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ABSTRACT

The Model Teacher Induction Project (MTIP) is a research model program for the induction of beginning teachers. The program is being field tested along with a satellite project aimed at building and studying similar staff development programs. This paper reports on what has been learned from the MTIP and its satellite effort. A review of research studies on beginning teacher induction and problems of beginning teachers cites two major areas of concern for new teachers: classroom management and organization of content and instruction. Another key area of concern is the establishment of professional relationships as beginning teachers move into the school setting. A description is given of the research questions addressed by the MTIP and the instruments used to identify and clarify the reactions and opinions of participants in the project. Some implications for staff development procedures are: (1) programs should not be structured around the assumption that the first year is always traumatic; (2) pairing a new teacher with an experienced teacher should be based on the fact that they teach the same subject at the same grade level; (3) address new teachers' concerns about classroom management immediately and monitor their concerns closely in order to determine when it is appropriate to introduce interventions; and (4) consider local needs, goals, and resources when designing the program. (JD)

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A RESEARCH-BASED STAFF DEVELOPMENT PROGRAM FOR BEGINNING TEACHERS

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R&D Report No. 7201

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A Research-Based Staff Development Program for Beginning Teachers[1,2]

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Widespread public concern exists regarding the nature and quality of schooling received by pupils in the public schools. Responses to the concern often focus on improving the quality of teaching in classrooms. Increasingly, attention is being directed toward the specific needs of new teachers through state-mandated induction programs which offer support for, as well as increased assessment of, the new teacher. While some features of induction programs are research-based, others have not been extensively studied. The Research and Development Center for Teacher Education at The University of Texas at Austin has developed and is field testing a Model Teacher Induction Project (MTIP) to contribute further to the knowledge base of teacher induction. In addition, a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings has been established and is being supported by R&DCTE. The purpose of this paper is to share what has been learned from the MTIP and its satellite effort.

[1]The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

[2]Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1985.

Related Literature

Previous research suggests the need for additional study of the induction period of teaching. Statistics reveal wide discrepancies in the numbers of potential teachers entering teacher education programs and the projected numbers of teachers needed in the future (Feistritzer, 1983). As the demand for teachers increases, retention of trained teachers will be critical, and evidence suggests that successful induction to teaching may enhance retention (Tisher, 1979). Further, concern for the difficulties encountered by new teachers as they enter the profession is well documented (McDonald, 1980; Ryan, 1970; Tisher, 1978; Veenman, 1984).

More specifically, the National Center for Education Statistics estimates that the demand for new teachers between 1986 and 1990 should reach 197,000 per year and at the same time, the number of people entering college to prepare themselves for a career in education has steadily diminished (Feistritzer, 1983). A shortage of teachers is imminent and retaining new teachers in the profession is therefore critical. An examination of how beginning teachers are inducted into their respective schools and school systems generates research-based information regarding the development of competent professional teachers.

In response to public pressure to improve the quality of schooling by improving the quality of teaching in the schools, state departments of education are starting to concentrate on the beginning teacher. Policies relating to the induction period are being formed and implementation is moving ahead, often without benefit of knowledge bases. Such institutional responses range from precisely stated expectations to broadly stated goals for professionalism (Griffin, 1983). Further research into the

institutional responses to the needs of new teachers and the effects of those responses is needed.

The need for assistance for new teachers in several areas of teaching responsibility is evident in the literature. Johnston and Ryan (1980) identified from their review of the literature four common problems of new teachers: planning and organization, evaluation of students' work, motivation of students, and adjustment to the teaching environment. Although acquisition of teaching skills has been the focus of numerous studies (Fogarty, Wang, & Creek, 1982; Johnston, 1981; McEwing, 1981; Pigge, 1978), little classroom based research has been conducted specifically with new teachers (McDonald, 1980), especially in the areas of planning and organization of content and instruction.

Two major areas of concern for new teachers as they prepare for the beginning of school are classroom management and the organization of content and instruction in the subject(s) to be taught. Classroom management deals with skills, behavior, and activities that promote student involvement in classroom activities and that prevent or minimize disruptive behaviors. The organization of content and instruction refers to the way in which the teacher sequences and arranges topics in the curriculum, the activities that are chosen to convey the curriculum, and the knowledge the teacher possesses about the subject as it relates to the grade level content. Topics within the two areas overlap in some cases: e.g., accountability procedures have both a management and a content goal; the design and conduct of instructional activities have a great impact on management effectiveness (Good, 1981).

