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ABSTRACT

This report is organized in three sections. The first section discusses the need for induction programs (including impact of the lack of such programs on beginning teachers, as well as on experienced teachers, higher education faculty, researchers, society, and children); barriers to developing such programs; and ways of overcoming those barriers. The second section describes the specific areas in which beginning teachers report needing additional preparation and the implications for preservice programs generally, as well as for the program at Southern Oregon State College. Their needs include learning to work with other adults (parents, administrators, and aides), learning to work effectively with colleagues, being given a more realistic view of the teaching profession, and being given a better, more complete theoretical framework from which to work. The third section presents some guidelines for colleges and universities who wish to collaborate with public schools in designing such programs. It identifies the specific steps that are planned in working with local school districts interested in doing a better job of helping their beginning teachers make the transition to successfully assuming the full responsibilities of a teacher. (JN)

1985

REGIONAL STUDY AWARDS

FINAL PRODUCT

DEVELOPING INDUCTION PROGRAMS

Final Report of the Regional Study Award Project

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INTRODUCTION

This report is organized into three sections. The first provides the background for our investigation and includes the topics of the need for induction programs, the barriers to developing such programs and some thoughts on overcoming those barriers. The second section describes the specific areas in which beginning teachers report needing additional preparation and the implications for preservice programs generally, and for our own program at Southern Oregon State. The third section presents some guidelines for colleges and universities who wish to collaborate with public schools in designing such programs. It identifies the specific next steps we plan to take in working with local school districts interested in doing a better job of helping their beginning teachers make the transition to successfully assuming the full responsibilities of a teacher.

SECTION I

BACKGROUND: WHY DO WE NEED PROGRAMS FOR BEGINNING TEACHERS AND WHY THEY ARE SO RARE?

There was little disagreement in the literature that the need for programs to help the beginning teacher make the "transition from a student of teaching to a teacher" is a pressing one. (Griffin, 1982, p. 7) In the second section of this report, we present specific needs for more preparation identified by beginning teachers. In this section we will discuss more generally the impact of the lack of induction programs on beginning teachers as well as on experienced teachers, higher education faculty, researchers, society and children.

The most obvious impact of inadequate or non-existent induction programs in education is on the beginning teacher. The Chancellor's Office of the Oregon State System of Higher Education reported that of the 1983 and 1984 graduates, one-third said they had no orientation to their first teaching position. One-half said they received no orientation to their particular assignments. This finding is particularly distressing given the reports of beginning teachers of their first year in teaching. Descriptions range from strong feelings of inadequacy to "blind panic." (Griffin, 1982) Although researchers at the University of Texas caution against overemphasizing the "traumatic" nature of that beginning year, there was no disagreement in the literature that beginning teachers need support and most are not getting it.

Things may be getting worse and not better. Teachers who supervise student teachers today may be more reluctant to relinquish full control of the classroom. With the increasing press for accountability, they cannot take the risk that their students' test scores will suffer as their student teacher learns the ropes. As a result many student teachers today probably have less experience behaving as a full-fledged teacher than did their predecessors.

Although beginning teachers report informal support from colleagues as most valuable, many of them said they did not receive such support. They saw a request for help as an admission of weakness. Their fear of exposing perceived inadequacies to their peers sets the stage for the persistent pattern of confusing isolation with autonomy that is endemic to the teaching profession.

The isolation of school teachers extends also to experienced teachers. The lack of collegial interaction robs experienced teachers of recognition that should rightfully be theirs as mentors of novices. It also deprives them of any fresh insights or knowledge of the latest curriculum and instructional ideas the newcomers could bring to them. It is interesting that every person we contacted who was involved in some kind of induction program remarked that there were more experienced teachers applying for mentor roles than they could possibly use. This was the case despite the fact that most induction programs had no funds to support these mentors.

As college faculty ourselves, we were continually struck by the many benefits to ourselves for participation in induction programs. Working with beginning teachers would help us analyze the strengths and weaknesses of our own programs. We need to know what the current realities of schools are if we are to prepare effective teachers for those settings. Seeing, first hand, how our graduates perform, is the most meaningful feedback we can get about the quality of pre-service training. We are pleased that the National Council for Accreditation of Teacher Education has mandated that colleges develop programs for beginning teachers in their new standards.

