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Evaluation of Teacher-Induction Programs (E-Tip): Validity of the Criteria

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ABSTRACT

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The aim of this study was to validate the criteria of an instrument created to ensure the quality of teaching induction programs. It was an applied research with a mixed method approach. The sample was non-probability by convenience. The instrument was constructed on the basis of available bibliography and the content was validated by expert judgment through a Likert scale with an alpha of Cronbach of 0.86. The Aiken V was applied to the judgment of the experts. The 14 relevant criteria had an average approval rate of 80.6% versus 3.6% of disapprovals and, according to the Aiken V, thirteen of the fourteen items should be included in the final version of the scale. In conclusion, the E-Tip criteria proved to be valid in the content validation. Furthermore, further research is needed on qualitative instruments to assess the criteria mentioned.

Keywords: Education & training; educational administration; induction of labor; teacher preparation; job rotation.

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Evaluación de los programas de inducción docente (E-Tip): Validación de los criterios

RESUMEN

El objetivo del presente estudio fue validar los criterios de un instrumento creado para el aseguramiento de la calidad de los programas de inducción docente. Se trató de una investigación aplicada con un enfoque de métodos mixtos. La muestra fue no probabilística por conveniencia. El instrumento se construyó con base en la bibliografía disponible y el contenido fue validado por juicio de expertos a través de una escala de Likert con un alfa de Cronbach de 0.86. Se aplicó la V de Aiken al juicio de los expertos. Los 14 criterios relevantes tuvieron una aprobación media del 80,6% frente al 3,6% de desaprobación y, según la V de Aiken, trece de los catorce ítems deberían incluirse en la versión final de la escala. En conclusión, los criterios del E-Tip resultaron ser válidos en la validación de contenido. Además, es necesario realizar más investigaciones sobre instrumentos cualitativos para evaluar los criterios mencionados.

Palabras clave: Educación y Formación, Administración Educativa, Inducción al Trabajo, Preparación Docente, Rotación Laboral

1. Introduction

There is a wide variety of educational organizations whose differentiating factors are mainly the target audience, financial support, the educational model, the administrative model, mission, vision, and organizational purposes, among others (OECD, 2021; Pedraja-Rejas & Rodríguez-Ponce, 2015). Thus, every organization has its own culture. Educating is an essential task that gets beginner teachers to face the feeling of not having all the means or training they need (Marcelo et al., 2009; Waychunas, 2022). The induction of new teachers has become relevant due to the increasing attention to educational quality (Flores Gómez, 2014; Johnson et al., 2019). In many countries, induction has become a priority (United Nations, 2020). The literature has been comprehensive and profuse in the theoretical and empirical support to justify the need to accompany teachers in their initiation to teaching (Kozikoglu, 2017; Ruffinelli Vargas, 2016). Even though they are mainly in the classroom, teachers entering an organization must face all these differences and adapt to them (Çakmak et al., 2019; Hamurabi Sözen, 2018; Kozikoglu, 2017; Marcelo García, 1999; Öztürk, 2008). Many organizations have teacher induction systems to support their collaborators in this process; however, in many cases, it is only a voluntary action of the organization (Marcelo, 2009; Wendel, 2022; Willis, 2022).

In every school, the teacher has a fundamental and irreplaceable task: teaching. According to different dictionaries, a teacher teaches as an occupation (Cambridge Dictionary, 2022; IGI Global, 2022; Merriam-Webster, 2022; Oxford Advanced Learner's Dictionary, 2022). Depending on the type of organization, teachers can be either education professionals (certified teachers) or professionals from other areas associated with their teaching field (Ellerbrock et al., 2022; Qian, 2022; Sisto, 2011; Yoon & Kim, 2022). They may have different names depending on the country or type of organization (Faculty, Professor, Relator, among others) (Cambridge Dictionary, 2022; IGI Global, 2022; Merriam-Webster, 2022; Oxford Advanced Learner's Dictionary, 2022; University of Leeds, 2022). In the United States, the requirements

