immersive programs, and perception, among other limitations). The only instrument transversally applicable to induction programs is, in its current form, limited to measuring only the presence of quality criteria and not the degree of presence.

Projection

Considering the existing research gaps, there is a need to develop an induction program evaluation

instrument to complement the quantitative evaluation of the E-Tip (Teacher Induction Program Evaluation). The review highlights the need for a robust, qualitative tool to complement existing quantitative measures, which would provide a comprehensive framework for assessing the effectiveness of teacher induction programs across diverse educational settings.

CONCLUSIONS

The E-Tip was the only instrument demonstrating generalizability in teacher induction program evaluation. However, it assesses the presence of quality criteria without evaluating their degree of implementation.

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FINANCING

No fundings.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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