The lack of long-term and systematic induction programs has had a negative effect on the knowledge base in this area. Researchers universally lamented the paucity of studies and the weak methodology of most. We did not find any longitudinal research in the U.S. nor many studies that attempted to examine the impact of induction programs on teacher effectiveness. Most relied on self-reports of teacher satisfaction.

In reading the more recent articles on induction, one is struck with a sense of urgency. With the increasing shortage of teachers throughout this decade and into the next, the issue of attrition becomes a critical one. Although we did not locate any data on this issue, we did find consensus that the rocky transition period for so many beginning teachers is an important factor in the high attrition rate in the profession. (Sanfeur, 1982) Since we are more likely to lose teachers from the top

half of our beginners, the seriousness of this problem is compounded. One would expect that the recent increase of alternative or "fast track" certification programs would lead to a concomitant increase in the attrition rate. If induction programs are needed for beginning teachers who have completed a four- or five-year teacher education program, imagine the need to beginners who have little or no background at all in teaching children. As Sandfeur put it, "induction as it presently occurs is a matter of survival, not necessarily of the fittest, but of the most durable." (Sandfeur, 1982)

Finally, and most important, of the groups who suffer from inadequate induction for teachers are the children who end up in the beginner's classroom. As Kevin Ryan put it, "There is more to induction than the sleepless nights and bruised egos of beginning teachers." (Ryan, 1982) Each child will only have one first grade experience or only one algebra class. If the teacher is disorganized, fearful or exhausted, the child is the loser.

With such overwhelming agreement on the need for induction, it was a bit of a mystery as to why so little has been done for beginning teachers. Sam Yarger provided some answers in his article on barriers to induction programs. (Yarger, 1982) He identified four major barriers:

1) the lack of institutional responsibility for teacher education, other than at the pre-service level,

2) the ambiguous status of teachers--as long as they are considered "middle-range public servants" they are not perceived as valuable enough to warrant allocating resources for continuous training,

3) lack of tradition in teacher education--only within the past thirty years have we been successful in convincing the public that teachers need a college education, and

4) the political nature of the debate about teacher education.

In considering these barriers, we decided that there was not much we can do unilaterally to raise the status of teachers or to create an instant tradition of long-term preparation in teacher education. However, as teacher educators, we do believe that we can address the barriers of political concerns dominating substantive issues and of shirking the responsibility for induction programs.

Since the main question relevant to teacher education is not "how should teachers be educated?" but is "who should control teacher education?" we propose to include all the principal actors at the state and local level in the design of a teacher induction program for Southern Oregon. During our week with NWREL, we consulted with staff from the

Chancellor's Office in Oregon and the accreditation and certifying body, the Teacher Standards and Practices Commission. We will begin developing our plans with active involvement of local school districts. Specific plans are included in Section III of this report.

Thus, we propose to answer the question, "who controls teacher education?" with a resounding "we all do." With this question answered we can turn our attention to how to do the best job we can all do in helping new teachers succeed in their classrooms and feel comfortable in their profession.

The issue of responsibility is one we addressed in our decision to apply for the NWREL grant. We identified induction as the area we wished to study. The time at NWREL has deepened our commitment and convinced us that induction is a responsibility of teacher educators. We begin by systematically revising our own preservice program in light of what we have learned about the needs of beginning teachers. The following section describes our plans.

SECTION II

INDUCTION OF BEGINNING TEACHERS: IMPLICATIONS FOR PRESERVICE EDUCATION

The transition from preservice teacher education to actual classroom teaching is often a difficult one for beginning teachers. In recent years a great deal has been written about ways to make that transition or induction into teaching smoother and less traumatic for new teachers and their students. Most of the literature focuses on induction programs which begin at the time of initial employment of the teacher. However, in this paper I propose to argue that preparing teachers for the transition from preservice education to teaching should actually begin in the students' first college education class. Mcdonald (1980) says that "The most important measure of a successful, that is, effective preservice program ought to be the ease with which the beginning teachers master the entrance to or transition to full-time teaching." Induction should be considered to be part of an ongoing process of constructing knowledge and skills of teaching. Therefore, if the evolving needs of teachers are to be most effectively met, we must replace the dichotomy between preservice and inservice with the notion of continuous professional development for teachers. Induction does not begin with a teacher's first teaching job. Neither do the responsibilities of teacher educators end with preservice education.