for being a professor vary in subject and organization. Usually, postsecondary teachers need a Ph.D. However, master's degrees are sometimes enough certification at community colleges. Concerning teaching certificates, only postsecondary education teachers may benefit from a teaching credential, but only under the principle that professors should have the same credentials their college students would get; in summary, professors do not need a teaching credential. They only need preparation in their field (Bureau of Labor Statistics, 2020). The situation is similar in the United Kingdom, as in most European countries. Contributions in the disciplinary area must be demonstrated. However, pedagogical preparation is not required (University of Leeds, 2022). Teaching methodology, group management, and classroom management are part of their professional training for education professionals. However, teachers not certified in education but in other professional areas may not be prepared with the full spectrum of teaching skills necessary for teaching-learning success and act mainly by intuition. The teacher's task is complex and requires the mastery of pedagogical strategies that facilitate their didactic performance; learning to teach is necessary to understand and enjoy it better (Iwuanyanwu, 2022; Rodriguez Vite, 2017). At the different school levels, employers or external organizations offer training and specializations for supporting and certifying teachers in improving the teaching-learning process. This means that a teacher from a professional area outside education can complement their studies concerning the areas of knowledge associated with teaching methodologies, among others. Thus, there are plenty of courses, diplomas, master's degrees, and even doctorates in education since an essential proportion of teachers, especially in higher education, were trained in different professional areas (Kraiger, 2022; Marcelo et al., 2009).

However, although there are several instances of improvement in pedagogical aspects, there needs to be more consistency among programs regarding duration, structure, and intensity (Koehler & Kim, 2012; Salokhojaeva, 2022; Yurkofsky, 2022). Besides, each school's organizational culture is a pivotal element to manage so that teachers can perform in the best way; that is, to meet the organization's expectations and properly administer its available resources (human, material, and time) (Rodríguez Mansilla & Quezada Menares, 2007; Rostini et al., 2022). Each organization has different missions and visions on which goals are built, and human resources are defined. Each position description will depend on the organization, so teachers' responsibilities and procedures may differ among schools. We can find teachers who dedicate all their time to the classroom and others who must divide the time between meetings, administrative tasks, student care, and teaching (Santiago Páez, 2019). That is why it has been established that induction processes are essential for the success of both the employee and the organization (Segovia Gutierrez, 2020), and many schools have induction programs for their teachers (González Torres, 2019).

2. Literature Review

2.1 Causes of teachers' job rotation

Job rotation is defined as the voluntary and permanent termination of the worker's labor relationship with an organization; the same changes could also occur involuntarily (e.g., accident, illness); however, voluntary termination may be prevented (Bretones & González, 2009; Shibru, 2022). Teacher turnover is a complex phenomenon that varies from country to country; however, governments worldwide have implemented policies and programs to encourage people to choose a teaching career (Thomson, 2021). Different factors promote job rotation. One of the causes could be the relationship between the worker and the organization in which the person works; the success, efficiency, productivity of the company, and well-being at work depend significantly on that relationship (Mlekus & Maier, 2021; Rodríguez,

2006; Sood & Ong, 2022). Organizational factors can also influence rotation behavior, such as lack of recognition, pressure, stress, human relations, fatigue, physical work conditions, and leadership styles (Al-Romeedy, 2019; Bretones & González, 2009; Du & Liu, 2020). Along the same line, Mobley's classic model suggests that the working conditions affect the consequence of the workers' dissatisfaction with the job (Badrianto & Ekhsan, 2020; Puji Astuti et al., 2020; Velando Rodríguez, 2004). After analyzing the previous ideas, it can be asserted that rotation is not a cause but an effect of certain phenomena that condition employees; rotation is a consequence of diverse psychological, individual, organizational, and environmental factors (Boukis & Christodoulides, 2020; Bretones & González, 2009; Jai et al., 2021; Min et al., 2020).

2.2 Consequences of teachers' rotation

A worker's voluntary rotation can severely affect the organization's tangible and intangible operational costs (e.g., selection and training of the person and the substitute, decreased productivity, decreased product or service quality, and failure to prevent risks, among others). Some authors have quantified rotation costs between 1-1.5 salaries per rotated person (Bloom et al., 2022; Bretones & González, 2009). In addition to the economic costs of rotation, social effects such as disruption of social structures and organizational communication disruption are also observed (Asamoah et al., 2020; Levin & Kleiner, 1992). Considering that one of the intangible costs is the possibility of a decrease in the quality of service—in this case, teaching—it is essential to point out that teacher rotation could directly affect students' satisfaction, having a direct monetary impact on the organization. Besides, it is imperative to emphasize that the retention of talent is a beneficial action for the company and its total responsibility; the organizations must identify the main problems to be solved in the organizations, directly promoting the decrease of rotation (Bakker et al., 2021; Bretones & González, 2009). Based on the above, it is crucial to develop a Human Resources plan that allows the correct systematic induction of new teachers to support their work and retain teaching talent. Among the advantages found in a fair induction process are the reduction of recruitment and selection costs, the detection of training needs, the evaluation of the new employee, the sense of belonging, the acceptance of authority, and increased performance, among others. The first experiences an employee lives in the organization will ultimately qualify their performance and his adaptation, hence the importance of the induction process (del Giudice et al., 2021; Grados, 2013). As previously stated, the complexities of knowledge evolution and the transmission of knowledge make training and induction fundamental for any organization to achieve its objectives (Bencsik, 2021; Orozco Delgado, 2001). It is essential to emphasize that all educational organizations' actions toward the community are built on the contribution and strength of their human resources. Therefore, employees must be well attended to from the very moment their work begins so they can meet the recruitment needs (Allal-Chérif et al., 2021; Orozco Delgado, 2001). In summary, the induction process should be seen as beneficial for rapid integration into the position and an economic benefit for the organization.

