Teacher Induction Programs

Program description:
Teacher induction programs typically assign an experienced mentor to new teachers in the first and second year of their careers. In more intensive programs, additional support includes professional development opportunities and structured collaboration and sharing periods with other teachers at the school. The evaluations included in the meta-analysis examine more intensive programs in comparison with less-intensive programs and their impacts on student test scores. The results for teacher induction should be considered a lower-bound estimate of the economic benefits, because impacts on teacher retention and associated cost-savings are not measured in this analysis, and reducing teacher turnover is typically a primary goal of these programs.

Typical age of primary program participant: 10

Typical age of secondary program participant: N/A

Meta-Analysis of Program Effects

Outcomes Measured	Primary or Second-ary Partici-pant	No. of Effect Sizes	Unadjusted Effect Sizes (Random Effects Model)			Adjusted Effect Sizes and Standard Errors Used in the Benefit-Cost Analysis					
						First time ES is estimated			Second time ES is estimated		
			ES	SE	p-value	ES	SE	Age	ES	SE	Age
Test scores	P	5	0.07	0.06	0.21	0.07	0.06	11	0.04	0.04	17

Benefit-Cost Summary

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2011). The economic discount rates and other relevant parameters are described in Technical Appendix 2.	Program Benefits					Costs	Summary Statistics			
	Partici-pants	Tax-payers	Other	Other Indirect	Total Benefits		Benefit to Cost Ratio	Return on Invest-ment	Benefits Minus Costs	Probability of a positive net present value
	$2,353	$866	$0	$430	$3,648	-$63	$57.79	20%	$3,585	88%

Detailed Monetary Benefit Estimates

Source of Benefits	Benefits to:				
	Partici-pants	Tax-payers	Other	Other In-direct	Total Benefits
From Primary Participant					
Earnings via test scores	$2,353	$866	$0	$430	$3,648

Detailed Cost Estimates

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The uncertainty range is used in Monte Carlo risk analysis, described in Technical Appendix 2.	Program Costs			Comparison Costs			Summary Statistics	
	Annual Cost	Program Duration	Year Dollars	Annual Cost	Program Duration	Year Dollars	Present Value of Net Program Costs (in 2011 dollars)	Uncertainty (+ or – %)
	$67	2	2010	$35	0	2010	$63	20%

Source: The cost estimate for the treatment group--those receiving more intensive mentoring--is based on Washington State's per-teacher allocation for the Beginning Educator Support Team (BEST) program in FY 2010 ($5,000). The cost estimate for the comparison group is the FY 2009 per-teacher allocation for the Teacher Assistance Program (TAP) in Washington State ($800). Each of these estimates is divided by 75 (our assumption for the average number of students per teacher). Source: http://www.k12.wa.us/LegisGov/2011documents/BESTProgramReport.pdf

Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)
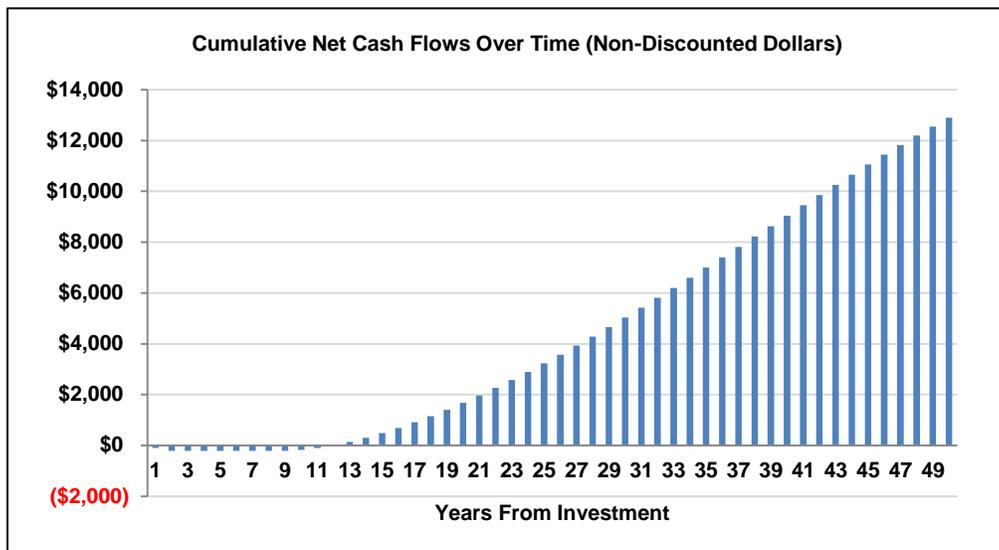
Multiplicative Adjustments Applied to the Meta-Analysis

Type of Adjustment	Multiplier
1- Less well-implemented comparison group or observational study, with some covariates.	1.00
2- Well-implemented comparison group design, often with many statistical controls.	1.00
3- Well-done observational study with many statistical controls (e.g., instrumental variables).	1.00
4- Random assignment, with some implementation issues.	1.00
5- Well-done random assignment study.	1.00
Program developer = researcher	0.5
Unusual (not "real-world") setting	0.5
Weak measurement used	0.5

Studies Used in the Meta-Analysis

Allen, J. P., Mikami, A. Y., Pianta, R. C., Gregory, A., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333(6045), 1034-1037.

Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., . . . Ali, M. (2010). *Impacts of comprehensive teacher induction: Final results from a randomized controlled study.* Washington, DC: National Center for Education Evaluation and Regional Assistance.

Rockoff, J. E. (2008). *Does mentoring reduce turnover and improve skills of new employees?: Evidence from teachers in New York City (*Working Paper No. 13868). Cambridge: National Bureau of Economic Research.

Wechsler, M. E., Caspary, K., Humphrey, D. C., & Matsko, K. K. (2010). *Examining the effects of new teacher induction.* Menlo Park, CA: SRI International.