Recent research by the Oregon State System of Higher Education (1985) and the Oregon Teacher Standards and Practices Commission (1984) indicates that in most competency areas beginning teachers feel they are well prepared. Just as importantly, administrators indicate that they feel new teachers are generally well prepared in both subject matter and the ability to plan for instruction. However, the same research

identifies areas in which beginning teachers would still like help. Most preservice programs deal with the needs identified by beginning teachers but apparently more could still be done to prepare teacher education students to manage classrooms, motivate pupils, individualize instruction, and deal with the extra curricular assignments so often imposed on them. The Oregon studies are confirmed by national and international research (Veenman, 1984 and Tisher, 1984). Tisher (1984) states that "across nations lists of the most salient problems (of beginning teachers) are remarkably similar."

There are four general needs of beginning teachers mentioned in the induction literature which I believe encompass the four mentioned above. Teacher education students need:

1. To learn how to work with other adults: parents, administrators, and aides. (OSSHE, 1985)

2. To learn to work effectively with colleagues. (OSSHE, 1985)

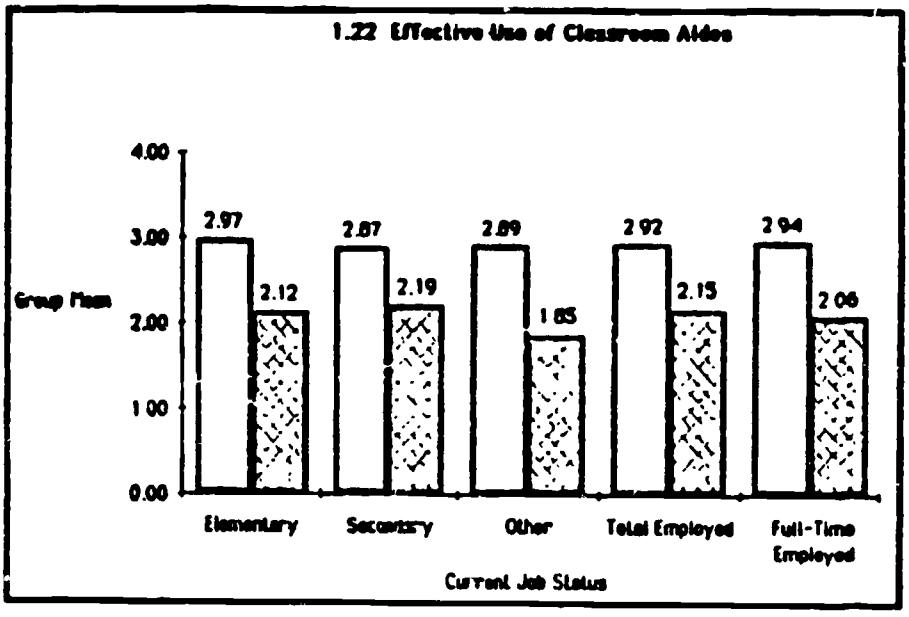
3. To be given a more realistic view of the teaching profession. (Ilgen and Dugoni, 1977)

4. To be given a better, more complete theoretical framework from which to work. (Zeichner, 1981; Cohen, 1983)

The remainder of this paper will describe these identified needs of beginning teachers and the implications of each for preservice programs.

Working with Parents, Aides and Administrators

Too often students enter teacher education with the notion that they will work almost exclusively with children and young people. In preservice programs this idea is bolstered by the considerable attention given to preparing students to work with children and the lack of time spent on preparing students to work with parents, aides, and administrators. Every teacher is required to work with parents to some extent yet it is not at all unusual for teacher education students to go through their entire undergraduate program without being prepared to conduct a parent/teacher conference. Similarly, many teachers today have the benefit of services from an aide for at least part of the day or week, but in their preservice programs they likely were not prepared to work with aides. According to the study conducted by the Oregon State System of Higher Education (1985), beginning teachers saw working with parents as an important part of their jobs. However, when asked about the adequacy of their preparation to work with parents they rated themselves quite low (see table 1). The same teachers indicated that being able to use classroom aides effectively was an important skill yet they felt even less prepared to work with aides than with parents (table 2). Finally, beginning teachers felt that working with administrators was very important but they were not well prepared to do so (table 3).