2.3 Teachers' Induction

Paying attention to the initiation and professional induction period is a profitable investment, both from the permanence of the teaching staff in the classroom and the responsibility of ensuring a higher quality teaching with better-prepared professionals. Likewise, induction programs arise from thinking of the beginner teacher and the need to maintain or retain teachers in their jobs as mechanisms to avoid desertion and abandonment of the teaching profession (Marcelo García, 1999; Otele, 2022). The reception within the organiza-

tion is called "general induction" or "organizational socialization" (Bermúdez Restrepo, 2011; Omanović & Langley, 2021). Induction is a polysemic concept, depending on the definer's ideology and their way of seeing the teacher's professional development process, with its specific stages and characteristics (Bozu, 2009; Sorensen, 2022). Induction has been defined as a phase of the administrative process; some organizations practice induction, and through it, new personnel are offered the necessary information to return to their jobs without delay, confidently and safely, and effectively contribute to the achievement of organizational objectives and goals (Amushila et al., 2021; Orozco Delgado, 2001). Also, induction has been referred to as a process by which an organization proposes a systematic program of support for teachers to introduce them to the profession and help them address problems that reinforce their autonomy or facilitate their continued professional development (Bozu, 2009; Neuer Colburn & Bowman, 2021). Other definitions set induction as the process by which new employees are integrated into the company and its workplace; in this stage, it is necessary to clarify what is expected of employees in their position, which helps them overcome the tensions of transition (Bermúdez Restrepo, 2011; Rymaniak et al., 2021). During induction, training is necessary to welcome academic, teaching, or administrative staff. Besides induction, the training process's actions also aim to improve the quality of human resources. They seek to improve skills, increase knowledge, change attitudes, and develop the individual; the central objective is to generate changes to meet the organization's goals. Through training and development, organizations meet their present and future needs by better using their human potential, motivating them to collaborate more efficiently; this naturally seeks to translate into increased productivity (Rewel Jiminez et al., 2021; Reynoso Castillo, 2007).

Today's education's essential mission is to form highly trained professionals who act as responsible, competent, and committed citizens with social development; hence, the teacher's work is critical for students to learn and transcend even material obstacles (Le & Nguyen, 2022; Rodriguez Vite, 2017). Teacher induction is considered a relevant element in law connected to the teacher's professional development; however, it is not always mandatory (Ruffinelli Vargas, 2016; Strom & Viesca, 2021). Despite this, teacher turnover rates are very high, especially in higher education (Mejía Pérez, 2019; Mustafa et al., 2022). Thus, it is essential to consider that a person who handles the organization's procedures and expectations will have lower anxiety levels, which leads to increased job satisfaction (Rodríguez Mansilla & Quezada Menares, 2007; Shipman et al., 2021). Considering the breadth of the educational field and the different ways to induce new teachers to their work, it is essential to have an instrument that allows educational organizations to ensure that all their teachers are correctly induced in their positions and the corresponding organizational culture.

3. Materials and Methods

The present study objective was to validate the criteria of an instrument created for quality assurance of teacher induction programs. It was applied research with a mixed method approach (quantitative and qualitative data, integration, and discussion) (Hernández-Sampieri & Mendoza Torres, 2018) and from an interpretative paradigm, which focuses on understanding the educational reality from the meanings of the people involved and studies their beliefs, intentions, motivations and other characteristics of the educational process that cannot be directly observed or experienced (Garay, 2010). The sample was non-probabilistic for convenience. For the general objective, it was first necessary to determine the essential elements for successful labor induction. The instrument was built based on the current literature, and the content was validated by expert judgment through a Likert scale for each instrument's criterion. The reliability of this validation instrument was 0.86 in Cronbach's alpha, and Aiken's V was applied to the experts' judgment.