Still another key area of concern for new teachers is documented in the work of Tisher (1979) who emphasizes the importance of new personal and

professional relationships as beginning teachers move into the school setting. McDonald (1980) seconds the importance of reducing "trauma, suffering, and floundering" of the beginning teachers as they learn about teaching in particular school and community settings.

A critical component of the study for teacher induction is an accurate assessment of needs in order to formulate appropriate responses to those needs. The Concerns-Based Adoption Model offers a unique approach to the identification of concerns (Hall, Wallace, & Dossett, 1973). Unlike much past and current research which is focused at the organizational level, the CBAM is centered on the needs of the individual who is experiencing the change process. For the beginning teacher, the change involved is the developmental process of becoming a teacher. Various persons, including support or peer teachers, school and district administrators and consultants, and teacher educators all serve as change facilitators in assisting the new teacher. Stages of Concern, one dimension of the Concerns-Based Adoption Model, is particularly useful for inclusion in a teacher induction program since it can provide insight for change facilitators.

The concept of Stages of Concern is founded in the work of Frances Fuller (1969). Fuller found that as students moved through their teacher education program their concerns evolved in a developmental sequence. These concerns ranged from unrelated concerns to early concerns about "self," to concerns about "task," and finally to concerns about "impact." These stages were later expanded and became Stages of Concern (SoC). The SoC concept was extended and applied to concerns about any new program or innovation. Hall and Loucks (1978) identified seven kinds of concerns that individuals can experience at various points in the change process (Hall & Loucks, 1978).

Concerns theory, based on the premise that change can best be facilitated if the person undergoing change is provided with appropriate assistance targeted at their current concerns, has been applied in various settings.

There have not been many published reports of organized efforts to respond to the needs of first year teachers (Grant & Zeichner, 1981; Veenman, 1984). Without organized induction programs, first year teachers are most often left to fend for themselves (Ryan, 1982). There is little assistance for them because a double barrier results from 1) their tendency to ask for it only when they are sure their competency will not be questioned and 2) experienced teachers' reluctance to offer assistance for fear of appearing to interfere (Applegate, Flora, Johnston, Lasley, Mager, Newman & Ryan, 1977; Newberry, 1977).

In the past five years more induction programs have been implemented and several states have mandated programs, e.g., Florida, Georgia, Oklahoma and South Carolina (Defino & Hoffman, 1984). Local school districts and teacher education institutions are more frequently implementing programs, but most of these programs are not yet reported in the literature. In addition, very few evaluations of teacher induction programs have been conducted (Zeichner, 1982).

In sum, there are many unanswered questions regarding transition into the teaching profession. The answers to these questions may serve as guidelines for both state departments and school districts wishing to attract and maintain a quality teaching work force.

The Model Teacher Induction Project

As one step toward the improvement of teacher education across the professional continuum, the Research and Development Center for Teacher Education at The University of Texas at Austin undertook a project to design

and implement a research-based model program for the induction of beginning teachers. The Model Teacher Induction Project (MTIP) is a Center-wide collaborative project involving researchers from the three program areas: Research in Teacher Education, Research on Classroom Learning and Teaching, and Research on the Improvement Process. In addition to developing and implementing the MTIP, Center staff are conducting research on the participants and their practice, the project and its effects, and the research and development process. Finally, the effort includes a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings. The relationship between these three efforts is graphically displayed in Figure 1.

The Pilot Induction Project

Planning for the MTIP began in January 1984, and negotiations were made that spring with a nearby district to implement the project the following school year. Participants in the project were to be first year teachers at the middle school level teaching in the core academic subjects (language arts, math, science or social studies); their support teachers would be selected by their school principal. The selection criteria for support teachers were a judgment of success by their principal and willingness to help a new teacher. It was also suggested to principals that they select a support teacher who teaches the same subject and grade level as the new teacher and has his/her classroom located in the same area of the building as the new teacher.