Adequacy Rating

Importance Rating

TABLE 1

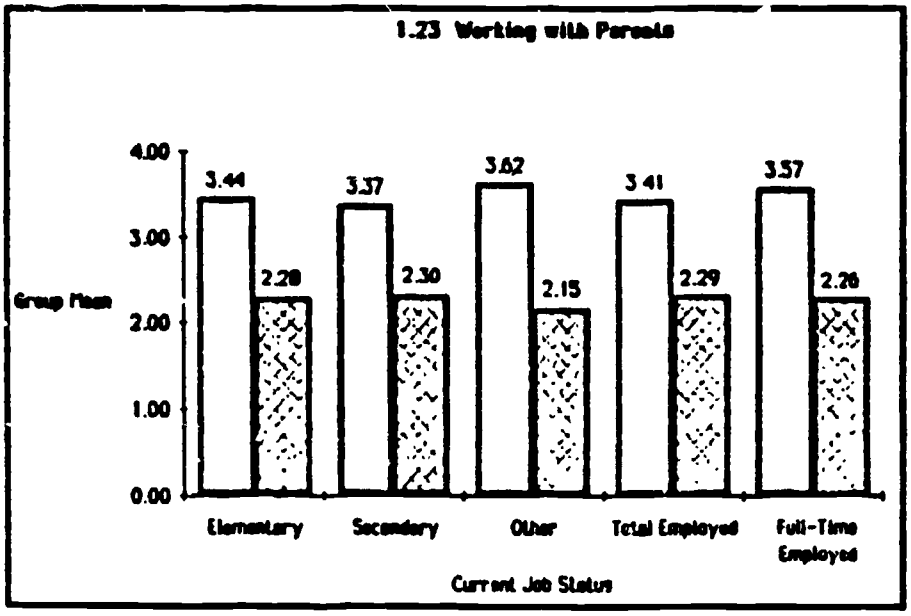
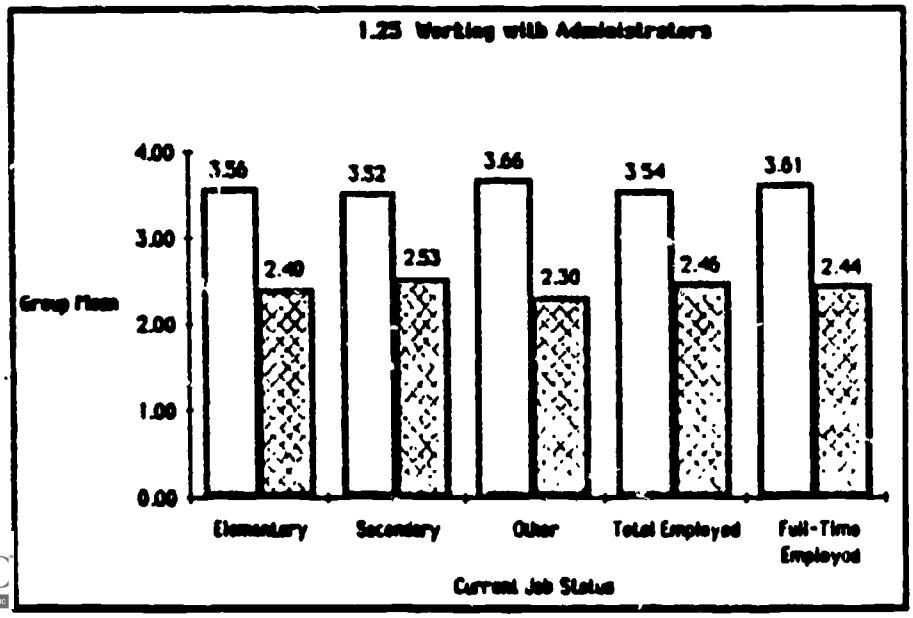


TABLE 2



While the ability to work effectively with parents, administrators and aides was seen as very important by beginning teachers in the Oregon study, they did not feel they were adequately prepared to work with people in any of those groups.

The implications for preservice education are obvious. Students should be given opportunities to meet and work with parents, aides and administrators. They should be given information in classes which will prepare them to work more effectively with these people. Furthermore, the message must be given to students that they should be able to work with adults as well as children and young people.