3.1. Construction of the instrument

Organizations establish conditions that must be met by those who wish to join them and requirements that must be met by all members (Rodríguez, 2013). 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; observations of new teachers in classes by supervisors, peers, or groups; follow-up interviews with observers; consultations with experienced teachers; support and mentoring by teacher mentors; opportunities to observe other teachers; reduced teacher time-charge for beginning teachers and mentors; group meetings of beginning teachers; creation of team teaching situations; specific courses for beginning teachers at school; and, special publications for beginning teachers (Marcelo García, 1999)*. It is then established that induction depends on each school's organizational culture and the work the new employee will perform; however, this would be a step that no organization should omit in the induction process despite the differences. We constructed an evaluation instrument of teacher induction programs (E-Tip) from the revised bibliography. This instrument contains the essential characteristics established by Marcelo García (1999), and it should be applied as a comparison guideline to determine the present and missing elements in a teacher induction program. The indicators are listed in Table 1.

3.2 Instrument Validation

The content validation was carried out under expert judgment through a rating scale (Likert). They were consulted on demographic aspects, such as the level of the organization in which they work, the position they hold, and the relevance of each indicator (14) on the following scale: 1) Irrelevant; 2) Poorly relevant; 3) Medium relevant; 4) Relevant; 5) Essential. Besides, Aiken's V was applied to experts' judgment. The E-Tip criteria were presented in Spanish to be assessed by experts (its original language). According to Aiken's V., items below 0.70 should be eliminated on the recommendation of the expert judges. In the criteria that resulted lower than 0.70, a review of the means of the groups concerning their place of work (Higher Education: Secondary Education) and a test of independent samples was performed: Levene's test for equality of variances and t-test for equality of means. The reliability of the validation instrument was 0.86 in Cronbach's alpha.

Table 1

Indicators for the Evaluation of Teacher Induction Programs (E-Tip).

	Indicators
1	It contains written material about the working conditions and rules of the organization.
2	It includes meetings and previous visits to the place where teachers will carry out their work.
3	It contains training sessions on curriculum and effective teaching.
4	It contains training sessions by mentoring teachers and other support staff.
5	It contains observation instances by supervisors, peers, or groups and/or video recordings of beginning teachers in classes.
6	It includes follow-up interviews with observers.
7	It includes spaces for consultation with experienced teachers.
8	It includes support and advice from mentoring teachers.
9	It offers the opportunity to observe other teachers (live or recorded).
10	It provides for reduced time/teaching load for beginning teachers and/or mentors.
11	It includes group meetings for beginner teachers.
12	It contemplates the creation of team-teaching situations.
13	It contains specific courses for beginning teachers at school.
14	It contemplates specific communications towards beginner teachers.

3.3 Participants

The inclusion criteria for evaluators were holding a professional degree, being part of an educational organization, and having at least one managerial or coordinating position since induction comprehends the integration of the professional into organizations. Thirty experts answered the evaluation. The proportion of participants concerning their workplace was 9:1 (Higher Education: Secondary Education). Concerning the positions experts held in these organizations, persons in positions of Coordination were 40%, Directors 6,7%, Deaneries 50%, and Vice-Chancellors 3,3%.

3.4. Expert Judgment

The instrument was validated between September 19th and September 26th, 2020, through Microsoft Forms® under correlation id 731c347d-2323-4d12-8a89-ad1cbb74f9f7.

4. Results

The results of the assessment of the relevance of the criteria (C) included in the E-Tip instrument are shown in Table 2.

Table 2

Relevance of E-Tip instrument criteria by expert judgment (%).

	1	2	3	4	5
C1. It contains written material about the working conditions and rules of the organization.	0.0	3.3	6.7	43.3	46.7
C.2 It includes meetings and previous visits to the place where teachers will carry out their work.	0.0	3.3	16.7	43.3	36.7
C.3 It contains training sessions on curriculum and effective teaching.	0.0	3.3	3.3	36.7	56.7
C.4 It contains training sessions by mentoring teachers and other support staff.	0.0	3.3	10.0	56.7	30.0
C5. It contains observation instances by supervisors, peers, or groups and/or video recordings of beginning teachers in classes.	3.3	0.0	20.0	40.0	36.7
C6. It includes follow-up interviews with observers.	0.0	3.3	26.7	50.0	20.0
C7. It includes spaces for consultation with experienced teachers	0.0	3.3	13.3	60.0	23.3
C8. It includes support and advice from mentoring teachers.	0.0	3.3	10.0	53.3	33.3
C9. It offers the opportunity to observe other teachers (live or recorded).	0.0	0.0	16.7	63.3	20.0
C10. It provides for reduced time/teaching load for beginning teachers and/or mentors.	3.3	10.0	33.3	43.3	10.0
C11. It includes group meetings for beginner teachers.	0.0	3.3	23.3	40.0	33.3
C12. It contemplates the creation of team-teaching situations.	0.0	3.3	20.0	46.7	30.0
C13. It contains specific courses for beginning teachers at school.	0.0	0.0	16.7	40.0	43.3
C14. It contemplates specific communications towards beginner teachers.	3.3	0.0	10.0	46.7	40.0