The project began in August 1984 with four new teachers and their four support teachers. Shortly after the beginning of the school year, an

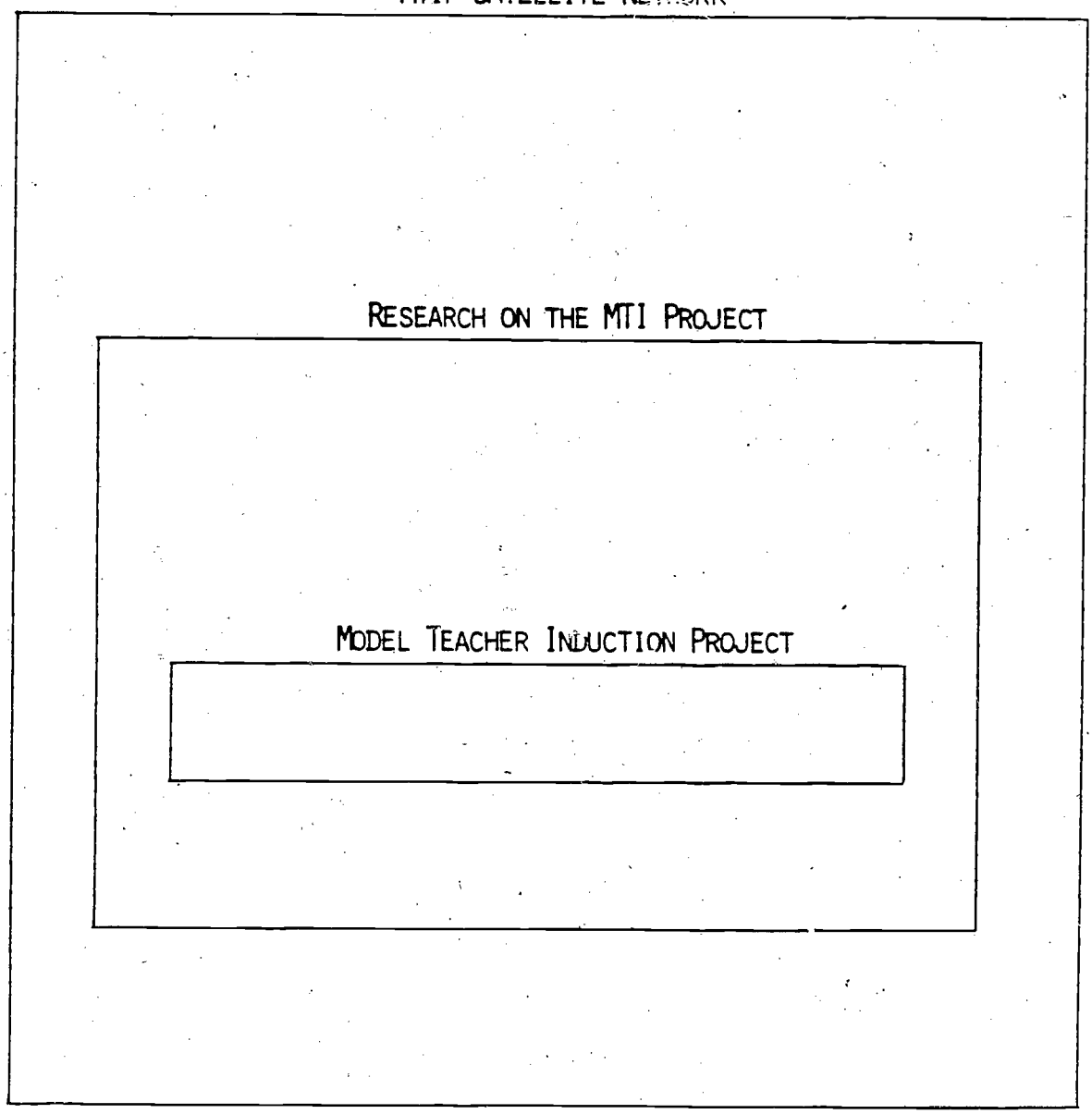
MTIP SATELLITE NETWORK
RESEARCH ON THE MTI PROJECT
MODEL TEACHER INDUCTION PROJECT

Figure 1.

additional two new teachers were added to the project, but neither had a support teacher assigned.

The philosophy behind the project was to begin with interventions designed to address common needs of beginning and support teachers and then to tailor interventions based upon the emerging needs of the participants. For a complete list of project interventions see Figure 2. Before the school year began, two workshops were conducted--one for support teachers only and the other for new teachers and supports.

A workshop on assessing concerns of beginning teachers and designing interventions to address concerns was conducted for support teachers. It included an overview of stages of concerns theory, discussion of common concerns of beginning teachers, and instruction in ways to diagnose concerns. In the training, teachers participated in a role playing activity to practice diagnosing concerns and delivering appropriate interventions based upon the identified concerns.