Working with Other Teachers

Teacher education students should also be prepared to work with other teachers through peer support, peer observation, and team problem-solving. Little (1981) found that staff development efforts were most likely to be successful where teachers worked as colleagues, sharing ideas about instruction and trying them out in their classrooms. Sparks (1983) cites several studies which point to the effectiveness of peer observation and group problem-solving efforts. Preliminary research out of the Research and Development Center for Teacher Education at the University of Texas, Austin (Huling-Austin et. al., 1985) indicates that beginning teachers benefit from informal problem-solving sessions with peers. They also benefit by working closely with one special support teacher or mentor.

Teachers all too often work in isolation. Inservice programs generally consist of large groups of teachers listening to an "expert" tell them how to teach. Seldom are teachers given time to study together and to share ideas. Seldom are they able to observe one another and provide instructional support. In spite of the mounting evidence that inservice programs are most likely to be improved when teachers have opportunities to work with other teachers, inservice and preservice programs continue to perpetuate the isolation of teachers. Lortie (1975) wryly remarks that, "the absence of a shared ordeal in preservice training is appropriate socialization for the future isolation which beginning teachers face."

Ashton (1984) suggests that, "Strong student collegial groups organized to bolster enthusiasm and maintenance of each others sense of efficacy could educate students in the development of collegial relationships." In our preservice programs we can foster collegial relationships by (1) having students work on projects together, (2) giving students more opportunities to engage in team problem-solving, and (3) implementing systems for peer observation and feedback. Students should also be given opportunities to develop strategies for seeking support when in unfamiliar or isolated circumstances. We need to foster collegial relations among our preservice students in order to reduce their isolation as students and teachers and to improve their teaching.

Developing a Realistic View of Teaching

Teacher educators should deal honestly with education students giving them a realistic view of the nature of schools and the teaching profession. Prospective teachers need to know that all schools are not alike. They need to be prepared to work in a variety of settings and to select the kinds of settings in which they could function best. It is not true that "a school is a school is a school." Teachers are most likely to succceed if they match their own interest and abilities to the nature of the system in which they work. A realistic view of teaching could prevent some people from entering a profession in which they do not feel comfortable. A realistic view of schools may prevent teachers from applying to districts in which they would not do well. According to Ilgen and Dugoni (1977) realistic job expectations will not compensate for poor job environments. However, they may improve the employee's ability to cope with the job.

Teacher education students also need to be made aware of the complex nature of teaching. Preservice programs should emphasize the ambiguity and uncertainty that teaching involves. While it is important for teachers to be able to write detailed lesson plans, it is equally important for them to know how to implement them to meet individual needs. Teachers need to know that their best lesson plans will not meet the needs of all the students in their class. Some lesson plans will work one day and not another. Some lesson plans, though well written and well conceived, are best disregarded as the teacher tries to meet the needs of students. Further, lessons in a typical classroom do not take place in isolation. As teachers present lessons, they are aware of individual needs, what happened before the lesson, and what will happen after the lesson. Any well planned lesson can be more or less effective depending upon such unrelated circumstances as the weather, time of day, unexpected interruptions, and so on.

According to the OSSHE study (1985) of beginning teachers, teacher education programs in Oregon have done well at preparing teachers to plan for instruction. Teachers feel much less able, however, to handle management problems and meet individual needs. If teacher education students are given more realistic experiences actually teaching in a classroom they will be better able to deal with management problems and individual needs. But as long as we emphasize the teaching of lessons in isolation they will not come to appreciate the complexities of teaching.

The Need for Theory

A common critism of teacher education programs is that they are too theoretical and not nearly practical enough. Quite to the contrary, Cohen (1983) argues that teacher education programs do not present theory well and could be strengthened by adapting a theoretical or philosophical model common to all classes. Zeichner (1981) concurs saying, "Colleges of education separate theory from practice as much as schools do.... [They] fail to provide prospective teachers with the conceptual tools

which would enable them to transcend the structural contexts within which teaching and learning currently occur." Susan Ohanian, a third grade teacher in New York, writes:

> The good professors must stop yielding to our acquisitive pressures; they must refuse to hand out their 100—or even 10—snazzy new ideas for the well-stocked classroom. They must offer fewer methods, fewer recipes. We teachers need less practicality, not more. We need to have our lives informed by Tolstoy, Jane Addams, Suzanne Langer, Rudolf Arnheim, and Theri Ilk—not by folks who promise the keys to classroom control and creative bulletin boards, along with 100 steps to reading success.
>
> We need a sense of purpose from our professors, not a timetable. Better that they show us a way to find our own ways than that they hand out their own detailed maps of the territory. A map isn't of much use to people who don't know where they're headed. The only way to become familiar with the terrain is to explore a little. I nominate the professors to scout ahead, chart the waters, post the quicksand. I know that I still have to climb my own mountain, but I would welcome scholarly advice about the climbing conditions.