Scale: 1: Irrelevant; 2: Poorly relevant; 3: Medium relevant; 4: Relevant; 5: Essential; C: Criterion.

The relevance of the 14 criteria averaged 80.6% approval and 3.6% disapproval. The two criteria with the highest approval (%Relevant + %Essential) were C1 and C3, with 90% and 93%, respectively. The criterion with the highest disapproval (%Irrelevant + %Poorly Relevant) was C10 with 13%. The criteria with 0% disapproval were C13 and C9.

According to Aiken's V., items below 0.70 should be eliminated on the recommendation of the expert judges. Therefore, according to the results in Table 3, item 10 should be excluded from the instrument. For this criterion, a review of the means of the groups concerning their place of work (Higher Education: Secondary Education) (See Table 4) and a test of independent samples were performed: Levene's test for equality of variances and t-test for equality of means.

Table 3

E-Tip Aiken's V Coefficient Interval analysis.

Items	Mean	Aiken's V	Confidence Interval 95%	
			Low	High
1	3.3	0.83*	0.74	0.88
2	3.1	0.77*	0.69	0.84
3	3.5	0.87*	0.80	0.92
4	3.1	0.77*	0.69	0.84
5	3.1	0.77*	0.69	0.84
6	2.9	0.72*	0.63	0.79
7	3.0	0.75*	0.66	0.81
8	3.2	0.80*	0.71	0.86
9	3.0	0.75*	0.66	0.81
10	2.5	**0.62**	0.53	0.70
11	3.0	0.75*	0.66	0.81
12	3.0	0.75*	0.66	0.81
13	3.3	0.83*	0.74	0.88
14	3.2	0.80*	0.71	0.86

Table 4

Groups statistics.

Participants Workplace	Media	SD	Mean Error
Secondary	2.6667	.57735	.33333
Higher Education	2.4444	.97402	.18745

Table 5 shows the results of Levene's test, which were non-significant. Next, the Students' t-test results for independent samples showed non-significant differences (0.704) between the secondary versus higher education groups. In conclusion, C10 should be excluded from the final instrument.

Table 5

Test of independent sample.

	Levene's test of equality of variances		T-test for equality of means					95% confidence interval of the difference	
	F	Sig.	t	gl	Sig. (bilateral)	Difference in means	Standard error difference	Inferior	Superior
Equal variances are assumed	1.257	0.272	0.384	28	**0.704**	0.22222	0.57888	-0.96355	1.40800
Equal variances are not assumed			0.581	3.439	0.597	0.22222	0.38242	-0.91156	1.35600

5. Discussion

The present study objective was to validate the criteria of an instrument created for quality assurance of teacher induction programs.

5.1 The E-Tip Criteria

The E-Tip instrument not only seeks to ensure pedagogical support for teachers, which is vital. Teachers in educational organizations may be updated with educational models and methodologies. However, beyond the pedagogical tools, this instrument intends to ensure that teachers who join an educational organization can be nurtured in the organizational culture to manage their work more effectively and efficiently and contribute to their team faster and more efficiently. The instrument's criteria were divided into two categories to analyze the results: teaching support (activities supporting the teaching-learning process) and management support (supporting teachers in administrative areas). The criteria were analyzed per category and then as a total, as seen in Table 6 and Figure 1.

Table 6

E-Tip Criteria are classified into teaching support and management support.