A workshop on classroom management was conducted the following day for both new teachers and support teachers. The support teachers were included in this workshop so that they could offer their expertise and to encourage new teachers to consider their support teachers as a resource in this area. All participants received a copy of Organizing and Managing the Junior High Classroom (Emmer, Evertson, Sanford, Clements & Worsham, 1981) before the workshop. Topics covered in the workshop included organizing a classroom, developing rules and procedures, holding students accountable for academic work, establishing consequences, and planning first day activities. In late September the MTIP staff conducted a similar but smaller scale workshop for the two new science teachers who joined the project after school started.

MTIP INTERVENTIONS

Month	Description	First Year Teachers	Support Teachers
August	Workshop--Diagnosing & Responding to Concerns		X
August	Workshop Classroom Management	X	X
September	Informal Meeting (Support Function)		X
September	Informal Meeting (Support Function)	X	
September	Workshop for Science Teachers	X	
December	Seminar--Working with Low Achieving Students and Starting over after Christmas Break	X	X
January	Optional Observation & Follow-Up Conference	X	
February	Focused Observation of Another Teacher	X	
March-April	Observations and Feedback on Managing Academic Tasks	X	

Figure 2.

After these initial two project interventions, Center staff began assessing the concerns and needs of participants and designing interventions to address specific concerns. Many of the data sources gathered through the formal research being conducted on the project were very helpful in identifying needs and concerns. (These data sources will be described in detail later in the paper).

Early interviews and other contacts indicated support teachers would profit from an opportunity to meet together to discuss their experiences with the new teachers with whom they were paired. Therefore, in mid-September the MTIP staff convened an informal meeting of the four support teachers to share those experiences and review the content from the August workshop by discussing additional ways to diagnose and meet first year teachers' needs. Evidence from early interviews also suggested the need to convene the beginning teachers to share their experiences informally; such a meeting occurred in September.

From the late October interviews with the six new teachers and from the journal entries they submitted in November there was substantial evidence that they had major concerns about teaching lower achieving students, particularly when those students were grouped together in "basic classes." In response to that need, an MTIP staff member led a workshop in December with new teachers and their support teachers to identify managerial and instructional strategies for teaching lower achievers and to consider planning changes for after the holiday break.

In the December interviews and workshop, five of the six new teachers expressed interest in receiving feedback from the MTIP staff on the classroom observations. Until this time, the observations had been used solely for research and planning purposes. In response to the interest in

feedback, in January and February an MTIP researcher observed in each new teachers' classroom, taking detailed notes related to a focus specified by each new teacher. Following each observation, the observer and the new teacher conferred, using the teachers own impressions of the lesson and the observers written comments as a base.

Also emerging from interviews, journals, and the December workshop, was the need new teachers felt to observe other teachers. In cooperation with building principals, the MTIP staff arranged for a half-day of released time, for the four new teachers who wanted, to observe in other teachers' classrooms.

The next intervention, now planned for April, is expected to move beyond discipline related management concerns and focus on managing academic work so that students are engaged in higher thinking processes while order is still maintained in the classroom. Our observations to date indicate that the new teachers have progressed substantially in maintaining order but sometimes at the expense of sacrificing higher order learning experiences. MTIP staff members will observe one class of each new teacher for three consecutive days (March 26-28) and interview each teacher on the fourth day to get further information on how each is managing academic work. A feedback letter will be sent to new teachers with suggestions and generalizations drawn from their observations.

Research on the MTIP

The Model Teacher Induction Project is an in depth look at new teachers and support teachers as they encounter both district-provided and MTIP-sponsored staff development activities related to induction of new teachers. Research questions are formulated to address three levels of inquiry. The most basic level will be "Research on Participants and Practice."

This level describes the teaching and supervisory practices of participants and the school and community contexts within which induction takes place.

The second level of the MTIP design is "Research on the MTI Project." At this level, the MTIP components are described and evaluated by participants and MTIP staff. This investigation will provide valuable information about the effectiveness of the MTIP components and suggestions for their improvement.

The third level of the MTIP design addresses "Research on the Research and Design Process." The planning and decision-making processes which the MTIP staff engaged from initial stages of the research project through data collection, analysis, and report writing will be described. This information will provide an interesting and unique look at a research team in the process of conducting their research much as the first level of the design describes how teachers participate in the daily business of teaching.

Research Questions

The MTIP will answer research questions which coincide with the conceptualization of the study.