Ashton (1984) reports that, "Teachers tend to be surprisingly unreflective about their work.... [They] need educational experiences that develop the reflective thinking necessary for effective planning." A good theoretical background could prepare teachers to be more reflective and to better cope with the diversities of settings and the inevitable uncertainties of teaching. Teachers like other professionals should apply theory to their own unique circumstances. Prospective teachers should have ample opportunity to discuss theory and apply it in a variety of settings. They should be encouraged to think critically and solve their own problems.

Specific Recommendations for the Education Program at SOSC

Based upon the induction literature and earlier work completed by the Education Department Curriculum Committee, I would like to suggest some specific changes in the Education program at SOSC. Let me say first, however, that we need to remind ourselves that the overall results of the TSPC study of beginning teachers in Oregon are very positive. Beginning teachers and their supervisors both say that the teacher preparation programs of Oregon are doing a very good job. Further, I believe that at SOSC we have done much to address the few weaknesses cited by beginning teachers. Nevertheless, we can continue to improve our program. We can do so by (1) discussing various theoretical approaches in all education classes, (2) placing more emphasis on human development and learning, (3) providing opportunities for students to learn about different kinds of schools, (4) providing opportunities for students to learn the realities of the profession, including how to work with parents, aides and administrators, and (5) preparing students to work with peers by observing, giving feedback to one another and problem solving together.

1. The Introduction to Education class should be renamed "Realities of Education" and should be renumbered as a lower division class so that freshmen can take it. The class should include the followng elements:

   (a) Each student should be assigned a teacher "pen pal." Pen pals should be located in various and diverse communites throughout Oregon and if possible through the United States. The basic purpose of writing to the teachers will be to give students an opportunity to learn of the "realities" of teaching in different settings. Students should work in teams to generate questions to ask the pen pals and to share insights from the teachers.

   (b) Students should complete a practicum in the schoools and keep a log of their observations. The logs should be shared with peers in class so that students can gain information about a variety of school settings and an appreciation for the multicultural character of our society.

   (c) There should be in-class visits by administrators, teachers, parents and school board members. Students need to hear the perspective of representatives from each of these groups.

   (d) Students should be given an opportunity to discuss some of the major theoretical approaches to the teaching/learning process. The theoretical approaches should be discussed in all education classes starting with the very first class.

2. Human Development and Learning should include a practicum with specific observation assignments. Major emphasis should be placed on information regarding human development and learning theory. We should take seriously Cruickshank's (1984) notion that human development and learning are the "glue that holds teacher education together." In order to give proper attention to the important elements of this class, it should be expanded from four credit hours to six.

3. Some peer observation should be implemented in the elementary reading block and secondary curriculum class to accompany the microteaching experiences in each. Students need to gain competence in observing and giving feedback to peers.

4. The Math/Science and Language Arts/Social Studies blocks should be eliminated in their present form. Likewise, the Ed/Psych Evaluation class should be eliminated. The content of these classes should be incorporated into a single "elementary education curriculum block." In the block and the student teaching, students should be encouraged to work in teams in order to observe and give feedback to one another.

5. A system of peer observation should be developed for the half-day secondary student teachers. They should also be given time to work in small groups to share experiences and problem-solve.

6. The Social Foundations class should focus on the social structure of schools, professionalism, and professional organizations. In this class students should also gain insights into ways to work with parents and classroom aides.

7. In the full-day student teaching experience for both elementary and secondary students, a system of peer observation should be established. Also, on-site seminars should be conducted to give students opportunities to share ideas and problem-solve.

8. The Student Teaching Seminar should include the following:

   (a) Information regarding approaches to classroom management and discipline.

   (b) Time for students to describe their experiences, share ideas and problem-solve.

   (c) Discussion of how to apply and interview for jobs. This should include discussion of how a prospective teacher should choose a school.

   (d) Opportunity for students to develop professional growth plans for themselves.

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SECTION III

COLLABORATIVE PLANNING: WHERE DO WE BEGIN?