Teaching Support	Managing Support
C3. It contains training sessions on curriculum and effective teaching.	C1. It contains written material about the working conditions and rules of the organization.
C5. It contains observation instances by supervisors, peers, or groups and/or video recordings of beginning teachers in classes.	C2. It includes meetings and previous visits to the place where teachers will carry out their work.
C9. It offers the opportunity to observe other teachers (live or recorded).	C4. It contains training sessions by mentoring teachers and other support staff.
C12. It contemplates the creation of team-teaching situations.	C6. It includes follow-up interviews with observers.
C13. It contains specific courses for beginning teachers at the school.	C7. It includes spaces for consultation with experienced teachers.
	C8. It includes support and advice from mentoring teachers.
	C10. It provides for reduced time/teaching load for beginning teachers and/or mentors.
	C11. It includes group meetings for beginner teachers.
	C14. It contemplates specific communications towards beginner teachers.

Figure 1

*Relevance of teaching support criteria.*
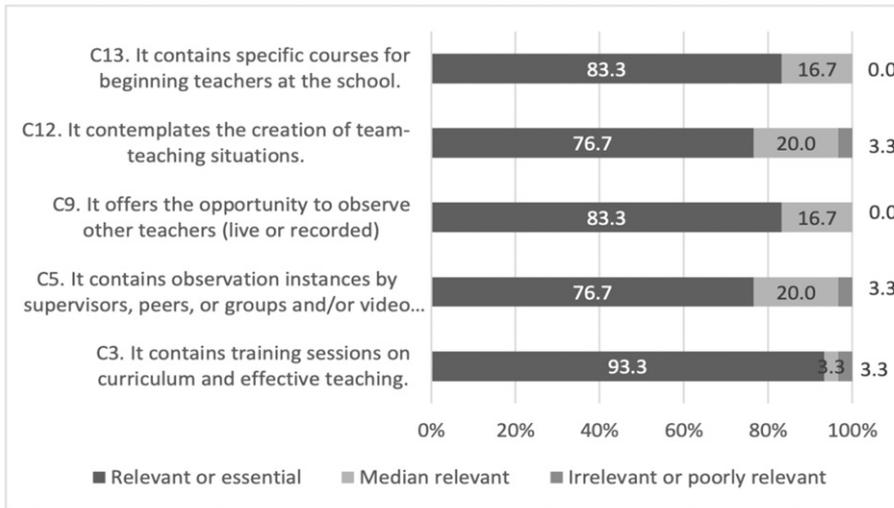
Regarding the criteria associated with teaching support (Figure 1), the aspect with the most support from the experts was related to training on the curriculum and effective teaching (C3), and the least valued, but still having a high percentage of approval, was the criterion that refers to creating team-teaching situations and observation instances by supervisors or peers (C5). The latter may be related to observation instances implying other employees' participation—who already have different assigned roles—which could translate into work overload for some.

Concerning the criteria associated with management support, compared to this group, the most widely supported criterion was that the teacher induction program should contain written material on working conditions and the organization's standards (C1) (Figure 2). That is to say, the working conditions must be officialized, and standards should be written down and included in the induction program, which may prevent different interpretations of the roles and tasks.

Figure 2

Relevance of Management-Support Criteria.
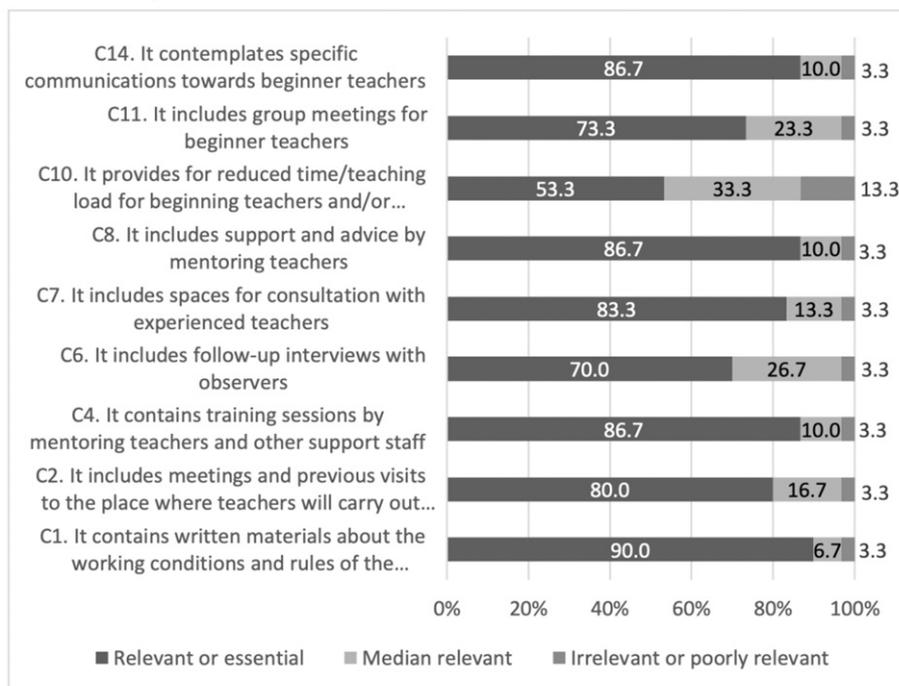
5.2 The E-Tip Criteria Relevance