Research on the Research and Development Process

1. What are the processes used in designing and implementing the MTIP?

Research on the MTI Project

1. What is the nature of the intervention?
2. What are the effects of the intervention?
3. What factors affect implementation?
4. What factors affect transferability of the program and/or its components?
5. What are some needs/concerns of the participants not addressed?

Research on Participants and Practice

Participants

1. What are the personal/professional characteristics of beginning and support teachers? principals?
2. What teaching skills do beginning teachers and support teacher bring to teaching?
3. What needs/concerns do beginning and support teachers have? How do they change over time? To what do they attribute any changes that occur?
4. How do new teachers and support teachers conceive: a) classroom management (appropriate student behavior), b) their content (goals and activities), and c) task systems (getting work accomplished, and content learned)? How do these conceptions change during the induction year? To what do they attribute any changes that occur?

Practice

5. What are the characteristics of the classroom, school and community setting?
6. How are support teachers selected? What criteria are used?
7. What do site facilitators (support teachers, building administrators, central office staff, etc.) do to influence teacher induction?
8. What is the nature (process, content, effects) of the support teacher/beginning teacher interactions?
9. What are the teaching practices (especially classroom management, organization of academic tasks, and the conduct of instruction) of beginning and support teachers? How do these practices change over time? To what do they attribute any changes that occur?

Interactions

10. What personal/professional characteristics are related to the interactions of the support and beginning teachers in the MTIP?
11. What is the relationship between the actions of facilitators and the concerns of new teachers?
12. How do conceptions of teaching relate to (a) personal/professional characteristics of teachers, (b) the classroom and school setting, and (c) to the MTIP interventions?
13. How do teaching practices relate to (a) personal/professional characteristics of teachers, (b) the classroom and school setting, and (c) to the MTIP interventions?
14. What is the relationship between the MTIP intervention and interactions of participants?

Data Sources. Various data sources are being utilized in the MTIP: the Stages of Concern Questionnaire, Hunt's Paragraph Completion Test, journals, nonparticipant observation, interviews, classroom observations, audiotapes of conferences, MTIP minutes of staff meetings, and Contact Report Forms. The MTIP data collection schedule is shown in Figure 3.

Stages of Concern. The Stages of Concern (SoC) questionnaire is a 35-item instrument designed to measure the respondents' stages of concern relative to an innovation. The SoC questionnaire is being used to measure new teacher concerns about teaching, while a different version of the instrument is being used to measure the concerns of administrators and support teachers about their role in facilitating the induction of new teachers. The questionnaires are being administered prior to the beginning of the year, mid-year, and at the conclusion of the school year.

Summer 1984	survey potential satellite participants
August 1-8	contact teachers as identified
	interview teachers & principals
August 9	new teacher workshop
August 10	support teacher workshop
August 13	observer training
August 14	observe new teacher orientation
	journals (through August 31)
August 15-16	observe teachers & principals at beginning of school inservice sessions
August 20	1 hr. classroom observation on first day new teachers/ support teachers
August 21-24	1 hr. classroom observation new teachers
	interview new and support teachers
August 27-31	1 hr. classroom observation/ new teachers
September 17-21	1 hr. classroom observation new teachers
September 17	support teacher meeting
September 25	new teacher science workshop (school 42 only)
October 1-5	journal entries
October 22-26	interview new teachers
November 1-5	journals

Figure 3. MTIP Data Collection Schedule

December 3-7	1 hr. classroom observation new teachers
December 10-14	journals
December 10-14	interview new and support teachers
December 13	new and support teachers workshop
January 7-11	journals
Late January	optional observations and follow-up conference for new teachers
February 4-8	journals
March 29-April 12	interview new and support teachers
March 4-8	journals
April 1-5	journals
March 26-April 11	3 1-hr. classroom observations of new teachers/support teachers
	1 hr. observation of support teachers
May 6-10	journals
May 13-18	interview new and support teachers
May 23	end of school
Summer, Fall	analyze data/write report

Figure 3. MTIP Data Collection Schedule (cont.)

Paragraph Completion Test (Conceptual Level). The PCT is a measure of development which is based on the Conceptual Systems Theory of Harvey, Hunt, and Schroder (1961). The model describes a regular series of stages (conceptual levels) through which individuals move as they become more able to cope with complexity. It is assumed that the way in which a person organizes his or her world, particularly interpersonal relationships, reflects the conceptual level of that person. The PCT was administered to new teachers and support teachers prior to the beginning of the school year and will again be administered at the end of the year.