As indicated earlier in this paper, this section will have two purposes. First, a set of statements which might serve as guides to the planner of induction efforts is presented in four categories which clearly overlap. The second purpose is to share our own thoughts about next steps that we (tentatively) plan to take toward working with school districts in Southern Oregon to resolve induction problems.

Guiding Statements

The following statements represent a synthesis of facts, opinions and ideas which were found in a general review of literature on induction and during several hours of discussion held in interviews with a number of educators who have given considerable study to this area. Some of the

statements are taken almost verbatim from one or more sources, others may be an integration of ideas and/or opinions, while other statements are an extension of our own thoughts and beliefs and were derived from the total review experience.

These statements were used to guide and stimulate the development of the proposed planning that follows. It seems important to underscore the tentative nature of what is presented in this section and to emphasize that changes in the guiding statements as well as the planning process are likely to occur as our experiences are broadened and our thinking is expanded.

Guiding Statements: Conditions for Induction

1. The primary value of launching an induction effort arises from answers to the following questions:

   - What will it do to help children?
   - What will it do to help teachers help children?
   - What will it do to help the profession help teachers to help children?

2. Support for an induction program must come from:

   - Superintendents
   - Building Principals
   - Associations
   - Colleges
   - Patrons

3. Induction must not be related to, or a part of, the formal performance evaluation/documentation process used to recommend retention, dismissal, or promotion.

4. We have significant data which indicates general areas of need felt by first-year teachers. These are generally true across the profession.

5. Personnel selection practices and processes have great implication for the ease with which the beginning teacher makes the transition from preservice to inservice.

6. Assessment of building unit and/or district characteristics may have great significance for the induction process.

7. Time for induction activities is a serious problem. Do they happen in the contract day? Is released time possible?

8. Incentives and rewards are issues to be resolved.

9. Making objective judgements about teaching performance (a component of some induction models) is confounded by the fact that good and poor performance are defined in different ways by different schools.

10. Communication about such issues as discipline, motivation, and classroom management is poor, distorted and imprecise because the specific meanings change as basic assumptions about the nature of students and the learning process change. Yet, these terms are used generally (across the entire profession) without qualification or explanation.

11. A great amount of flexibility exists within TSPC Standards which would permit the shaping of a fifth year program or a graduate degree to meet individual growth needs and district needs.

12. Program evaluation must be a part of the design of any induction effort.

Guiding Statements: Scope of Induction

1. Induction tends to appear as a natural outcome in the broader process of school improvement efforts.

2. Induction efforts in isolation from broader improvement efforts will be limited in effect and many tend toward superficiality.

3. Induction should begin at entry into preservice and continue throughout professional life with special focus on the first three years of teaching.

4. A pilot program with a single district would probably be desirable.

5. Induction may be targeted only to first-year teachers or may include probationary teachers or teachers who are new to a specific context.

6. Differences between induction into the profession and induction into a new context may need better definition and may have importance for program planning.

7. The opportunity to participate in the University of Texas, Austin, Research and Development Center Network is an availabie option.

Guiding Statements: Relationships for Induction

1. Matching people is a significant issue in establishing mentors or teams for induction.

2. Collaboration among the involved organizations is essential.

3. Overlapping roles and responsibilities will require mutual respect and collegialism at its highest level.

4. Best sources of formal and informal support are other successful, positive professionals.

5. Mentors and/or the buddy system are possible components of an induction program.

6. Support teams with leaders and designated roles and procedures are possibilities for induction.

Guiding Statements: Process for Induction

1. No single model will be effective in all schools or for all inductees.

2. Induction programs should be tailored to individual used and context uniquenesses.

3. An induction program should involve "ideally" all members of the host institution as support resources.

4. Induction must provide support--formal and informal.

5. Each beginner will have needs that are outside those generally defined by the profession. These result from personal uniqueness and pecularities of the context.

6. Induction might be built into a fifth year program or graduate degree.

7. Professional growth needs are better met when the teacher has an opportunity to select activities.

8. Preparation of neophytes for entering the job market has implications for the entry of beginners into the job market and successful adjustment into the world of work.