Let us analyze the approval given to all fourteen criteria. Based on expert judgment, we can see that the criteria for training in teaching and curriculum, and induction in working conditions and standards exceed 90% of approval (C1 and C3, respectively). This aligns with the theoretical frame; a school requires all officials who begin their work, whether administrative or teaching, to know the organization best to become familiar and integrated (Orozco Delgado, 2001). Entering the working world within higher education organizations has its particularities, and facing learning and knowledge within an organization cannot be easy; therefore, it is necessary to manage the organization from human capital management processes. As a collaborative community, the organization must have as its ultimate horizon the understanding of its recipients' reality and the discovery of strategies that best respond to learning needs and the demands of the environment (Salgado-Cruz et al., 2017). Likewise, concerning new teachers, caring for new teachers' training is fundamental for the education system. Most of the habits and knowledge teachers will use in their professional practice in their first work years are formed and consolidated (Bozu, 2009; Sorensen, 2022). The process of personnel induction applied to new members should be offered as an easily accessible alternative and a significant opportunity to expedite personnel's integration with high possibilities of achieving the desired academic and research productivity (Colmenárez, 2008). The management aspects become essential in the teacher's excellent performance, the organization's knowledge, the formal accompaniment, and the formal allocation of time for adaptation (Marcelo García, 1999). The expert judgment revealed that the theory is still valid; since evaluators were experts who lead human groups in educational organizations, they assessed the relevance according to their knowledge and experience in management and accompaniment.

According to the expert judgment, thirteen out of the fourteen criteria are essential in the following order: training sessions on curriculum and effective teaching (C3); written material about working conditions (C1); training sessions by mentor teachers and other staff, and specific communication towards beginning teachers, and support and advice by mentoring teachers, in the same level (C14, C8, and C4); spaces for consultation with experienced teachers, opportunities to observe other teachers, and specific courses for beginning teachers, in the same level (C7, C9, and C13); meetings and previous visits to the place where teachers will carry out their work (C2); observation instances by supervisors, peers or groups, and team teaching situations, in the same level (C5 and C12); team meetings for beginner teachers (C11); and follow up interviews with observers (C6). Finally, reduced time/teaching load for novels and mentors was not considered an essential criterion (C10). Thus, it was removed.

The ranking that emerged from the expert judgment was not an objective of the investigation; however, it gives us a perspective from administrators and their beliefs about teaching training. This is primarily collaborative learning, involving mentors, supervisors, and peers observing and getting feedback. One important observation about this nine-level ranking is that the first three levels (summarized in training, manuals, and accompaniment) lead to quality assurance and confidence in the work.

As mentioned before, the teacher's role is irreplaceable. If that work is achieved effectively, the whole system stays intact since the service that is supposed to be given is absent. Regarding training, administrators must ensure that this essential work is done correctly and avoid content flaws (C3) (Leu, 2005; United Nations, 2020). About manuals, written material about working conditions can clarify any misunderstood information and guide teachers in their roles and responsibilities; it also may reduce the number of mistakes or misunderstandings in the team (C1) (Böckerman & Ilmakunnas, 2008; González Brito et al., 2005; The National Institute of Occupational Safety and Health, 2020). Concerning accompaniment, training, support, advice, and direct communication with new teachers can improve work management and integration into the team by increasing a sense of belonging, acceptance of authority, and increased performance, among others (C14, C8, and C4) (Bretones & González, 2009; Grados, 2013).