Journals. In order to record many of the thoughts and actions of the teachers participating in the induction experience, they were asked to keep personal journals regarding their experiences. The purpose of these journals will be to gather more detailed information about the activities, interactions and experiences of each teacher. Journal data will serve as a complementary data source, tapping information that participants may be unwilling or unlikely to share during an interview session. New teachers and support teachers do daily journal entries during the first week of each month and submit these to the MTIP staff.

Nonparticipant observation. As induction activities occur, especially those of critical importance, the MTIP staff are engaging in nonparticipant observation of those activities. This type of observation will preserve data about the activity's participants, content and process, context, and observer clinical judgments of patterns, critical incidents, and more general impressions.

Interviews. Interviews are conducted with each member of the study by staff members trained in the skills of ethnographic interviewing.

Specific content of the interviews is being structured around the particular concerns and issues of the interviewee as they emerge during the course of the year and the research questions listed earlier. The first interview explored the participants' basic views of teaching and their orientation toward their new teaching assignment. Throughout the year, the new teachers and support teachers are being interviewed about their satisfaction with the induction program components, their teaching practices and their current concerns as well as the effectiveness of the MTIP experience. Six interviews are being conducted with new teachers and four interviews are being conducted with support teachers during the year.

Classroom observations. Another data collection procedure is to conduct classroom observations. Observers complete the Classroom Activity Record which includes activity segments, time points, and a detailed narrative record. In addition, at 10 minute intervals observers count and record the number of students engaged in each of four categories of engagement. At the end of each observation the observer completes a rating instrument, giving numerical estimates of a wide variety of behaviors, characteristics and activities related to the organization and management of classroom behavior and instruction. Six observations are being conducted in the classrooms of new teachers and two are being conducted in the classroom of support teachers during the year.

Conference audiotapes. Information has been obtained about the formal and informal conferences that take place between new and support teachers. The participants were asked to audiotape three of these conferences and submit them to the MTIP staff.

MTIP staff records. To document MTIP staff actions in the research and development process, minutes have been maintained of all staff meetings.

All contacts with subjects are also being documented on a Contact Report Form.

Data Analysis. MTIP staff have engaged in an on-going informal analysis of the various data sources for the purpose of identifying emerging concerns and needs in order to plan appropriate interventions. These preliminary impressions and tentative findings will be reported in this paper. The formal analysis of the data will be conducted in the late spring and summer of 1985. At this time, qualitative data will be coded to the research questions. Two important themes to be traced through the data will be (1) what makes an intervention memorable to the participants and (2) how the interventions impact practice.

The major emphasis of the data analysis is a tracing of the induction process and the way the teachers interpret interventions and attempt to implement the courses of action suggested. This procedure provides information about how and why the model program has an effect on teachers--which portions of the program work and why--and provides information to use in the modification of future versions of the program.

The MTIP Satellite Network

A key part of the MTIP is a satellite effort aimed at establishing a functional network of other institutions interested in implementing and studying induction programs in different settings. In addition to providing input into the MTIP, it is anticipated that some of these institutions may in the future include MTIP components in their own programs, thus providing a setting in which to study the contextual and organizational factors that affect the transfer of program components.

The purpose of the satellite effort is:

1) to provide participants the opportunity to learn from each other's experiences with beginning teachers and induction programs;

2) to obtain from participants suggestions and recommendations related to the MTIP and its dissemination; and

3 to develop a functional network of persons working in the area of teacher induction.

A large number of applications to participate were received from local school districts, intermediate education service agencies, state departments of education, institutions of higher education, and professional organizations. Approximately 40 of these institutions were selected to participate in the MTIP satellite effort. The selection committee made every effort to achieve a wide geographic representation of the United States and a balance of different types of institutions with varying degrees of experience working with beginning teachers in different types of settings.

Among the activities sponsored by the MTIP Satellite Network are two national conferences on teacher induction (November 1984 and April 1985) and a quarterly newsletter which is circulated to the satellite participants and a broader audience of persons interested in teacher induction. In addition, the Induction Network serves as a resource to link persons who have questions about induction with others who are working in the area and functions as a clearinghouse through which network participants can share information and materials with one another. Finally, a number of presentations about the MTIP and its Satellite Network have been made at various professional conferences, and some of these presentations have involved network members as co-presenters with MTIP staff.