9. Change is a process--not an event. Change is an individual matter. Change is personal.

10. Assessment and diagnosis for individuals are important considerations for an induction program.

11. CBAM may have possibilities as a means of assessing needs.

12. Beginning teachers who need the same support activities and services usually need them at different points in time.

13. Changes (like those experienced by beginning teachers), can be facilitated and trauma reduced if appropraite assistance is provided at the appropriate time. (CBAM)

14. Induction is a process and processes happen over a period of time--not a quick fix.

Collaborative Planning

To be consistent with the spirit of collaboration which resolves the issue of responsibility for induction into teaching, the first of the five phases presented in this section is "Planning to Plan." This first phase of activity is targeted toward the formation of an informed, deeply committed team of educators charged with the responsibility of designing a pilot induction program which after testing may be disseminated throughout the two-county region in Southern Oregon. This team will be comprised of representatives from the college, public school districts, teacher associations and other community interests as appropriate.

Phase I, Planning to Plan, will include a series of steps as follows:

1. A multimedia presentation which comprehensively reviews the "status of induction" will be prepared by the Education Department at Southern Oregon State College. The presentation will be based upon a thorough review of literature in the field and information gained through interviews with scholars and practitioners who are currently active in induction efforts. The content of this presentation will include:

    (a) need for induction,
    (b) a review of research on induction,
    (c) a review of previous and current efforts in induction,
    (d) the implications of induction for preservice teacher education,
    (e) the perceived needs of first-year teachers in Southern Oregon,
    (f) a proposed plan for collaborative planning: Southern Oregon response, and
    (g) input from participants.

2. A series of presentations of the program described in Number 1 above will be made to the superintendents of school districts in Jackson and Josephine Counties, to district boards, professional organizations, district office administrators, building administrators, teachers associations, teachers, college faculty members in teacher education and other community groups.

3. Individuals from the groups represented in Number 2 above who demonstrate a strong interest and commitment to resolving the problems of induction will be identified through input from participants. From this group a fifteen member Collaborative Planning team for Induction will be formed which conforms to the following specifications as nearly possible:

    (a) represents all districts in Jackson and Josephine Counties
    (b) represents all levels of administration
    (c) represents the Education Department at SOSC
    (d) represents experienced teachers
    (e) represents beginning teachers

(f) represents teacher associations
(g) represents school board members
(h) represents preservice teacher education students
(i) participants must have approval of their respective organizations to participate, and
(j) participants must be able to pledge two half days and two evening sessions to the project during the 85-86 school year.

Phase II, Planning a Pilot Induction Program, will commence at the organizational meeting of the Collaborative Planning team. Leadership will be elected at the initial meeting and the team will receive its charge: "To plan an induction program for pilot testing in a school district in Southern Oregon so that it may be implemented, evaluated and with appropriate modification, disseminated to other school districts."

Further, an in-depth orientation to the "state of the art" in induction will be presented and issues for consideration and resolution will be presented and discussed. Relevant literature will be shared as handouts to team members. The next meeting date will be established and tentative agenda set toward meeting the charge of the team.

During subsequent meetings in Phase II, it is anticipated that the team will be involved with such matters as:

1. Determining data needs for planning,
2. Developing a philosophy and guiding assumptions,
3. Defining scope for the pilot program,
4. Establishing goals and objectives for the induction pilot,
5. Developing strategies and an activity plan corresponding to identified goals and objectives,
6. Planning an implementation process,
7. Developing a way of evaluating the pilot program,
8. Establishing a calendar of events, and
9. Planning a process for making needed adaptations of the program for dissemination. Phase II will culminate with a pilot induction program plan which is ready for implementation and testing.

Phase III, Implementation, will follow the schedule and process produced in the previous phase. It is anticipated that systematic monitoring will include data collection, formative evaluation and frequent progress reports to the Collaborative Team. Any enroute adjustments or modifications occurring during implementation will be determined by the Collaborative Team. The Collaborative Team members will also give progress reports to their varied constituents during this phase.

Phase IV, Evaluation, will be performed in keeping with designs established in the second phase. It is anticipated that formative data and judgements will be systematically meshed with summative data and final judgements about process. Results will be documented and shared with the public.

Phase V, Dissemination, will provide a packaged product for possible implementation in a variety of contexts. Included within the package will be materials outlining options and processes for adapting the tested model to context characteristics. In addition, a list of consultants will be compiled from Collaborative Team members (and others with specialized knowledge and skills in induction) to provide support as adoptions are made.

It is assumed that the five phases outlined in this section will constitute a cyclical process which is likely to be repeated in each new adoption.