Since rotation is a consequence of diverse psychological, individual, organizational, and environmental factors (Bretones & González, 2009; Fernández De Pelekais et al., 2019), from the psychosocial perspective, these three top levels can be seen as a reinforcement of self-confidence in the employee. Regarding training, teachers must continuously be updated on curriculum and effective teaching since programs evolve, and different methodologies arise responding to the social needs and the organization's education models; updates may also respond to expected and professional competencies (Pazyura, 2015). When teachers feel supported in their development, a sense of professional identity, empowerment, and more positive morale and energy increase (Leu, 2005). On the other hand, when workers know precisely what to do and how they are expected to do it, their work can be more efficient, and they will act more confidently; that is, organizational culture, beliefs, and expectations shared by the organization, and a determined way in which things are done (C3) (Macgregor et al., 2005). Regarding manuals, written information about working conditions will make new teachers more confident in the new environment. They will know what to expect without asking around and feeling lost; training, role clarity, role conflict, and stress management are criteria that affect the quality of work-life regarding stress (Bermúdez Restrepo, 2011; The National Institute of Occupational Safety and Health, 2020). Finally, concerning accompaniment, it may decrease anxiety levels. Adaptation to contexts increases the satisfaction of the employee and affects organizational happiness. People who are happy with their jobs may be more productive and grateful and have a greater sense of belonging (Bretones &

González, 2009; Fernández De Pelekais et al., 2019; Reynoso Castillo, 2007; Rodríguez Mansilla & Quezada Menares, 2007).

There is an excellent diversity of induction programs worldwide, which usually require a mentor and release of hours for the mentor and beginner (Ruffinelli Vargas, 2016). For this reason, it is noteworthy that, although considered relevant by evaluators, the least supported of the fourteen criteria is contemplating reducing the time or workload for beginning teachers and mentors. Since expert judges perform administrative roles, they might observe a diversion of person-hours (p-h) to tasks not initially considered in teachers' job descriptions. For this purpose, a detailed analysis of teachers' dedication hours should be made to define the time dedicated to induction and make fair use of it. Systematization is an essential tool in the distribution of p-h. Suppose collaborative work is not considered in the tasks of experienced teachers. In that case, some might be overloaded, leading to employee dissatisfaction or burnout syndrome, among others (The National Institute of Occupational Safety and Health, 2020).

The induction process is beneficial for rapid integration into the position and an economic benefit for the organization. On the other hand, self-confident teachers, well prepared, with proper management of the organization's culture and supported by their team, will be happier with their job and beneficial to the organization. A restructuring of Human Resources will likely be required to carry out an induction program that meets all the relevant criteria. Finally, according to the literature and expert judgment, thirteen out of fourteen criteria presented in the E-Tip instrument are pertinent to assess (Annex 1).

6. Conclusions

The present study objective was to validate the criteria of an instrument created for quality assurance of teacher induction programs. The E-Tip criteria were valid in content validation, and thirteen out of fourteen items should be included in the final version of the scale. In addition, further investigation needs to be done concerning qualitative instruments to assess the level of achievement of the mentioned criteria.

Practical Applications

This instrument should be applied as a guideline to determine whether a program contains the essential elements validated by theory and expert judgment in a checklist format. The instrument might be used as a self-evaluation for educational organizations. It is recommended that the instrument be applied by a committee composed of teachers, educational managers, and Human Resources since induction aims to integrate new professionals into the organizational culture. When it is observed that one criterion is not present, the mentioned criterion should be rapidly considered in the teacher's induction.

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Annex 1

E-TIP Checklist
Quality Assurance of Teacher-Induction Programs

A. The Evaluation of Teacher-Induction Programs (E-TIP) allows educational organizations to ensure that all teachers are correctly induced in their positions and the corresponding organizational culture in managing (MC01-MC08) and teaching (TC09-TC13).

B. This instrument should be applied as a guideline to determine whether a teacher-induction program contains the essential elements validated by theory and expert judgment in a checklist format.

C. The instrument might be used as a self-evaluation for educational organizations.

D. It is recommended that the instrument be applied by a committee composed of teachers, educational managers, and Human Resources since induction aims to integrate new professionals into the organizational culture.

E. **When it is observed that one criterion is not present, the mentioned criterion should be rapidly considered in the teacher's induction.**

Criterion	Description	Check
MC01	It contains written material about the working conditions and rules of the organization.	
MC02	It includes meetings and previous visits to the place teachers will carry out their work.	
MC03	It contains training sessions by mentoring teachers and other support staff.	
MC04	It includes follow-up interviews with observers.	
MC05	It includes spaces for consultation with experienced teachers.	
MC06	It includes support and advice from mentoring teachers.	
MC07	It includes group meetings for beginner teachers.	
MC08	It contemplates specific communications towards beginner teachers.	
TC09	It contains training sessions on curriculum and effective teaching.	
TC10	It contains observation instances by supervisors, peers, or groups and/or video recordings of beginning teachers in classes.	
TC11	It offers the opportunity to observe other teachers (live or recorded).	
TC12	It contemplates the creation of team-teaching situations.	
TC13	It contains specific courses for beginning teachers at school.	