What Is Being Learned from the MTIP Effort

Again, it is important to emphasize that data are still being collected in the Model Teacher Induction Project and that formal data analysis will not be completed until late summer. However, project staff have been involved in an on-going process of informal data analysis and at this time have initial impressions and tentative hypotheses to share, both about what is being learned from the MTIP and its satellite effort.

Initial Impressions from the Model Teacher Induction Project

From their experiences working in the MTIP, project staff are beginning to reshape their thinking about the induction process in a number of areas. The first of these areas relates to the trauma of the first year teaching experience. Certainly the literature is full of references to the traumatic first year, and most researchers and practitioners tend to discuss the induction process as being one that is traumatic for beginning teachers. While our sample of first year teachers is very small and while we certainly have seen a fair amount of trauma and discomfort among some of them, we have also seen instances of smooth transition into first year teaching among others in our project. It is our hypothesis at this time that perhaps the "traumatic first year" theme has been overplayed and to structure an induction program around the expectation that the first year of teaching will necessarily be traumatic for all beginning teachers may not only be inaccurate but may also be a disservice to those we attempt to assist. This impression lends further support to the notion that perhaps induction programs should not be totally pre-planned, but rather should allow the actual emerging needs of the participants to drive the content of the program.

We are convinced from our data that the involvement of a support or peer teacher can be a valuable aspect of an induction program. However, the pairing of first year teachers and support teachers is another area in which our thinking is evolving. The initial criteria for the selection of a support teacher used in this project were that the support teacher be perceived by the principal to be a successful teacher and be willing to participate. If possible, the support teacher was to also teach the same grade level and subject as the first year teacher with whom he/she was being paired, and have his/her classroom located in the same area of the school building. Our data support these criteria as being important. In both of the cases where these criteria were not met, the interaction between the first year teacher and the support teacher was affected in a negative way. In one pair in our study, the pairs' classrooms were not located in the same area of the building and in another case, the teachers in the pair were assigned to teach different subjects. From the data we have gathered from interviews and journals, it appears that the frequency of interaction between these two pairs of teachers has been lower than with other pairs in the study. This tentative finding fits with Newberry's (1977) finding that extended interchanges between beginning and experienced elementary teachers occurred only when the two taught the same grade level and their classrooms were close together.

In addition to these findings, two other criteria also appear to be important in the pairing process--that the first year teacher and support teacher have compatible ideologies about teaching, classroom management and discipline, and that the first year teacher perceive the need for a support teacher arrangement. At this point, it is our impression that when there is a mismatch related to the philosophies and ideologies of the first year

teacher and the support teacher, the first year teacher is less likely to seek assistance than when there is a more compatible match in these areas. Also, it appears that if the first year teacher does not recognize the benefits to be gained from working with a support teacher, the team is likely to comply with the technical requirements of the arrangement but is not likely to go beyond that point.

In regard to classroom management and discipline, we have observed first year teachers becoming more comfortable with firmness in their relationships with students as the year progresses. Initially, some of the first year teachers expressed discomfort with a strict approach to classroom discipline and indicated that they equated strictness with "being mean." Several of these same teachers took advantage of the beginning of the second semester to start fresh and to be firmer in the area of classroom management and discipline.

Another hypothesis that we are willing to make at this time is that it is possible for an induction program not only to address and resolve concerns of beginning teachers, but also to arouse positive concerns that have not yet fully developed. As could be predicted, the personal and management concerns of the first year teachers in our project were decreasing in intensity toward the end of the first semester. At this point, we chose to begin incorporating interventions that dealt with the organization of academic tasks even though first year teachers were not explicitly requesting assistance in this area. Some of these interventions included a workshop on adapting instruction for basic students, an opportunity to be observed and receive feedback on their teaching, and the opportunity to observe another teacher. It was our impression that while focusing on academic tasks was not an expressed need, the first year

teachers were at a point where they could begin to think more about the content and organization of their teaching.

Our experiences with the MTIP Satellite Network of educators interested in induction have been very enlightening in a number of ways. First of all, we are discovering there is much more activity in the area of teacher induction occurring in this country than the literature suggests. This is probably the case because many of the persons designing and implementing induction programs are practitioners who are based in school districts and education service agencies; these persons, to a large degree, do not tend to write about and publish their work. In addition, there is a great deal of interest in the topic of teacher induction and in collaboration among institutions. The initial response we received when we first proposed the idea of an MTIP Satellite Network was much greater than we anticipated. Since that time, we have received numerous inquiries from persons from various types of organizations and institutions who want to become involved. A number of presentations about the MTIP and the MTIP Satellite Network have been made at professional conferences including the National Staff Development Council, the Association of Teacher Educators, and the American Association of Colleges of Teacher Education. Almost all of the sessions were surprisingly well-attended both by persons already involved in induction programs and by those who are exploring ways to become involved. Each presentation has resulted in persons asking that their name be added to our MTIP newsletter mailing list, and as a result the list has grown to include approximately 150 persons. In sum, it appears that teacher induction is an idea whose time has come.

It is also clear from what we are learning from the participants in the MTIP Satellite Network that induction is not the sole domain of any one type

of educational organization. School districts, colleges and universities (public and private), state departments of education, intermediate education service agencies, and professional organizations are all concerned about and experimenting with induction programs, often in collaboration.

The variety of teacher induction programs represented in the MTIP Satellite Network is also impressive and leads us to the conclusion that there may be no single best type of induction program. There do appear to be components that are common to many induction programs such as the involvement of a support/peer/mentor teacher, observations of the first year teacher's classroom teaching, and informal support sessions for problem-solving. Some programs stress assistance while others focus more on assessment. Some programs continue into the teachers second and third year of teaching. We are seeing programs that involve numerous configurations of these and other components that are very different from each other. Yet it appears that many of these are addressing the needs of the beginning teachers they serve. It is also clear from what is reported by the network participants that induction programs do not necessarily have to be enormously expensive. Many of the participating institutions are operating on very small budgets yet are managing to provide a substantial amount of support for beginning teachers.

Implications for Staff Development

A number of implications for staff development can be drawn from what is being learned through the Model Teacher Induction Program and its Satellite Network. For example, if it is in fact true that not all first year teachers experience a traumatic first year, it is desirable that programs not be totally structured around an assumption that the first year is always traumatic. Avoiding this assumption lessens the likelihood of

providing first year teachers with types of assistance that they may not really need and decreases the chances of creating a self-fulfilling prophecy. This implication may also be applicable to the university-based teacher educator working with preservice teachers. It may be a better approach to explain to education students that some first year teachers experience a very difficult and traumatic first year, while for others the transition from student to teacher is much less difficult.

In regard to the pairing of first year teachers and support teachers, it appears that every effort should be made to select a support teacher who is not only considered to be a successful teacher, but also teaches the same subject and grade level as the first year teacher, whose classroom is in the same general area of the building, and who has compatible ideologies about teaching, classroom management and discipline. This means that support teachers should not be selected until after the first year teacher has been hired and the principal, staff developer, or someone else has had the opportunity to assess the new teacher's philosophy and ideology and select a compatible match in a support teacher. An effort should also be made to determine if the beginning teacher recognizes the benefits to be gained from working with a support teacher. If he/she does not, these benefits should be explained and the beginning teacher should be encouraged to consider the advantages of this type of relationship.

One strategy that might be considered in pairing first year teachers and support teachers is to structure the formal relationship to last only one semester. It can be speculated that those relationships that worked well during the first semester would continue informally during a second semester, yet this arrangement would provide a legitimate end to a relationship that did not work well. By structuring the formal relationship

to last only one semester, it allows the first year teacher to legitimately work informally with a different "mentor" of his/her choice during the second semester. This arrangement would also allow the staff developer or principal the opportunity to suggest or arrange for a different support teacher if the situation called for this type of action.

Another design issue relates to taking advantage of the opportunity to arouse impact concern on the part of beginning teachers about their teaching. In order to do this, it will be important to first address their immediate concerns of classroom management and discipline, but to monitor their concerns closely in order to determine when it is appropriate to introduce interventions related to the academic aspects of teaching. In regard to this issue, timing is critically important in order to judge when they are ready to benefit from interventions designed to promote their thinking about the content and organization of their academic teaching.

Finally, in designing an induction program it is possible to learn from the experiences of others. There appears to be tremendous variety in how induction programs are designed and operated. It will be important to consider local needs, goals, and resources when making design decisions. It is important to keep in mind that while the needs of beginning teachers as a group are fairly predictable, it is difficult to determine in advance exactly when or how these needs will be experienced by each individual. It may be most beneficial to closely monitor the specific emerging needs and concerns of beginning teachers and to select appropriate interventions accordingly.

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